

**FACTORS CONTRIBUTING TO POOR PERFORMANCE OF GRADE 12  
LEARNERS AT THE NATIONAL EXAMINATION IN LITERATURE IN  
ENGLISH IN SECONDARY SCHOOLS OF KAFUE DISTRICT, ZAMBIA.**

**By**

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**A Research Proposal submitted to the University of Zambia in partial fulfilment for the award  
of the Degree of Master of Education in Literacy and Learning**

Factors contributing to poor performance of grade 12 learners at the national examination in Literature in English in secondary schools of Kafue District, Zambia.

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**The University of Zambia**

**LUSAKA**

**2016**

## **DEDICATION**

I would like to dedicate this work to my parents for instilling a love for education in me from an early age.

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## **AUTHORS DECLARATION**

I declare that the dissertation herewith submitted for the degree in Masters of Education in Literacy and Learning at the University of Zambia has not previously been submitted by me for a degree at any other University or institution of higher education.

### **Signature of the Author**

Signed..... Date.....

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## **APPROVAL**

This dissertation by Jacqueline Simuchimba is approved as fulfilling part of the requirements for the award of degree of Master of Education in Literacy and Learning.

### **Examiner's Signatures**

Signed..... Date.....

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## **ACKNOWLEDGEMENTS**

I would like to express my gratitude to the school administrators of Kafue Day Secondary School for allowing me to complete my study. I am also indebted to the administrators of the three selected Secondary Schools for their support. In particular the learners through their voluntary participation during the collection of my data. My thanks also go to my supervisor Dr D Banda for his unique way of encouraging me to complete this work and Dr J Simwinga for inspiring me to finish this work.

My gratitude also goes to my family members for their consistent encouragement to me to finish this work against all odds. I thank my mother for being the pillar that I needed so much during this study. I would also like to sincerely thank my friends for their input in this work.

To God be the glory for seeing me through this study and giving me the strength and hope to see what was a mere vision materialise into a reality.

## **ABSTRACT**

This study aimed at establishing factors that contribute to poor performance of Grade 12 learners in the national examination of Literature in English in secondary schools in Kafue District. A sample of 124 respondents selected from three Secondary Schools in Kafue town were used in this study. The objectives of the study were to establish classroom pedagogical practices that were common practices by teachers of literature in English, suitability of teachers' training to teach the subject, availability of teaching and learning materials that included the prescribed texts, pupils' and teachers' attitudes towards the subject and investigate on the causes of the common mistakes made by learners as identified by Examinations Council of Zambia. The study employed a qualitative research design and used interviews, Focus Group Discussions, Documents analysis and classroom observations to collect data.

The study has established that lack of proper training of learners in academic writing in the English language covering skills such as how to present work, critical analysis of study texts, identification of themes etc. may be contributing factors to the poor performance in the Literature in English subject. The study further established that strategies used in the classroom by teachers of Literature in English were not adequate enough to fully prepare learners to perform well in the subject. This study holds that the notion that whoever is trained to teach English language can automatically teach literature in English may not be right.

The study also established that there was a scarcity of teaching and learning materials in all the sampled schools. The book to pupil ratio was so alarmingly poor such that some learners could not read some texts with comprehension to answer questions on them in the examination. Negative attitudes towards the subject by both learners and teachers for various reasons such as poor reading culture was found to be another contributing factor as the subject requires a lot of extensive reading skills.

Some of the major recommendations from this study are that there must be regular Continuous Professional Development (CPD) meetings in schools for Literature in English teachers. Further recommendations are that there may be need to train teachers of literature in English other than relying on teachers of English language in the teaching of the former.



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## **CHAPTER ONE: INTRODUCTION**

### **1.1 Overview**

This chapter gives a background to the Literature in English as a subject, and the study itself. It provides the theoretical perspective, the statement of the problem, purpose of the study, research objectives, research questions, conceptual framework and the significance of the study. It also presents the organisation of the dissertation before finally giving a summary.

### **1.2 Background**

The introduction of Literature in English as a subject in Zambian schools dates back to the nineteenth century when British colonists aimed at exposing Africans to the western culture. Literature in English was introduced as a subject for effective communicative purposes. According to Atlick (1987), the study of Literature in English was indispensable to the understanding of the English language. Therefore, it was mandatory for every pupil to take the subject.

Today Literature in English is an elective subject offered only at senior secondary school, from grades 10 to 12. It is offered in all schools regardless of their being private, government and religious owned secondary schools. Like any other subject, Literature in English is summative assessed by the Examinations Council of Zambia only at the end of grade 12. The formative assessments are done during teaching as the case is with any other subject although this does not add up to the summative examination in form of Continuous Assessment (CA). Literature in English as a subject in secondary schools differs from other optional subjects in the sense that it has no singled out prerequisite at junior secondary school level. It is represented as a component of the English subject in form of comprehension or short stories at junior secondary. According to the Literature in English syllabus (MoE 2013), Literature has been allocated 4 periods for learning/teaching per week. Each period has a duration of 40 minutes, making a total of 160minutes per week. The Literature in English teaching syllabus has twelve sub-topics namely; Introduction to Literature, Types, Forms of Oral, Written, Fact and Friction, Story, Drama, Poetry, Novel and Play. Grade 10 is reserved for introduction to Literature, while by grade 11 pupils are expected to have adequate knowledge, skills, value and subsequent attitudes towards the subject. Pupils are expected to have adequate skills in the subject and be able to practice these skills acquired in grades 10 and 11 by the time they reach grade 12 and write

their national examinations. All these arrangements are aimed at having good Grade 12 results in that National examination in this subject.

However, the performance of learners at grade 12 national examinations of Literature in English national wide has consistently been poor for the past five years (E.C.Z 2011-2015). Literature in English represents the extensive reading aspect of the English Language rather than the intensive aspect where summary, structure, composition and comprehension are the centre of teaching in the English language. From time in memorial, the major focus of the English language in Zambia has been the grammatical and structural aspects that dwell so much on intensive reading. Even in Teacher Training Colleges, peer teaching is often done in these aspects, leaving out the other equally important ones. Tomlinson (1980) says extensive reading and intensive reading are key in the teaching of any language as well as in the teaching of Literature in English. Hence, neglecting one may affect the performance of learners. Extensive reading which may involve reading for pleasure in order to develop reading skills, create exposure to various forms of writings in English and vicarious experiences is poorly/wrongly represented as a component of the English Language at junior secondary in form of comprehension. Extensive reading may rightly be represented in library periods where classes have reading of books, expedited by the teacher. As to whether or not the performance of pupils in Literature in English is affected by the low level of attention given to the Extensive reading as to that given to the Intensive reading is an issue this study intended to establish.

According to Ministry of Education (2011), the grade 12 National Examination is competence based and recognised internationally. Pertinent feedback, for the past five years, from the Examinations Council of Zambia (E.C.Z 2011-2015) points out that the performance of pupils at Grade 12 National Examination in Literature in English has been consistently poor national wide. The assumption is that these national results of Literature in English reflect a group of learners who are lacking in competences of knowledge and understanding of critical interpretation of literary work, judgement and personal responses, application and innovation. Contributing factors to learners' poor performance in Literature in English may not be based on what happens on the actual examination day but rather what happens way back in class when these learners are taught skills and competences in the subject. The failure in imparting the right competences and skills could result into poor performance of these learners at their final examination. In any case examination is based on what has been taught and learners tend to do well in subject well taught. However, this is an issue this study would like to establish.

### **1.3 Statement of the Problem**

The chief markers' reports from Examinations Council of Zambia (2011-2015) on Literature in English expose the poor performance of pupils at Grade 12 national examination in this subject. Furthermore, performance reports for the past five years from the Examinations Council of Zambia (E.C.Z, 2011-2015) have confirmed that pupils' performance in Literature in English has indeed been stagnantly poor. In 2012 and 2013 the mean performance was at 28 percent as compared to slight increase in 2014 at 34.4 percent which later decreased to 30.3 percent in 2015.

This study takes cognizant of the fact that ECZ's analysis reports are not enough to substantiate poor performance in Literature in English at Grade 12 national examinations because it is only based on learners' scripts which highlight the common mistakes made by candidates with no information on what causes candidates to make those mistakes, an aspect that requires an investigation to be done on those common mistakes and errors. This study intended to establish factors that contribute to the poor performance of pupils at Grade 12 National Examination in Literature in English and do a factor analysis of those common mistakes and errors identified in the examination reports. Stated as a question the problem is. What factors contribute to pupils' poor performance on Grade 12 national examination of Literature in English?

### **1.4 Purpose of the Study**

The purpose of the study was to establish factors that contribute to pupils' poor performance in Literature in English at grade 12 end of year national examination.

### **1.5 Main Research Objective**

To establish the factors that are contributing to poor performance in the end of year grade 12 national examination of Literature in English.

### **1.6 Specific Research Objectives**

This study sought to achieve the following specific objectives:

1. To establish how the teaching of Literature in English in secondary schools is generally conducted.
2. To assess the availability of literature teaching and learning materials.



3. To establish the suitability of the training offered to the teachers who teach the literature in English subject.
4. Establish teachers and learners' attitude towards Literature in English subject.
5. Investigate the causes of the common mistakes students make in Literature in English that could lead to low performance at Grade 12 national examinations.

### **1.7 Main Research Question**

What are the possible factors causing pupils to perform poorly in the end of year grade 12 Literature in English national examination?

### **1.8 Specific Research Questions**

This study will seek to answer the following questions:

1. How the teaching of literature in English is generally conducted in secondary schools in Kafue District?
2. How available are teaching and learning materials and the prescribed texts for the literature in English subject?
3. How suitable is the training package offered to the teachers who teach the literature in English subject?
4. What are the attitude of teachers and Learners towards the Literature in English subject?
5. What are the causes of the common mistakes pupils make in Literature in English that lead to the poor performance in the subject during the national examination?

### **1.9 Significance of the Study**

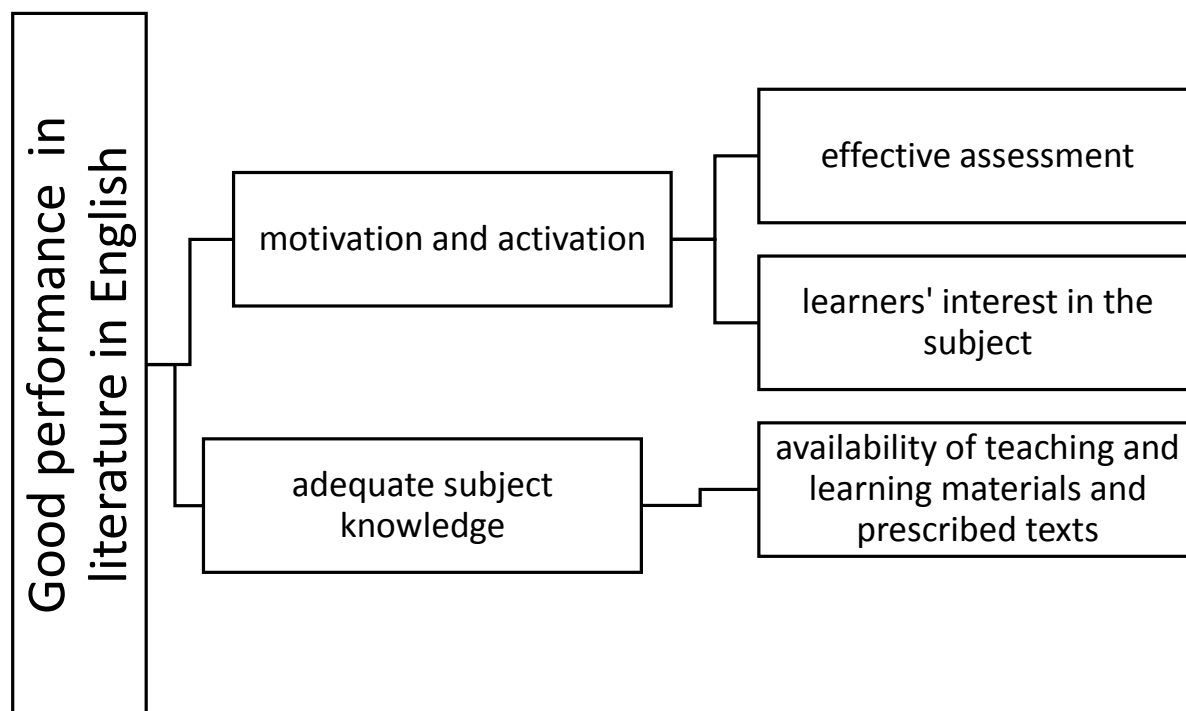
It is hoped that this study may help to identify factors that contribute to the poor performance of pupils at grade 12 National Examination in the Literature in English subject. The findings of this study may help teachers to consequently adjust their teaching strategies. by knowing how to effectively plan their lessons and training institutions may equally adjust their training techniques by knowing what to train teachers on. This study may equip School inspectors and Standards Education Officers with necessary information to use when monitoring the teaching of the Literature in English subject in secondary schools in Kafue District.

### **1.10 Conceptual Framework**

The performance of pupils in any given subject such as Literature in English at a secondary school could be influenced by a number of variables such as: teachers' knowledge of the subject, activation of the subject by teachers, whether contents of the subject syllabus are effectively delivered, interest and motivation of teachers and pupils, availability of teaching/learning and prescribed texts in the case of literature in English subject, and the suitability of the training given to teachers teaching that given subject such as Literature in English. It is also worth noting that the variables are related in many ways. For example, knowledge and interest may be related in that it is likely that a pupil who has no interest and motivation in a subject may not acquire any knowledge at all (Schunk, 2005). In the same vein, learning and teaching materials must be enough and so should be the prescribed texts, in the case of the Literature in English Subject which has over five prescribed texts all the time.

Below is a figure representing graphically various variables that can lead to good performance among learners in any given subject such as the Literature in English. This figure forms the conceptual framework of this study. According to this conceptual frame work, good performance can only be achieved or guaranteed if various variables stated in the diagram are considered.

**Figure 4.1: Conceptual framework of the investigation graphically presented**



*Source: Field work*

### **1.11 Theoretical perspective**

This study is guided by the behaviourist theory founded by psychologists Pavlov, Skinner and Watson around 1920s. This theory is of the view that learning can be explained on the basis of the stimulation from the environment and the consequences thereof (Munsaka 2011). Emphasis of behaviourists' theory is that change of behaviour is the main outcome of the learning process, and behaviour in this study is represented by performance. This merges with the outcome based Zambian Literature in English teaching syllabus (2013:7) which states:

...outcomes should be attained in a cyclic and spiral manner on the understanding that in any lesson or activity, several different outcomes might be covered through the knowledge, values, attitudes and skills. The intention is to ensure that the learner is able to use the knowledge and other phenomena acquired from literature lessons.

Literature suggests that learning is marked by changes in behaviour as the main outcome and could be addressed by looking at some variables that may affect learning. Behaviourist theory identified these variables as external stimuli, provision of rewards and punishments, thinking,

planning and activation. They further argue that the learning must also have motivation, interest and assessment (Muijs et al 2007). As to whether or not these variables are present in Kafue secondary schools and could be affecting the performance of learners in Literature in English is what this study intended to establish.

According to Muijs et al (2007) external stimuli enacts the desired behaviour. External stimuli may refer to the environment in which learning is taking place. This can be narrowed down to the *Zambian Literature in English teaching syllabus* (2013) which recommends teaching methods of dramatization, stimulation and role play, project work, group and pair work and discussions in creating a learning environment. This study intended to find out if teachers employ such techniques and strategies when teaching the subject.

Experimental methods were used by behaviourist theory to condition behaviour either through rewards and punishments. According to Bergh and Theron (2006) punishments are stimuli that diminish the probability or strength of a response preceding it. Behaviourist theory has two types of punishments, negative and positive. In a Literature in English lesson rewards and punishments may be represented by marking and giving feedback to learners' work. Learners work must receive feedback from the teacher so that the learner knows whether their work is worthwhile or not.

Thinking and planning can be represented by teachers' schemes of work. Schunk (2005) said planning and fore thought are effective tools in successful teaching. Schemes of work on the other hand are guidelines on the methods a teacher uses in order to achieve the desired goal. They are documented evidence of what a teacher teaches in the classroom. School administrators like Deputy Heads and Heads of Languages Departments must seriously check teachers' files to ensure that the syllabus contents tally with teachers' set goals and are in line with the assessment strategies so that learners' performance is enhanced.

The activation variable is represented by lesson plans which are implemented in lessons. Equally, teachers should be observed by school administrators to ensure that there is effective delivery of the work. According to Prinrich (1996) motivation is a variable that may influence learning. While a learner may set goals of passing the subject with a good grade because according to Schunk (2005), goal orientations are often the reasons why learners engage in tasks, a teacher on the other hand ensures that learning is progressing as planned. As to whether or not teachers in Kafue apply this theory to enhance performance of pupils in literature in English is what this study intended to find out.

Learners therefore must understand why they are studying and be motivated by the teacher of possible job opportunities that are available by studying a given subject such as Literature in English. This may affect the performance of learners in that subject. A teacher may invite newspaper editors, lawyers or journalists to give motivational talks to learners. Apart from this, learner should be informed that the skills learnt here may help them in their study of other subjects. The pupils also need to know that they may need to use that subject skills later life whether at work or out of work

Motivation alone is not sufficient to enact good performance because a learner without interest in the subject may be difficult to motivate. Therefore, the variable of interest should be coupled with motivation for both teacher and learner. The degree of liking the subject shown by the learner will enable successful learning. Equally, a teacher's attitude and perception of the subject adds value to good performance. Schunk (2005) said that learning goes with task value beliefs and those task-value beliefs include perceptions of the relevance, importance, and usefulness of the learning. This study would like to focus on this aspect as well to establish whether or not motivation could affect the literature in English performance in the case of secondary schools in Kafue District.

### **1.12 Organisation of dissertation**

Chapter one provides the background of Literature in English as a subject in Zambia. It gives a statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, and operational definitions, organisation of the dissertation and lastly summary of the chapter. Subsequently, Chapter two provides a review of literature that is not only relevant to the study but that which also provides in depth knowledge of the topic under study. Furthermore, there is chapter three which provides an elaboration of the methodology used in data collection and analysis of research findings. It further outlines the research design, target population, sample and sampling procedure and research instruments to be used in order to capture the necessary data. Thereafter, chapter four provides research findings which emanate from the research question. Chapter five presents the discussion of research findings which make certain the extent to which the research objectives have been met. Lastly, Chapter six provides a summary of the study that has been undertaken after which recommendations to Ministry of Education are given based on the major findings of the research.

### **1.13 summary**

This chapter focused on the background information of Literature in English as a subject in Zambian secondary schools and justifies the need for this study. It further highlighted the statement of the problem, purpose of the study, the research objectives, research questions and significance of the study. Operational definitions have also been given to give a common understanding of the terms that were used in the study. Lastly, this chapter showed how this dissertation will be organized. The proceeding chapter will review literature that is related to poor performance in Literature in English.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

The literature review is presented from the world view to the Zambian one and eventually to Kafue in particular. This is followed by reviewing the training of Literature in English teachers and learners' attitude to the subject at hand in Zambia before giving a conclusion.

### **2.2 Literature in English subject**

Literature in English subject in Zambian senior secondary school is a full 3 year programme that builds on the extensive reading done in the English language in form of comprehension and short stories at junior secondary school. According to Ministry of Education (2013), it is a subject that plays a fundamental role of broadening and sharpening learners' minds as they are exposed to various literary skills and cultures in various study texts. Any culture's language and images, inherent in that culture and all its artefacts including language, influence learners' thought pattern. The influence of Literature in English on a reader's mind-set is so indirect that a learner may not even know of its immense effect. In as much as Literature preserves a culture's ideals it is important that learners establish in each literary work, especially literary works from other cultures, where "you and the established orthodoxies around you coincide and where you part company", (Durant and Fib 1990: 17).

It is a general expectation of the Literature in English syllabus that Learners should be able to respond critically and personally to any literary text by making connections between fiction and the real world around them. Literature in English gives its learners an opportunity to enter the imagined world in literary texts and reflect on given issues in the texts by making comparisons between current issues and timeless ones. Literature may be used for propaganda as was the case in the period 1960s to 1980s when certain books like *Animal Farm* by George Orwell were banned in some socialist African countries for fear that Learners of Literature might adopt the rebellion in the book. Calvino (1947:21-22) said:

"Literature teaches us to find proportions in life, the place of love in it, the place of death-the hardness, the pity, the sadness, the irony, the humour". Yet it is also taught to prepare people for their roles in society.

The importance of Literature in English as a subject goes beyond preparation for the end of year grade 12 examinations because it prepares learners for interaction in their everyday life.

Workshops organised by the Ministry of Education show the involvement of the state in the selection of literary texts to be used in schools. This is an indicator of the value placed on Literature by the state because aspirations of the state are represented in the choice of books selected to be studied in schools. Many states monitor the type of books that are published in their land because fear is that literature when wrongly exposed may influence readers to see faults in the social or political system and decide to act on it. Wole Soyinka in Nigeria, Ngugi wa Thiongó in Kenya, Nurud Farrah in Somalia, Legson Kayira in Malawi, Pat Maddy in Sierra Leone, a lot of South African writers and others have been victims of states' reaction. This is what makes this subject a living one as well and hence the need to establish factors leading to poor performance by pupils in the subject at National Examinations in Zambia.

Literature in English has been used as a basis for English as a Second Language (ESL) teaching communicatively (Elley 2000; Basiga 2009; Butler 2006). Learners' encounter with various cultures in the literary texts enables them to become multicultural as they are exposed to other societies' customs in terms of use of appropriate language, respect, acceptable behaviour etc. Stern (1987) further says the study of language through literature as a 'vehicle' can help students master the vocabulary and grammar of that language as well as the four language skills: reading, writing, listening and speaking. If Literature is ignored as a component of English through extensive reading in the teaching of English language there is a danger of learners not being conversant in vocabulary and grammar. This may consequently affect their performance in Literature in English were common mistakes of rubric infringement, lack of punctuation and paragraphing maybe inevitable. As to whether or not this was the case was what this study intended to establish.

The value of Literature in English in secondary school education has been emphasised by a number of scholars like (Moody, 1972; Povey, 1972; Tomlinson et al, 1980; Verghese, 2007) because it shapes the learners' lexical and grammatical abilities. These abilities can also be of great help in other subjects. According to Lewis (2013) Literature in English adds to reality; it does not simply describe it, Literature is communication. This is because according to Gajdusek (1988:229), literature "encourages talking, active problem solving and it generates purposeful, referential questions". Basiga (2009:24) stated:

Stories give children language experiences that enable them gradually to think about and comprehend their environment. When language is internalized, it becomes thought; when thought is externalized, it becomes language".



## 2.3 Learners' performance

This section defines poor performance and looks at performance indicators in Zambia. It further looks at how learners' attitude towards Literature affects their performance by citing a case study in Hong Kong.

### Zambia

In the Zambian case, the performance of learners in the subject Literature in English has been consistently poor for the past five years. Poor performance is learners' inability to meet a set standard in their competencies. Asikiha (2010) defines poor performance as any performance that falls below a desired standard, while Okoye (1982) describes it as a candidates' inability to attain a set performance standard in a given evaluation exercise such as an examination. In the Zambian case a learners' work may be lacking in aspects stipulated by the senior secondary school Literature in English teaching syllabus (2013). The syllabus states that performance of pupils in Literature should be based on the outcomes that supposedly meet the learners' educational needs and the expectations and assignments of the society (Curriculum Development Centre 2013). This performance is gauged by performance indicators like marks scored, grades and divisions obtained by the candidate in respect to standards of Examinations Council of Zambia (E.C.Z). E.C. Z's criterion of awarding marks is as follows.

#### **CONDITIONS FOR THE AWARD OF A SCHOOL CERTIFICATE**

All requirements for the certificate must be satisfied at one and the same examination.

To qualify for the certificate candidates must:

- |           |  |
|-----------|--|
| EITHER    | a) Reach a satisfactory general standard as judged by their performance in their best SIX subjects and |
| OR        | b) Pass in at least SIX subjects (including English language) with a credit in at least ONE of them.   |
| credit in | c) Pass in FIVE subjects (including English language), with a credit in at least TWO of them           |

<b>Zambian school certificate and G.C.E</b>	
<b><u>Grade</u></b>	<b><u>Standard</u></b>
<b>One</b>	<i>Distinction</i>
<b>Two</b>	<i>Distinction</i>
<b>Three</b>	<i>Merit</i>
<b>Four</b>	<i>Merit</i>
<b>Five</b>	<i>Credit</i>
<b>Six</b>	<i>Credit</i>
<b>Seven</b>	<i>Satisfactory</i>
<b>Eight</b>	<i>Satisfactory</i>
<b>Nine</b>	<i>Unsatisfactory</i>

A candidate who scores below these set standards is regarded as showing poor performance. In this study it is not clear whether teachers of English Literature are trained markers of Literature and whether the assessment within schools can measure up to the examination standard, in particular, whether the grading system at school level can equate to ECZ's. This grading scales was used as yardstick for determining and evaluation pupils performance in English subject by way of comparing past studies with this particular study using the same criterion.

It is a national concern when competencies in languages are poor as this raises a question of how evaluation and assessment can best be conducted. According to the Examinations Council of Zambia's (E.C.Z, 2013) performance analysis for Literature and Languages subjects, the general performance of candidates in 2013 examination at Grade 12 level was generally poor-average, with majority of candidates obtaining lower grade division. Reports of a slight improvement in the performance from 2012 to 2013 were noted but no major improvement has been reported to take place in 2014 and 2015.

The Examinations Council of Zambia is aware that the performance of pupils in Literature in English is poor. E.C.Z hoped that the 2013 report's reflections could be used to address the challenges it faces in running examinations at national level and in teaching languages. Two years down the line the story is still the same with performance levels in Literature in English remaining stagnantly poor.

Assessment objectives have also been drawn from the *Zambian Literature in English* teaching syllabus which points out the standard expectation of pupils. Literature in English pupils are expected to read widely, critically, evaluative with fluency and in depth any given literary text. According to Tomlinson et al, 1980; Verghese 2007:

More and more exposure to the language through its literature enables the student to understand the subtle differences between certain words and appreciate the hidden nuances of thought and style the idiom of the language is capable of. As they do so, their understanding of the literary texts can be expressed through discussions and ideas proficiently.

### **Hong Kong**

Since 1966, English language and Literature had been taught separately in Hong Kong secondary schools. In the 1990s, Chan, embarked on a research to establish the relationship between English language and literature teaching in secondary schools in an attempt to explain learners' poor performance in Literature. He experimented on learners by combining English language and Literature in one syllabus. Literature was incorporated in the English language through the use of non-traditional literature texts that were more accessible and directly relevant and it was used as a resource for language activities. A wide range of authentic literary texts were selected and incorporated in the English language curriculum. In this way pupils would be exposed to language use in a range of situations and language becomes 'a real tool for study, a medium of genuine communication and of pleasure and entertainment, as well as a valuable asset in everyday life' (Chan 1990:117).

This approach towards teaching Literature yielded a positive response from the learners who enjoyed Literature as a component of English language. As a result of this approach Literature gained popularity and the performance of learners improved tremendously. It was from his research that Chan (1990) describes the language syllabus as irrelevant, utilitarian and monotonous dominated by the examination and containing very little to excite the interest of the learners. He further states that the English language curriculum is impoverished without the Literature component. Learners' ambivalent attitude to Literature can only be changed if they see relevancy in the Literature curriculum. Relevancy can only be achieved by combining English language and Literature in one curriculum. These are claims that he believed influence learners' performance.

The Zambian curriculum has only fused Literature in the English language syllabus at junior secondary as short stories and comprehension. Otherwise Literature is taught as a subject at senior secondary where traditional texts are the main study items. These texts usually take away the excitement of learning Literature and affect learners' performance because they develop a negative attitude to the subject. According to Topping (1968) Literature in English is not wanted by learners because its relevancy is not clear. This negative attitude is fuelled by a lack of background literary study and "partly on a certain mystique about literature, a sense that literature was somewhat totally different from other forms of writing in English" (Hirvela & Boyle 1988:180). As to whether or not all these issues could be factors to the poor performance of grade 12 in Literature in English is an issue this study sought to establish.

## **2.4 Marking of Literature in English**

In 2013, the Examinations Council of Zambia set the standard for marking based on learners' ability to:

- Respond with understanding already read texts.
- Maintain a critical style and develop an informed personal response.
- Use textual references, including quotations, to support and illustrate interpretations.
- Analyse the language, form and structure used by a writer to create meanings and effect, using relevant subject terminology where appropriate.
- Compare writers' ideas and perspectives, as well as how these are conveyed across two or more texts.
- Evaluate texts critically and support this with appropriate textual references.
- Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
- Write essays accurately, effectively and analytically using Standard English.
- Respond succinctly and accurately to context questions.
- Demonstrate understanding of the cultural and literary memory of a wide range of signs (Symbols, images, melodies, quotations) in texts.

Marking according to Tomlinson (1980) can be an invaluable assistance to pupils and teachers. This is because it gives guidance to the learners by drawing their attention to their errors and helping them to recognise correct and, prevent reoccurrence of errors. Consequently they may also know how to improve in performance if marking is done consistently. This study does not

know how often learners' work is marked or whether they are given practice exercises frequently and above all, whether or not this could be one of the factors contributing to poor performance of Grade 12 pupils in Literature in English subject at the National Examination.

## **2.5 Literature in English teaching methodologies**

This section of the study looks at methodologies used that West Africa, America, Francophone and India have used to successfully teach languages as English language teaching seems to have a bearing on the performance of learners in Literature in English.

### **2.5.1 Methodologies used in other countries**

#### **West Africa**

Many other researchers like Western African Examination Council (WAEC) have noted the poor performance of Literature pupils because, according to Onukagu (2007), language teachers do not have relevant educational qualifications and experience to teach the subject. According to Janice Yalden (2000) teachers follow in built sets of guidelines that are contained in teachers' guides on how work should be taught including the drills and exercises. She argues further that these drills and exercises are implicit theories that can be adjusted to suit learners' needs. The Zambian Literature in English syllabus (2013) is the only known outline given by the Ministry of Education on what should be taught in Literature in English in Zambia. It is not known whether the non-availability of well-structured teachers' guides and supporting teaching /learning materials to be used in the course contribute to poor performance.

A research in Benue State, Nigeria, Ogunnaike (2002) revealed that there is no specific method in teaching literature hence; the teacher uses whatever approach/method available to him. On the other hand, Tomlinson (2009) research work in Virginia also shows that a curriculum is simply a guide on teaching and not a fixed way of teaching. Effective performance of pupils can be achieved by having a teacher who is flexible to learners' needs and utilizes a vast range of teaching methods in the classroom. The challenge of the teacher is to create an environment that is conducive to each of the learners' needs. Tomlinson (1999) said:

That a different way to learn is what the kids are calling for.... All of them are talking about how our One-size-fits-all delivery system – which mandates that everyone learn the same thing at the same time, no matter what their individual needs—has failed them.

Language teaching (LT) using a one-size fits all approach is unacceptable by many linguists because a teacher needs to target learners' needs for successful teaching. Teaching and learning materials will equally align with lessons needs, but inadequate teaching and supporting materials force the lessons to be teacher centred.

Long (2015) suggests a Task Based approach to learning a language (TBLT). He says tasks are the real-world activities people think of when planning, conducting, or recalling their day. That can mean things like brushing their teeth, preparing breakfast, reading a newspaper, taking a child to school etc. A task based syllabus is concerned with needs analysis of learners.

TBLT involves analysing the target needs of learners before any teaching commences, and according to Long (2015) it is what learners need to be able to do in the new language. He further argues that a task based syllabus is ideal in effective pedagogy of any language. Class rooms therefore should be flooded with tasks that go beyond exercises and activities .in one of his works Role-playing a job interview, was used as an example of tasks, might be chosen not because job interviews in the L2 were target tasks for a group of learners but because they provided opportunities for practicing question forms. Skehan (an advocate of genuine TBLT) refers to such activities as “structure-trapping” tasks.

The Zambian Literature in English Syllabus is outcome based and recommends the use of stimulations, role play, dramatization, project work etc. as tasks to be used in classrooms, but it is not known whether these tasks are implemented in the actual lessons. Focus therefore in the Zambian syllabus is equipping learners with skills that will render them useful to social and global development. The syllabus recommends that of all parts of the pedagogical elements are understood through projects on literary issues. Therefore, the methodology to be used in Literature in English classrooms should combine practical and theoretical pedagogies. As to whether this is followed in classrooms at Kafue secondary school is an issue this study would like to establish.

## **India**

Mujawar (2013) in her research among Indian Literature and Languages students stresses the need for creativity in teaching techniques. In her works she points out the challenges that a teacher faces in teaching English literature to Indian students whose native language is not English. Students have a challenge to comprehend the whole body of the British or the American or any other literature. These literatures contain various allusions, customs, manners, mythologies, etc. and refer to various social, political, religious references.

Mujawar (2013) further argues that in order for learners to understand the foreign literature, they must know its context and background so that they comprehend the lexical terms carrying thematic meaning of the study text. Some students find Literature to be difficult because of the choice of the literary text. As Rosenkjar (2007) puts it, the students will rely on word-for-word translation and will not have a deep appreciation of the subject at hand. Curriculum setters have a challenge to select authors that are learner friendly and perhaps Zambian pupils have a challenge of learning Literature in English because it is in a second language which they are not familiar with. According to Vergheses (2007) the process of learning a second language involves far more than simply learning the forms of the language; it involves knowledge of the culture of those who speak it. Tomlinson (1985:9) also states that 'literature provides learners with authentic models for the norms of language use'. This can be strengthened by reading Literature in that language, in this case English.

Mujawar's recommendations of creative teaching techniques were a response to the various difficulties encountered by Indian learners in studying Literature in English. The difficulties faced by learners were: lack of effective interactions due to large class numbers, lack of examination oriented teaching in preference to syllabus completion, reliance on traditional teaching which lacks the use of LCD, computers and internet, students get interested in the study of English language and not the English literature for effective communication purposes, lack of inward/cultural meaning of foreign literature and learners do not know the availability of jobs connected with studying Literature in English.

In order to address these challenges Mujawar recommended pre-teaching projects of geographical, political, and historical aspects of country, collection of pictures, stamps, use of films, dramas, computer-aided language laboratories, internet, blogs, World Wide Web, and some other innovative techniques of teaching literature. If techniques used are practical in the learning of Literature in English, perhaps the performance of learners may change.

### **Francophone countries**

In Francophone countries the use of French in formal education has had a negative bearing on the literacy levels. According to Hutchson (2006) research shows that from Sonja Fagerberg-Diallo Senegal's current illiteracy rate is around 65%, which raises concerns about the French medium educational system. The formal educational system in French is increasingly unable to satisfy the demands of a growing population that wants an education which responds to its needs. The use of non-national languages to teach formal education is a challenge. Literature

in any language apart from national languages is a challenge to teach if learners fail to comprehend it. Hutchison (2006) says that: a relevant curriculum is one that connects learning to the child's experience and environment, responds to parental expectations and demands and at the same time prepares students not for today's world but for society as it will develop in the next fifty years.

The Zambian Literature in English syllabus depends on Literature from other cultures . Many Zambian learners who may have read *The Concubine* by Alechi Amadi (1965) have come across Nigerian words like *okwo* and *Igele* without knowing their true meaning. The context in which they are used is the reader's only guide: "The *Okwos* tore the air, the drums vibrate under expert hands and the *Igele* beat out the tempo meticulously" a reader may guess that *okwo* must be some kind of musical instrument while the *Igele* must be some person involved in this music ensemble. However, a Nigerian reader and a Zambian reader differ greatly in the understanding of these words . A Nigerian reader will read with a deep understanding of the emotions in the story ,unlike a non- native reader. Narrowing down to Curriculum developers in Zambia, Zambian novels already in existence written in Zambian languages may be translated in the English language for Literature in English purposes. This may influence good performance because learners are familiar with settings and linguistic terminologies. As to whether or not the prescribed literature is adequate for all grade 12 learners is an issue that this study pursued.

### **United States of America**

In a research carried out by Brownlee (2007) in the United States of America, learners are introduced to Literature in English at an early stage of formal education. By grade 8 schools have reading and language arts classes that specialize in Literature courses. These schools deal with Literature in their national language (English) which is familiar to them and focus on African American folktales and according to Brownlee (2007) gives them a means of sharing their culture, values and history.

Students encounter local writers like Zora Neale Hurston and Virginia Hamilton who are Americans writing about their own country's heritage. In the Zambian context only one Zambian writer, Sichizya (Uneasy Yoke) has succeeded in entering the canon of Literature in English, the other writers are foreigners (Ngugi, Shakespeare, Orwell, Amadi, Achebe, and Soyinka). This according to Primorac (2011) is seen as a symptom of literary 'underdevelopment'. She further argues that Zambian written literature in English is not large



and not much of it is (or has been) globally marketable as she refers to it as a literariness of crisis.

According to Brownlee (2007) the focus is the recurring themes found in the folktales. Students will analyse and interpret the recurring themes and symbolism found in the works of art with a deep awareness and appreciation of their heritage if their own local settings are utilized. The Zambia Education Framework (2013) argues that learners should be able to embrace indigenous heritage and thoughts that could fit in the local and national situations.

Emphasis as such, will be placed on skills such as sequencing, identifying main ideas and supporting details. Students will be able to differentiate between fact and opinion. There will be many opportunities for making comparisons and contrast, making inferences and recognizing causes and effects. In addition, students will interpret the figurative language and identify the literary devices with selections

Zambia Education Curriculum Framework (2013) recommends the use of Learner-centred approach for teachers and teacher educators. This is to ensure that rote learning is done away with where learners are active participators who reflect, think and do rather than reproduce from rote learning.

## **2.6 Training of Literature in English teachers**

The misunderstanding of many schools is that all language teachers can teach Literature in English too. There is no diploma for Literature in English in Zambia and few colleges specifically train student teachers to teach Literature in English because it is represented as a component of the language courses offered. Literature in English is only represented as a minor subject and only those students with a single major may encounter more Literature in English courses than those taking it as a minor.

Evelyn Hone College in Zambia, like most colleges, does not produce Literature in English teachers but English languages teachers. On the other hand, is the University of Zambia which offers Literature in English to language students. It is assumed that by teaching these students modernistic Literature, students are equipped to teach any type of literature in secondary schools.

According to Sivanion (2002) autonomous learning influences teaching methodology and dramatically changes the roles of the language teacher and the language learner. To cope with these changes, future teachers have to be prepared both practically and academically.

## **2.7 Learners' attitudes to Literature in English**

Most of the pupils taking Literature in English have done so involuntary because availability of school places has placed them in Literature in English classes. These pupils' competencies in literature are lacking in communication proficiency. The Examination Council of Zambia (2011-2015) has reported that candidature in Literature continues has decreased for the past five years. Since 2011 candidature has been in the range 6,500 to 6,700; specifically, in 2015, there were 6,566 candidates who sat the examination as compared to 6,714 candidates in 2014 (ECZ 2015). Learners tend to abscond from the examination by choice. Pupils' attitude shows that there is a low level of literary knowledge and the solution lies in absenting themselves from a lesson they felt was difficult because they had no connection to it. Most pupils continued to learn Literature for certification purposes.

## **2.8 Literature in English as tool of Functional Literacy**

UNESCO (1978) has defined functional literacy as the ability to engage in all those activities in which literacy is required for effective functioning of his group and community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development. Yousif (2003) says.... functional literacy is identical to lifelong education insofar as it encompasses everything which enters into life.

The Zambia Educational Curriculum Framework (2013) highlights lifelong learning as the centre of its Literature in English curriculum. The Zambian Literature in English curriculum is an outcome based (OBT) which emphasises producing learners who are able to function in the socioeconomic environment by implementing what has been learnt. According to Primorac (2011) written literary texts from Zambia have been produced by a tiny cultural elite, which was prevented (by economic and political circumstances) from specializing in, or professionalizing, the practice of producing English-language writing. Such circumstances have produced a body of work in which the aesthetic functioning of texts is not separate from their non-aesthetic, or utilitarian, functioning.

## **2.9 Summary**

This chapter has looked at available Literature on Literature in English as a subject, learners' performance in the subject at hand, methodologies used in other countries apart from Zambia, Training of teachers and Literature as functional literacy. This study notes that Zambian learners' performance in the Grade 12 national examination in Literature in English remains to be poor, yet it is not clear what factors are contributing to this. This study aims at establishing the likely factors that contribute to learners' poor performance in Literature in English in Zambia.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Methodology**

This chapter presents the methodology applied in the study and highlights the research design. It also gives a reflection of ethical issues, limitations and delimitations of the study, and the conclusion.

### **3.2 Research Design**

This study was a qualitative in nature. Qualitative research design was used as it is known to be credible in constructing meaning from the perspective of the actors (Flick; 2009, Huberman and Miles; 2002). This research employed a case study in order to have an in depth investigation of the research problem and analyse it thoroughly. Case studies often help verify cause-and-effect relationships and can also demonstrate the impact of processes....in human terms (Texas state Auditor's office, methodology manual 1995).

### **3.3. Location of the Study**

This study was conducted in Kafue District of Lusaka Province at three secondary schools located in Kafue town, which are henceforth represented by letters A, B and C, respectively. Schools B and C are government run, while school A is privately run by catholic sisters.

### **3.4 Target population**

The elements of this study were all grade 12 teachers and learners of Literature in English in three selected secondary schools of Kafue District. There was no limitation of nationality and each school had to be undertaking the Zambian O level national Literature in English examination administered annually by Examinations Council of Zambia.

### **3.5 Sample size**

The total number of respondents was drawn from the schools A, B and C. These included four Literature in English teachers, one from school A (because the other teacher runaway from a scheduled interview), two from school B and one from school C because he was the only one teaching the subject at hand. Forty pupils from each of the three selected secondary schools, translating to 120 pupils in total were used in this study. Overall, there were 124 respondents.

**Table 3.1: Teachers who took part in each school**

School	Teachers
A	1
B	2
C	1
TOTAL	4

A total of 120 pupils took part in the research as respondents. Thirty (30) pupils from each school were used in focus discussion groups, with a maximum of 10 pupils for each session. Three sessions were conducted in each school and pupils were selected using the interval guide. A total of 30 randomly selected pupils were interviewed comprising 10 from each of the 3 school.

**Table 3.2: number of pupils who took part in the focus discussion groups and interviews**

School	Number of pupils who participated in focus group	Number of pupils in each focus group session	Number of pupils interviewed
A	30	10	10
B	30	10	10
C	30	10	10
TOTAL	90	90	30

### 3.6 Sampling procedure

This study used simple random, interval selections and purposive sampling technique to pick its sample. According to Cargan (2007) the main aim of sampling procedure is ...to produce a group that is a representative of the population in order to be able to make generalisations about the population.

Patton (1990) says that the logic and power of purposive sampling lies in selecting information rich cases for in depth to be included in the sample on the basis of their judgement of their typicality. Thus three Heads of Departments (H.O.Ds) were selected purposively because they

were at the centre of teaching/learning planning. All the H.O.Ds in the three selected schools were among the teachers of Literature in English interviewed. The three secondary schools were purposively picked on basis that they were among the few schools still offering Literature in English subject. In order to strike a balance, one of the secondary schools was private owned, while the other two were government owned. These secondary schools were purposefully selected out of nine governments and nine private secondary schools in Kafue District because: They were easy to access, were offering Literature in English and were readily available to participate in the research. Most of the secondary schools had abolished the social sciences career pathway in preference to a business career pathway. Schools B and C were committed to keeping Literature in English in their schools, while school A was administering it for the last time.

Random sampling was used to pick learners from each school so that units in a population had an equal chance to be part of the sample (Bhattacharjee, 2012). In this study 120 learners were picked randomly, thirty pupils from each school. The interval guide was also used in selection of pupils for interview to avoid any biasness.

### **3.7 Data collection procedure**

According to Kombo and Tromp (2006) data collection refers to gathering specific information aimed at proving or refuting some facts. A researcher's choice of data collection procedure is guided by a clear understanding of what they hope to obtain and how they hope to obtain it.

In this study so many procedures were used to collect data:

The letters of consent from UNZA, P.E.O and D.E.B.S were presented to the Heads of the selected school upon arrival. The protocol was that the head teacher referred the researcher to the Deputy Head who in turn summoned the Head of Department of Languages (H.O.D). The H.O.Ds directed the researcher on which teachers of Literature to interview and observe. In order to avoid any flaws in the research like the participants not turning up, the researcher made appointments before the actual day of data collection. According to Kish (1995) this is done in order to ensure validity of the results, and biasness that may result from selected individuals not participating.

Since this was a case study it was important to develop interactions with the participants to ensure that they were free to express their views without any reservations. Secrecy of information collected was sworn to the participants. The researcher wrote down notes and

recorded as interviews, observations and focus group discussions were in progress and had an assistant do the same so that information was confirmed and compared. The instruments employed in this study were participants' observations, documents review, interview schedules and focus group discussions. The aim was to have first-hand information from the respondents.

The first step was to analyse how the teaching of Literature in English was conducted by using participants' observation check lists. The teachers' schemes of work were also checked so that the researcher had a clear picture of teachers' pedagogies and their training on teaching methodologies of the subject. Analysing the schemes of work also helped the researcher to know whether the teachers were meeting their set targets and implementing the syllabus. The researcher observed the lessons in progress taking note the strategies that the teacher was using in teaching the subject at hand.

Open ended interviews were conducted with teachers in order to establish their attitude and perception of Literature in English subject. The task was to observe how many teachers were willing to teach Literature in English as compared to other elective subjects and whether their attitude was negative or positive. Interviews were conducted with a number of randomly selected pupils in order to establish their attitude to Literature in English. Focus discussions groups were also used amongst pupils who were picked using the interval selection method. This helped the researcher to establish the pupils' attitudes to Literature in English as a subject in comparison to other subjects. In particular, the number of teaching periods per week and the availability of teaching material were compared with other optional subjects.

### **3.8 Data collection instruments and their Administration**

The instruments used in this research to collect data were:

#### **3.8.1. Structured interview schedules**

The first step in administering structured interviews is to identify the respondents and request them to answer specific questions (Kombo and Tromp2006). In this study 4 teachers in total were identified and interviewed on schedule from schools A, B, and C. Upon getting their cooperation, the researcher maintained a relationship with the identified respondents for purposes of further data collection. The researcher and research assistant noted down and recorded responses from the respondents for quality data purposes.

### **3.8.2 Unstructured interview schedules**

Unstructured interview schedules were conducted with teachers and pupils were questions asked were not pre-arranged. This was done in order to establish the attitudes of pupils to Literature in English. In total 30 pupils selected randomly responded, 10 from each of the three selected schools.

### **3.8.3. Participant observation check list**

This involved the researcher sitting-in in a normal teaching lesson and observing the teaching strategies that the teacher was using in the classroom. In particular, was observing how the teacher introduced the subject. Secondly was observing the teachers' ability to engage pupils in the lesson or how much the pupils participated. Lastly was observing how the teacher concluded the lesson.

### **3.8.4 Focus group discussion guide**

Focus group discussions were conducted with pupils by the researcher on the learning of Literature in English. The researcher ensured that the topics under discussion were limited to the study topic. A recorder was used for records and reference purpose.

### **3.8.5 Document review guide**

Documents under review were teachers' schemes of work, lesson plans and records of work that had been in existence for some time. According to the evaluation team (2009) reviewing a document provides background information on the history, philosophy and operation of a programme that is being analysed.

In order to analyse teachers' teaching strategies their schemes of work and lesson plans were checked. Pupils Literature in English exercise books were also reviewed. E.C.Z's analysis performance reports were analysed for the past five years. According to WBI Evaluation Group (2007) useful information from these identified existing documents may be derived in a systematic analytical procedure.

## **3.9 Data Analysis**

The study was qualitative and data gathered were analysed by coding of emerging themes. The researcher developed codes as key concepts and ideas were identified within the textual data that were related to the phenomenon under study. This was followed by an examination



of raw textual data line by line in order to identify incidents, events, ideas, perceptions to come up with themes.

Analysis of teaching strategies also gave the researcher a clear picture of the teachers' past training on Literature in English teaching methodologies. The availability of teaching and learning materials were analysed in order to identify any gap that may match with the evidence of pupils' poor performance. Findings on the pupils and teachers' attitude to Literature in English were analysed with the hope of identifying the possible factors contributing to grade 12 pupils' poor performance in Literature in English end of year examination. These findings were limited to Kafue District. S.P.S.S was used to come up with tables and figures as each analysis was supported with quantities.

### **3.10 Reflection on Ethical Issues**

Research involves the collection of data from people and about people (Punch, 2005). Therefore, during the study, the following ethical issues were followed. Before any research was conducted, consent forms were got from University of Zambia, Provincial Education office and District Education Board Secretary which were presented upon arrival at the three selected secondary schools, to the school administrators to get permission. The school administrators were briefed on the research procedures and enlightened on the value of the research to be conducted. Participation was voluntary and confidentiality was sworn to the participants by using serial numbers and letters instead of actual names. This was done in order to encourage participants to participate freely.

### **3.11 Study limitations**

The total number of respondents used in this study was a subset of the entire population of Literature in English learners and teachers of Kafue District. These were respondents from schools A, B and C. In this study the respondents were four teachers and 120 learners between the age of 16 and 20. Learners and teachers were not limited to any gender, but had to be members of staff and pupils of the selected schools. Findings from these three schools cannot be generalised to other areas due to limited sample. They do not represent the entire population of Literature in English learners and teachers of Kafue district.

### **3.12 Delimitation of the study**

This study was conducted at three purposefully selected secondary schools located in Kafue town. This was because most of the secondary schools in Kafue District had neglected the social sciences career pathway offering Literature in English subject in preference to a business career pathway with commerce and principles of accounts. The 3 selected secondary schools were among the few schools still offering Literature in English and were conveniently located in Kafue town for easy access.

### **3.13 Conclusion**

This chapter provided a discussion of the research methodology employed in this study. A case study research design was used in this study as it is known to provide a subjective approach to describe life experiences and situations and give them meaning. A qualitative approach was used to collect data and analyse data. A sample of 124 respondents was used in this study: 120 teachers and four teachers. Purposeful sampling was used for teachers, while interval and random selections were used for learners.

## **CHAPTER FOUR: PRESENTATION OF RESEARCH FINDINGS**

### **4.1 Introduction**

This chapter presents the actual findings of the research based on the themes generated from the research questions.

### **4.2 Teaching of Literature in English**

Data collected from lessons observation check lists revealed that two out of the three teachers observed were knowledgeable on how they were supposed to teach Literature in English. These teachers were able to give in-depth examples from the study texts to show that they had studied the texts adequately. WH questions were asked for character identification, understanding and retention of the story. There were occasional silent and loud reading of selected chapters by the learners.

In all the three schools observed teachers of Literature in English were not able to provide well designed materials for lesson references. The only source of teaching /learning material was the study text .A hand full of Learners on the other hand had access to commentaries or summary notes on selected study texts and in some cases exhibited more knowledge of the study texts than the teacher.

It was observed that there was either a lack of adequate teaching aids or inadequate number of the study texts. This made the teaching of Literature in English very difficult because teachers were left with no option but to focus on retelling the story rather than analysing the study text critically. Therefore the focus of the teacher was on exposition and lecture type of teaching that did not draw learners' participation. This study discovered that learners did not practice answering past paper questions and were not drilled in critical and analytical skills.

The Study has established that texts in all the sampled secondary schools had to be shared amongst learners living in different localities. In school B only five study texts were available for a class of 85 learners. This made lesson preparation very difficult for the teacher whose only resort was still teacher exposition or in most cases as was observed, lecture type of lessons. This study found out that Literature in English subject was only taken by learners for certification purposes.

Findings showed that lessons were not well planned because the teaching strategies were rigidly fixed on the lecture strategy even when there was need for illustration or dramatization

in order to emphasise a point. This study discovered that teachers did not have adequate teaching / supporting tools and did not attempt to create any.

Teachers of Literature lacked adequate skills of stimulating the retention of ideas from the book. In most cases most of the pupils did not even read the study text because of the inadequate supply. This study revealed that no orientations or continuous professional training were conducted for Literature in English as compared to other language subjects like English. It was also noted that there was no orientation for writing and teaching of the newly introduced paper

#### **4.2.1 Documents Review: Schemes of work**

Schemes of work are records and plans that guide the teacher in their daily endeavours making teaching manageable. They also act as important documentary evidence on what is to be taught in the course. According to Brown (2004) schemes of work help teachers organize their work so that course delivery remains on target and in accordance with the syllabus content. A teaching strategy utilized in the classroom will affect a learners' performance either positively or negatively depending on how well the teacher activates the information.

This study noted that A, B and C schools had their own individual plans on how the teaching of Literature in English was to be conducted. The major challenge that this study discovered was that each of the 3 schools' Languages Department had readily made schemes of work that were used annually.

It was only through some lessons observations and review of schemes of work at schools A, B and C that the researcher was able to define the stated teaching activities in teachers' schemes of work. Samples of schemes of work used at schools A, B and C are accessible in the appendices but frequency tables are presented here in order to define and analyse the strategies that teachers employ in teaching Literature in English. The methods/AIDS column in the schemes of work used in each of the 3 selected secondary were used to come up with these frequency tables.

**Table 4.4: FREQUENCY TABLE FOR SCHOOL A**

STRATEGIES USED	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12
Question & Answer	2	0	0	0	3	0	3	0	3	0	0	0
Teacher exposition/lecture method	1	3	0	4	0	6	0	0	3	6		0
Discussions	2	0	0	0	3	0	0	0	0	0	0	0
Drama	0	0	6	0	0	0	0	6	0	0	0	0
Role play	0	0	0	0	0	0	0	0	0	0	0	0
Individual task	1	1	0	2	0	0	3	0	1	1	6	6
Group work	1	0	0	0	0	0	0	0	0	0	0	0
Pair work	0	0	0	0	0	0	0	0	0	0	0	0
Project activities	0	0	0	0	0	0	0	0	0	0	0	0

wk. = week

School A had 6 Literature in English teaching periods per week which summed up to 72 teaching periods per term. Findings revealed that 11 periods were used for questions and answer, 23 periods for teacher exposition, 5 periods for discussions, 12 periods for dramatization, 0 periods for role play, pair work and project work, 21 periods for individual tasks and 1 period for group work. Teacher expositions and individual tasks were the most frequently used pedagogies.

**Table 4.5: Strategies of teaching****FREQUENCY TABLE FOR SCHOOL B**

STRATEGIES USED	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12
Question & Answer	1	1	0	1	0	0	1	0	1	0	1	1
Teacher exposition/lecture type	1	0	1	1	1	1	1	1	1	0	0	0
Drama	0	0	0	0	0	0	0	0	0	0	0	0
Role play	0	1	1	0	0	1	1	1	0	1	0	0
Individual task	0	0	1	0	1	1	0	1	1	1	1	1
Group work	0	0	0	0	0	0	0	0	0	0	0	0
Pair work	0	0	0	0	0	0	0	0	0	0	0	0
Discussions	1	1	0	1	1	0	0	0	0	1	1	1
Project activities	0	0	0	0	0	0	0	0	0	0	0	0

School B had a total of 3 periods per week summing up to 36 teaching periods per term. Question and answer was utilized 7 times, teacher exposition 8 times, drama 0 times, role play 6 times, individual tasks 8 times, group work 0 times, pair work 0 times, discussions 7 times and project activities 0 times.

**Table 4.7: strategies of teaching used****FREQUENCY TABLE FOR SCHOOL C**

strategies used	WK 1	WK 2	WK 3	WK 4	WK 5	WK 6	WK 7	WK 8	WK 9	WK 10	WK 11	WK 12
Question & Answer	1	1	0	0	0	0	0	2	0	0	1	1
Teacher exposition /Lecture	1	0	0	1	0	0	0	1	0	0	3	3
Discussion	0	1	0	0	1	3	0	1	2	0	0	0
Individual tasks	1	1	0	1	1	0	1	0	2	1	0	0
Character sketch/drama	0	1	0	0	0	0	3	0	0	0	0	0
Role play	0	1	0	0	0	0	0	0	0	0	0	0
Group work	0	0	2	1	1	0	0	0	0	1	0	0
Class presentation	0	0	2	1	1	1	0	0	0	2	0	0

School C had 4 teaching periods of Literature in English per week summing up to 48 teaching periods per term. It was observed that out of 48 teaching periods in a term Question & Answer was utilized 6 times in, Teacher Exposition 9 times, Discussions 8 times, Individual tasks 8 times, Dramatization 4 times, Role play 1 time, Group work 5 times and Presentations 7 times. Teacher expositions, Discussions and Individual tasks were most frequently used and Role play were the least used teaching methods at school C.

This study discovered that teachers' strategies were not well done. In most cases teachers would teach whatever suited them without taking into consideration the outcome or impact a strategy would have on a learner. For instance individual tasks of reading a chapter were not followed by general discussions in order to give the teacher an opportunity to assess whether learners had grasped what had been read.

It was observed that teachers did not have adequate knowledge of the study texts, and were lacking in effective planning because their only target was to guide the learners to complete reading the text. Hence, it was discovered that in most cases lessons were based on retelling the text rather than analysing it. Findings also revealed that their knowledge of the texts was limited to the text itself or commentaries because in most cases they did not have a background to the study text. This may have affected learners' performance in the subject at hand because they were not given adequate knowledge of the texts.

### 4.3 Availability of teaching materials

Table 4.8: Available teaching materials at schools A, B & C

School	Book Title	Number Of Books Studied	Number Of Copies	Number Of Learners	Other Materials Used
A	Things Fall Apart	5	24	35	commentaries
B	Things Fall Apart	2	20	85	commentaries
C	The Concubine	4	24	54	commentaries

It was observed that school A, a private school with the standard number of 35 learners had an inadequate number of study texts. School B was over crowded with a total of 85 learners against 1 teacher and had 20 copies of the study texts for 85 learners. As a result, the teacher at school B resorted to using commentaries which were not availed to the learners, as major teaching aids because the use of few study texts was a challenge.

At the time of this study, only 2 study texts had been done by grade 12 term1 (*The Concubine* by Amadi and *The River Between* by Ngugi) at school B. *Things Fall Apart* was just being introduced by use of commentaries which were read out by the teacher while learners paid attention because they did not have copies of their own. Only 20 study texts were available for a class of 85 learners.

At the end of the lesson the study texts were collected from the pupils because according to the teacher, it was feared that they might lose the study texts if they carried them home. Further



investigation revealed that majority of the learners did not have study texts at home and only depended on school material for any studying. The teacher seemed to ignore this fact because he proceeded to give them home work that required them to read the study text before the next lesson.

The teacher stated that it was frustrating to teach under a limited resources and time frame, more so when the school administration was not willing to give Literature in English its deserved time and attention.

This study revealed that teaching was only done as an obligation by the teacher of Literature in English at this secondary school. The teacher of Literature also confirmed this when he said: ‘‘Literature in English is frustrating to teach and learn if his concerns and suggestions are ignored’’

This study revealed that some study texts were difficult to handle by learners because of the linguistic terminologies used. Learners said *Kongi’s Harvest* was difficult to understand because of the Linguistic terminologies that were used in it. One learner out rightly said: ‘The English used in this book is too difficult I will not write this book!!’

Teachers were also at a loss because they did not know how to teach *Kongi’s Harvest*.

#### **4.4 Findings based on Focus Group Discussions:**

##### **Teachers’ attitude to Literature in English**

School A had a staffing of 35 teachers with 20 teachers qualified to teach language. The two teachers teaching Literature in English were products of single major English from University of Zambia who had an interest in teaching the subject at hand. These 2 teachers were also teachers of the English language. The other teachers were not interested in teaching the subject despite encountering Literature components in their training. One of the teachers said the study texts are too much to handle and teaching literature in English means retelling the whole book .This study revealed that the reading culture among teachers of language was poor and that these teachers did not know and understand what they had to teach . In one of the schools, a teacher said he was teaching Literature because he had no choice.

This study found out that pupils have too many texts to study and may not be studying some especially that the teaching of these same texts is not judiciously done by the teachers. The study further established that some pupils do not learn anything on some books as there are no

teachers to cover them. The schools have no money to invite guest teachers to teach the books, meaning that pupils sit for examinations without fully covering the syllabus.

It was observed that teachers were not given the necessary incentives to motivate them to work exceptionally well. This was the case in school B where the teacher of Literature in English was obliged to please his administrators and in school A where the teacher was given an award for learners who attained division 1s. This study found out that motivation of teachers and learners through incentives could promote good performance both at school and national examination levels because teachers teach exceptionally under incentives. Equally a motivated teacher will also motivate each learner by accommodating them. But this study found that teachers only motivated those learners who performed well.

Findings from this study revealed that the negative attitude of teachers to Literature in English was fuelled up by the fact that colleges and universities in Zambia do not produce Literature in English teachers but language teachers who are forced to teach Literature in English because it is also a language subject. This study noted that there are no clear cut Literature in English teachers in Zambian secondary schools and this has a large bearing on the teaching of the subject at hand and consequently the performance of learners.

### **Learners' attitude to Literature in English**

The study has established that the greater number of those taking literature in English may not have performed well in English language at the grade nine promotion examination. There were some who got the least grade, four, in English language but were allocated Literature in English, suggesting problems right from the word go. Teachers of literature in English interviewed claimed that the learners' proficiency levels in English language have a bearing in the performance of such learners in Literature in English subject. Those with poor English fail to express themselves explicitly in literature in English. In lamentation, one teacher has this to say:

Previously pupils taking literature in English would be only those with grade one or two at grade nine examination. Now that everybody even with the last grade in English, grade four, which is a D are allowed to take literature in English, we have a problem. Surely can we be teaching grammar and syntax in Literature in English classes again? Where do we find the time? Besides we are already overwhelmed with too much work or marking these other large classes (Teacher from School B).

Generally, the enrolment and placement of learners in Literature in English classes was based on availability of school places. This study found that most of the learners placed in Literature in English classes were imports from other schools. These learners may have failed their grade nine examination at their original junior secondary school and were chosen in order to have a good number of grade 10s and not for their language proficiency.

In school A the learners had upper-class background where English was easily spoken as compared to the school's B & C who were a mixture of lower class, middle class and upper-class. The language used in school A was English as compared to vernacular (Chinyanja) in school B & C. In all the 3 selected schools the quality of pupils in these Literatures in English classes was based on availability of school places at grade 10 rather than language competence. Most of the pupils taking Literature in English subject had poor language backgrounds and were incompetent to express themselves in English, a requirement for those taking literature in English subject. One of the teachers complained that teaching pupils who are imports was a challenge as their attitudes to learning the subject at hand was negative. In one of the schools Literature in English was simply imposed on the pupils as they had no choice on what optional subject they wanted to take. Literature was only seen as a vehicle to a full certificate at the end of grade 12.

They learners in all the schools expressed their dislike of the study texts that they read. They claimed that study texts were too traditional and lacked any modernity. Most of them inquired if there were any Zambian writers that could be utilised frequently. This study revealed that poor performance was influenced by learners' lack of familiarity with the settings and linguistic terminologies used in the study texts.

Most of these learners were born and bred in town, but the settings used in the study texts were from a village making visualisation of events and setting very difficult.

Words like:

Ogune for a drum;

Iba for malaria;

Osu for an outcast.

Were difficult to understand by most learners.

The learners informed the researcher that the language used in most of the study texts were difficult to comprehend. Proverbs in *Things Fall Apart* were difficult to interpret and Metaphor and similes in *Kongi's Harvest* were equally a challenge for the learners. The proverb:

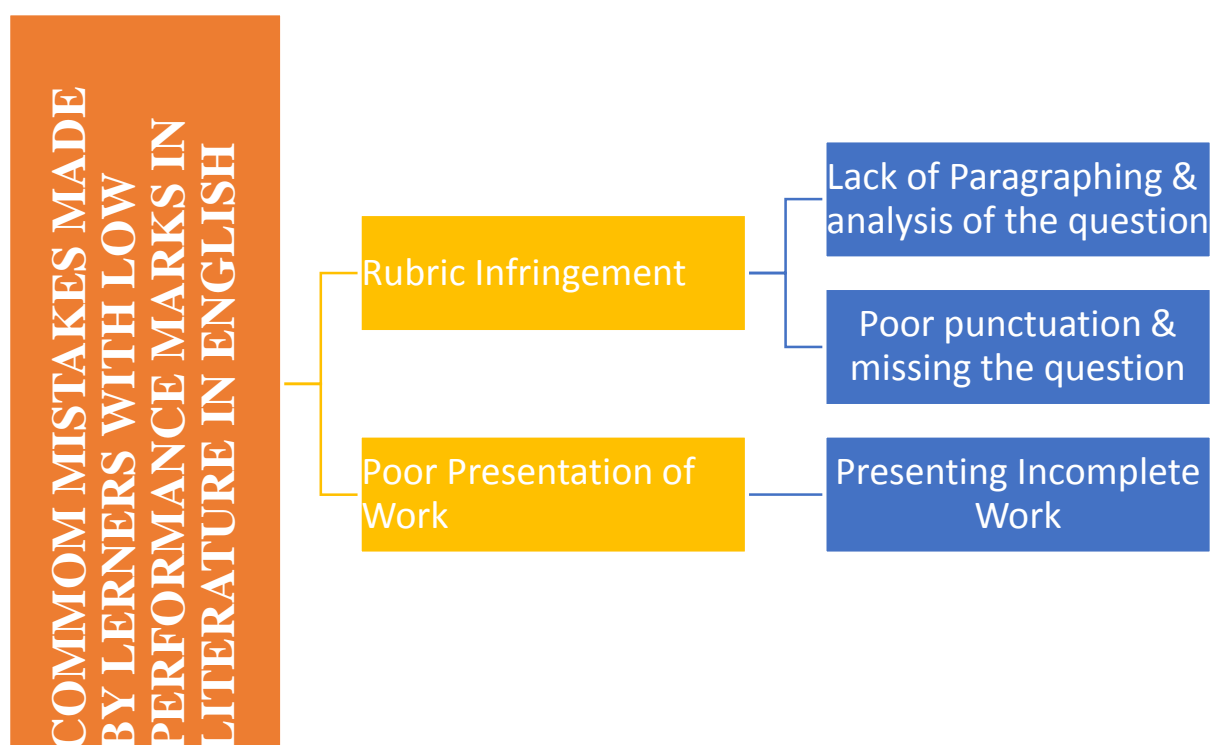
*He who eats with elders washes his hands*

was used to explain Okonkwo's rise to fame. Learners were not able to infer this on their own unless the teacher guided them. This study discovered that learners are not able to relate to the type of language used.

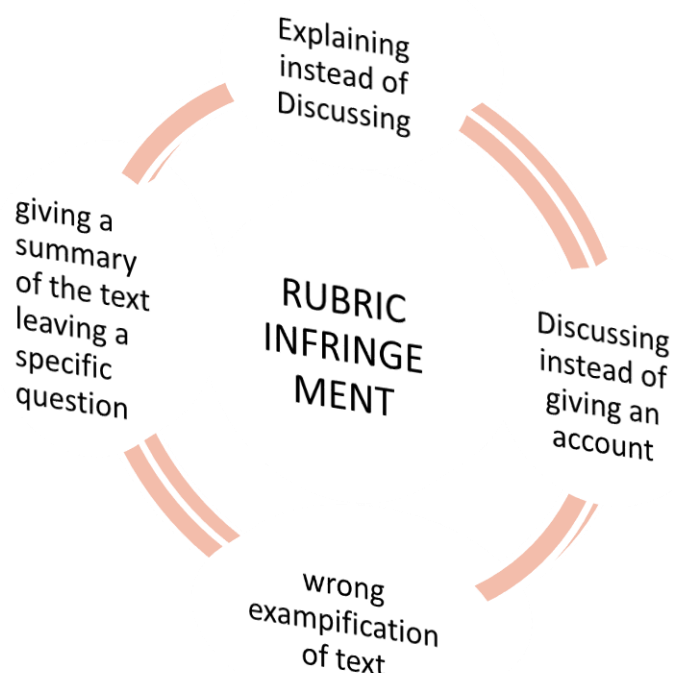
Learners in two of the observed schools showed ignorance on the examination past paper set-up. In school B learners were not aware of the examination past paper set-up because teachers did not expose them to the past paper. Further inquiry revealed that some learners were not aware that Literature in English now had 2 papers. This study revealed that because teachers were not training learners on what to expect in the national examination of Literature in English and also what was expected of them poor performance was inevitable.

### **Causes of common mistakes**

Examinations council of Zambia identified some common mistakes that learners with low performance make in the national examination of Literature in English. These are:



**Figure: specific issues under Rubric infringement (source: field work)**



This study found out that rubric infringement diagrammatically explained above was a result of learners failing to understand instructions that a question requires of them. Most learners are not familiar with the English language and find it difficult to understand it; hence their lack of following instructions accurately.

This study found out that most of these common mistakes result from a poor foundation laid in the English language where basic skills like punctuation and paragraphing are supposed to be taught not only at junior secondary but also at primary school. Findings on common mistakes revealed that there is a connection between the English language and Literature in language that needs to be bridged.

It was also discovered that extensive reading aspect in English language represented by comprehension at junior secondary was not given the necessary attention it deserved. This was reflected in the performance of learners in Literature in English at senior school level where learners seemed passive to the subject at hand. Their performance at school level showed that they hated reading and seemed not to value Literature in English as a subject.

This study noted that teachers of Literature in English did not teach the learners how to answer past paper questions.

This study observed that Literature in English teachers did not understand that teaching Literature in English also required learners to observe the rules of English language. Literature in English teachers did not know that the principle of writing in English language also applied to Literature in English. One teacher out rightly said:

Should we be teaching syntax in Literature when we are already overwhelmed with planning how to teach it? This is very unfair to us. This is the main reason why pupils taking Literature in English must have very good grades in English language. We have pupils who got the least grades (D) in English at their Grade nine examination and the end result is what we now experience.

The common mistake of failure to complete work reveals that learners have not mastered the skill of summarizing their work because learners tended to write irrelevant points. This again points to the training that learners have received in the English language in the summary aspect. This study found out that the foundation that learners had in the English language influenced their performance in the Literature in English subject. If Intensive reading and Extensive reading are properly balanced at junior secondary then a good foundation may be laid for Literature in English in the process avoiding the common mistakes that most learners make.

#### **4.5 Summary of chapter 4**

This chapter presented findings from an analysis of data collected from interview schedules, focus discussion groups, documents review and participants' observations. This information was captured from teachers and learners of Literature in English and planning officers from DEBS office. The outstanding finding centres on the teacher, in particular is the fact that this study revealed that Training Institutions do not train teachers to specifically teach Literature in English. Literature in English is handled as a component of the English language. It was noted that since the teacher is at the centre of the learning focus an inadequately trained teacher affects the learners' performance negatively.

## CHAPTER FIVE: DISCUSSION OF FINDINGS

### 5.1 Introduction

This chapter discusses the findings of the investigation according to the order of themes. Findings on how teachers of Literature in English conduct their lessons, availability of learning/teaching materials, and training of Literature in English teachers were discussed. This was followed by attitudes of teachers and learners to the subject at hand and factor analysis of common mistakes made in the national examinations.

### 5.2 Teaching of Literature in English

Objective 1 made an inquiry on the teaching methods that are employed in the teaching of Literature in English. This study revealed that traditional methods of teaching are employed by teachers of Literature in English where theory as language teaching approach, method, philosophy or school of thought is the major guide for the teacher (Yalden 2000). These traditional teaching methods entail a teacher to depend on teachers' guides in daily teaching endeavours. This study noted that the Literature in English teaching syllabus was the only teaching guide utilized. Commentaries from teachers' own source were substituted to retell the story. While Strevens (1980) recommends an eclectic paradigm of teaching Literature in English, ZECF (2013) recommends a learner centred approach in teaching. This entails that a teacher is at liberty to adjust the syllabus in order to meet the learners' needs. Kashoki (1990) said the solution therefore lies in equipping the teacher with capacity to enable him/her to design literature based teaching materials to be able to meet syllabus demands. Brown (2004) gives the guidance on the information that a good schemes of work must contain:

- Definition of the learning objective.
- Build up the knowledge and understanding of a subject or a topic.
- Definition of teaching activities.
- Description of the teaching resources to be used.
- The key skills to be acquired by the learners.
- Definition of the learner outcome, which is the knowledge and understanding the learner is expected to acquire in the session.

Focus here is **definition of teaching activities**, a component of the schemes of work that has not been thoroughly addressed because teaching activities have simply been stated and not defined. It was only through lessons observations at the three selected secondary schools that

the researcher was able to define the stated teaching activities in their schemes of work. If these teaching activities are followed implicitly then performance in the Grade 12 National Examination in Literature in English may improve.

This study noted that teachers used traditional methods of teaching which focused on the teacher rather than the learners' needs. The goal of the teacher was to deliver and complete the syllabus' contents without making any adjustments. If learners were the centre of the teaching process chances of them performing poorly in the national examination of Literature in English could be reduced drastically.

Observations from this study have revealed that teachers were limited to using expositions, retelling through the use of commentaries and discussion tools .Kashoki (1990) says the challenge lies in the teacher creating learning materials. Curriculum Development Centre (2013) recommends charts, DVDs, CDs, tape recordings in addition to books as teaching resources. Theory when blended with practice is an effective tool in Language teaching (LT).Employing strategies that encourage learners' participation can promote good performance because learners familiarise themselves with the study texts as the participate in activities like dramatization or group work.

This study revealed that learners' participation was close to null and motivation from the teacher was only given to those learners who perform well. Richie (1955) says this may be due to the teacher using a teacher – centred approach where learners are responsible for their errors. A teacher has a task to create an environment that accommodates every learner. Stern (1987) states that conducting a class discussion immediately after the reading ...exercises can be the best strategy that can tell the teacher which learners have understood the lesson.

The classroom is a social context that should be treated as such where debates, discussions, pair work and group activities are effective tools in establishing this. Findings from this study revealed that these tools were not effectively utilized as stimulants of learner participation in Literature in English classrooms. Savignon (1997) asks the questions that are essential in a language class: a) what happens during pair or group work? And b) who participates? This study found out that learners did not participate in these activities because most of the learners had not completed reading the study texts or did not read the study text at all. Therefore, teachers did not carry out group work or pair work activities.



According to Ministry of Education (MoE 2015) the use of multimedia technology such as artwork, audiotapes, DVDs and CDs, videos, films and computers can promote good performance in Literature in English. This study found that Schools A, B and C did not utilize artwork, audiotapes, DVD and CD (devices), videos, films and computers because they were not available. The use of visual aids or films can put language into a realistic context within the classroom (Tomlinson 1980) and can promote good performance because learners are able to remember what was watched much more.

The availability of teaching tools will be addressed in the second objective which focuses on the availability of teaching /learning materials. Findings from this study revealed that because schools did not utilize project works, drama activities, stimulation and role play the performance of learners was in danger of remaining stagnantly poor if learner participation was not at the centre of the teaching process.

This study observed that the teachers of Literature in English were not explicitly skilled in their pedagogies because they were not specifically trained to teach Literature in English. The Ministry of Education (2013) argues that quality of .... Teacher education should be based on: inputs to the system, what happens within the system and outputs of the system. This study holds the view that teacher educators' curriculum should be revised simultaneously with any syllabi. The effectiveness and quality of education is dependant ultimately on the teacher. Tomlinson (1980) gives six goals that a teacher may target to achieve with the learner when teaching Literature in English. These are:

**a) Understanding and retention of the story or surface content**

Understanding and retention of the story or surface content was well executed in all the three schools observed. This was achieved through the use of chapter summaries availed to learners by the teacher, occasional silent and loud reading of selected chapters during discussions or teacher expositions and the use of WH questions by the teacher. Chain stories and listening to relevant recordings were the only tools not utilized because these recordings were not available for all the study texts. In school C Animal Farm was the only programme that had been watched by the learners, in schools A & B none of the study texts had been watched.

### **b) Appreciation of the plot**

This study holds the view that teachers were not skilled to teach Literature in English and therefore some aspects of teaching were neglected because they lacked knowledge on how to teach. In all the three schools observed appreciation of the plot was poorly taught through teacher expositions and lecture. WH questions were only asked for character identification, understanding and retention of the story. None of the 3 schools used WH questions to analyse why the Author does something in preference to the other in the novel or utilizes role games where pupils or teachers pretend to be the author or a certain character to be questioned about his behaviour. The teaching of plots fell short of drawing character sketches, character role play, balloon debates, pretend character trails, completing character frameworks, through writing of character descriptions etc.

### **c) Appreciation of the characters in the book**

The skills exhibited by the teacher in stimulating learners to appreciate characters in the book lacked in depth character analysis strategies. Character analysis at schools A, B and C did not go beyond WH questions that were for identification purposes. Learners simply knew the heroes or heroines of the books without analysing the authors' attitude towards them, signifying their role in the book or relating them to people in their own experiences /society. It is worth noting that apart from lack of skills from teachers, there was also an inadequate allocation of teaching time in the observed schools.

### **d) Awareness of the themes in the book**

Teacher exposition was used to present themes of books instead of group works/pair work/debates where themes are discovered by learners and discussed with the teacher acting as a facilitator. The teacher did not ask discovery questions based on chapters as a way of guiding theme identification. In all the three schools the only tool used to discover themes was a teacher asking specific questions related to the theme in class discussions. Individual tasks in form of pupils writing essays on controversial statements on themes and completing of note frameworks on the themes were not utilized.

### **e) Awareness of writing techniques**

In all the three observed schools writing techniques were only taught in Grade 10 when literary terms were introduced. According to Wu (2009) training pupils to obtain good grades in the school certificate examinations becomes one of the most vital criteria for being a good teacher.

This study observed that teachers did not train learners on how to answer past per questions through the use of literary techniques and stylistic techniques. These were scantily referred to during lessons because the study text in use demanded it. For instance, in the study of *Things Fall Apart* it was unavoidable to talk about proverbs and in the study of Kongi's Harvest metaphors, similes and satire were also unavoidable. Generally, the learners' writing techniques were lacking in aspects of literary and stylistic techniques because they did not practice or know most of these techniques.

**f) Appreciation of the relevance of the book to pupils' own life and problems of his society**

Prescribed study texts at Malundu, Shikoswe and Kafue Day secondary schools were not appreciated by learners because they found them to be boring, were unfamiliar with settings of the texts, hated reading and only read for certification and examination purposes. Literature in English teachers has a task to help learners appreciate the study texts by using strategic teaching methods that may stimulate learners' interest. Oral questions may be used were learners are asked to have empathy of certain characters and asked questions that enable them to relate to their own experiences. Learners may also be asked to rewrite scenes using Zambian setups.

### **5.3 Availability of Teaching/Learning material**

The second objective sought to investigate whether learning and teaching materials of Literature in English were available in the three observed secondary schools. This study noted that the syllabus did not have samples of DVDs, CDs, videos, films and computers to guide the teacher in the learning process. The syllabus simply recommends the use of technology without providing samples of the prescribed technology. Teaching and learning materials were confined to study texts and commentaries.

This study revealed that all the selected schools had challenges with teaching/learning/supporting materials. Primarily, was the school administrations in 2 schools that were averse to purchase study texts that are changed every 3 years? School administrators were of the view that such a cost could be avoided by abolishing Literature in English from the school and pursuing a business career pathway instead of a social science one. Blatchford (1972:16) rejects the study of English literature as a "luxury that cannot be indulged, an expensive jig-saw" which is not the case at all because it is through the extensive reading in Literature in English that one's vocabulary and grammar are strengthened. Two Schools out of

the three had decided that the current intake of grade 12s was the last one to take a social science career pathway to avoid such luxury and expenditures.

In school C only two books out of the five prescribed study texts had been covered by term one of grade 12 and 5 pupils had to share a copy of the text during lessons. Study texts were shared among pupils, for instance in school B 30 books of a study text were shared amongst 85 pupils. In school A texts were not given to pupils to carry home for fear that they might get lost. Regardless of this, pupils were still given homework. Selection of study texts in each of the schools was dependant on which texts were readily available within the school. In a situation where learners had not studied the prescribed texts on which the national examination will be based one cannot expect them to perform well in the examination at the end of their programme. This seems to be the case here in the selected secondary schools in Kafue District.

Learning /teaching materials were confined to study texts and in some cases commentaries created by Literature in English teachers. These commentaries were usually on sale to pupils who rarely bought them because they claimed that they could not afford them. Parents were also not agreeable to procure more than one study text for one subject.

#### **5.4 teachers and learners' attitudes**

The third research question aimed at establishing learners and teachers' attitude towards Literature in English. This study noted that because of poor reading culture and unfamiliarity to study texts, attitudes of teachers and learners to Literature in English was both ambivalent and negative. This had a large bearing on learners' performance and teachers' pedagogies because both could not see the value of Literature in English and in the case of learners, they ended up writing the subject for formality.

##### **Teachers' attitude**

According to Gardner (1991) attitudes are very important because they affect teachers' motivation to engage with their pupils, which can in turn translate into higher pupil motivation and performance. In all the 3 schools observed, only 1 teacher was committed to teaching Literature in English in spite of the large language classes he had. Most teachers avoid teaching Literature in English because of the experience they had at college where they read too many texts. This study acknowledges that language teachers were also Literature teachers since the two disciplines complement rather than oppose each other. But the training in Literature in

English is not as clear as that of languages, therefore teaching of Literature in English can only be effective if it is given the attention it deserves in training institutions.

It is worth noting that the current syllabus was reformed from a Behavioural outcome based syllabus to an outcome based syllabus (OBT) based on vision 2030 goals, a long term national development plan for Zambia. OBT is a response to the nations concern that teaching was not meeting the needs of the society (ZECF 2013). The Ministry of Education (2013) argues that quality of .... Teacher education should be based on: inputs to the system, what happens within the system and outputs of the system. This study holds the view that teacher educators' curriculum should be revised simultaneously with any syllabi. Alternatively, in-service training of teachers should fill in any gap that may be created by new innovations like workshops funded by Education changers (e.g. MoE). This may help improve teaching and consequently learner performance because the current teachers with no specific training on how to teach Literature in English maybe guided on how teaching can be done.

The effectiveness and quality of education is dependant ultimately on the teacher. Thus this study established that perceptions and attitude of teachers were superficial because their implementation of the reformed syllabus was implicit. Findings revealed that syllabus implementation was unfocused and methodologies utilized were inconsistent because there was pertinent lack of teaching and supporting material for course reference. Markee (1997:61) observes:

End users are unlikely to adopt innovations unless there is a realistic match between change agents' expectations, the resources that are available to support the introduction of the innovation, and end users' levels of knowledge, commitment, and skills.

The Literature in English syllabus has recommended a methodology that requires resources that schools are not willing to meet because of other priorities like increasing and improving infrastructure or due to lack of funds to support Literature in English. In some cases schools may not value Literature in English as a subject and have not taken an interest to be oriented on how to implement it.

According to Yalden (2015) time, funding, motivation and incentives are some of the challenges that language teachers may encounter. At the time of the study, Zambian secondary school administrators and monitoring officers had not devised any workshops or seminars to address the teaching of Literature in English. The study deduced that the introduction of Literature in English paper 1 created a wave of fear amongst learners which teachers cannot

subdue because they have not been oriented on the general expectations of paper 1. This study observed that educational modifications decisions are beyond teachers' reach, Markee (1997:14) says that:

Centre-periphery relationships exist in the educational system.... The power to promote educational changes rests with a small number of senior ministry educational officials who are at the centre of the decision-making process, and teachers, who are on the periphery of this decision-making process, merely implement the decisions that are handed down to them:

This study wonders whether the innovation of Literature in English revised syllabus (2013) will succeed, though it seems too early to give a definite answer.

According to Wu (2009) training pupils to obtain good grades in the school certificate examinations becomes one of the most vital criteria for being a good teacher. This study observed that teachers were passive in training learners on how to answer past per questions because there focus was more on story retention than writing techniques. In some cases there was an inadequate supply of past papers from previous years to refer to. Usually past papers were available for selected years and not all the past years.

### **Learners' attitude**

Learners' attitude was negative towards the cannon of Literature in English currently being taught. Preference was for prose or novels with familiar *Zambian* settings like *Uneasy Yoke* as opposed to plays. Learners' attitude towards the play *Kongi's Harvest* for instance was negative because the linguistic terminologies and setting were said to be too complex. According to Topping (1968) Literature in English is not wanted by learners because it is considered to be a difficult subject. This negative attitude is fuelled by a lack of background literary study and "partly on a certain mystique about literature, a sense that literature was somewhat totally different from other forms of writing in English" (Hirvela & Boyle 1988:180).

Learners' attitude was also influenced by the relevancy and accessibility of study texts. According to Chan (1994) the inclusion of texts not traditionally regarded as literature; treatment of literature as a resource and the use of language-based approaches to the study of literature can enhance relevancy and accessibility, moreover this may improve the negative attitude that surround the learning of Literature.

This study observed that learners found literature to be boring and less exciting. Chan (1994) suggests the fusion of Literature in English into the English language to create one curricular

that incorporates language and Literature. Falvey and Kennedy (1997) argue that when literature in the language class is used as a stimulus not as model then its relevancy as a subject will be realized by learners and hopefully candidature might increase. Literary texts may be used as resource in advocating authentic, imaginative content and providing a resource for grammar study and communicative classroom tasks and activities .However, the type of literary text used in the Zambian canon of Literature are filled with unfamiliar words such that learners have been too busy writing in translations of unfamiliar words to respond to the text (Shanahan 1997).

Most pupils complained that they found it difficult to read a whole novel till the end and suggested that DVDs or CDs should be used to teach Literature in English. In one of the school's pupils had watched *Animal Farm* during their lessons, and this was effective as most pupils had mastered the book as confirmed by their teacher. Evidence of this was seen in their performance in the end of term tests were scores were high and every learner was able to write with understanding. According to Spack (1985) movies can provide learners with a visual interpretation of the story and make the story come to life in terms of scenery, costume and sound.

### **Common Mistakes**

A common mistake is influenced by non –linguistic factors made by a learner because he is careless, sick, tired, bored, writing very quickly or thinking ahead (Tomlinson 1980).Rules of language are broken as a result of these non-linguistic factors which in turn affect the performance of learners negatively.

This study found that if common mistakes were influenced by non-linguistic factors then there was need for the learning process to be surrounded by variables that may stimulate good performance. Motivation variable could be given to both teachers and learners. Since teachers are at the centre of the learning process motivation can be given to them inform of incentives so that they are encouraged to effectively activate the subject at hand. This kind of motivation was absent in the observed schools.

Equally motivation of learners in form of school trips and motivational speakers were not there. Lack of motivation had a large bearing on the learners who developed an attitude towards Literature because they felt it was not a worthwhile subject. Learners were bored or did not care what they wrote because their interest was not stimulated during the learning process. This

study revealed that learners were rarely given work in classrooms because the teacher avoided marking work of an overcrowded class. In most cases work given was never marked. Tomlinson (1980) says a pupil whose work is regularly and usefully marked is likely to be motivated to try to produce careful and commendable work. Marking of work equips learners for the examination because with each feedback given to the learner common mistakes can be controlled. A learner or teacher who is not motivated positively will also not have interest in the subject and will eventually perform poorly.

The variable of adequate knowledge of the subject matter is important because it emerges in the writing skills of learners. A learner who is knowledgeable of his subject will know how to present work in an examination. This study revealed that learners did not have adequate knowledge of Literature in English as a subject, in particular the literary terminologies and techniques. This maybe because they were not exposed to them during lessons or did not understand them. It is inadequate knowledge of the subject that may cause learners not to answer the question accurately. Sometimes inadequate knowledge of the study texts were learners have not personally read the text, but have depended on commentaries or summary notes may also influence poor performance.

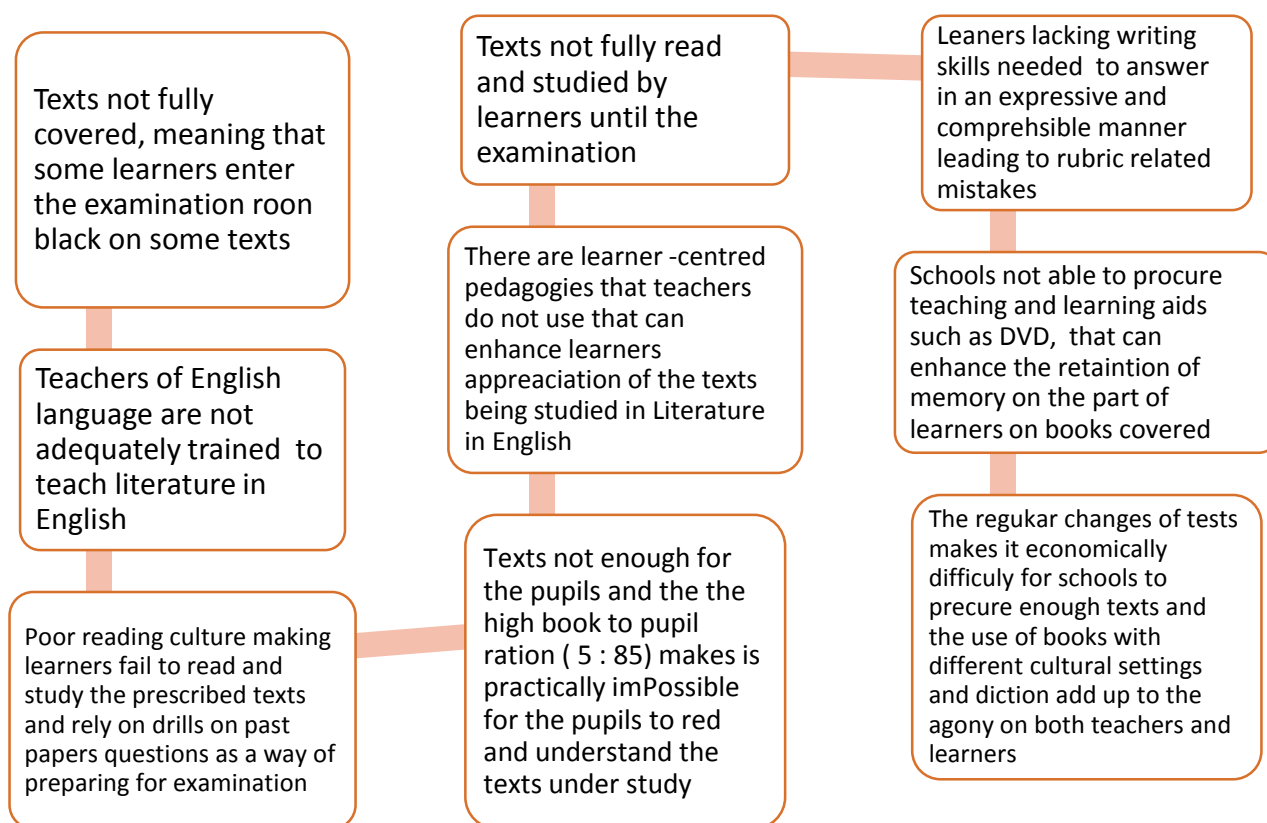
Rubric infringement was learners fail to understand/follow an instruction may be influenced by learners' lack of understanding of the English language because there is native language interference. A learner may be asked to discuss in a given question but ends up giving an account or narrates. This affects the performance of the learners because the miss important instructions. In order to avoid this the teacher can train learners on how to answer questions by identifying the key words in a question and constantly make reference to the question as they are answering it.

## **5.5 Summary of chapter 5**

Chapter 5 attempted to discuss the findings of this study according to the objectives: finding out the Literature in English teaching methodologies, whether teachers of Literature in English are trained to teach it, whether teaching and learning materials are readily available, establishing the attitudes of teachers and learners, and conducting a factor analysis of common mistakes. The summary of this study is presented in the table below:

Figure 100: Factors contributing to poor performance of grade 12 learners in Literature in English examination:





The above have been identified in this study as factors that may be contributing to poor performance of grade 12 pupils at the national examination in literature in English subject in Zambia. However, these may not be the only factors as variables could be many and may require further research.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **Introduction**

This chapter presents a summary, conclusions and recommendation of this study by bringing out the teaching strategies used in the classroom by Literature in English teachers at the three selected secondary schools in Kafue district. The availability of teaching materials and attitudes of both teachers and pupils are also highlighted. It is hoped that findings from this research will add to the body of knowledge on the teaching of Literature in English by suggesting better ways in which Literature in English can be taught for better performance at grade 12 national examination.

### **6.1 Conclusion**

The most significant findings were:

- a) Teachers' pedagogical skills were lacking in many aspects like creativity and deep knowledge of the subject matter in all the three observed secondary schools. Teachers had an over dependency on self-generated commentaries that retold the study texts and tended to drift away from the syllabus due to paucity of teaching materials and teachers' guide.
- b) Because the Literature in English teaching syllabus had no readily made teaching tools like charts, DVDs, CDs etc. to be utilised in the classroom, it was difficult to teach Literature in English effectively. Lack of a teacher's guide also affected the teaching of Literature in English.
- c) This study observed that the teacher was at the centre of the learning process and was instrumental in affecting learners' performance whether good or bad. It was hoped that teacher training institutions and curriculum developers would utilize this information to adjust training techniques and revisit the curriculum by providing teaching aids and teachers' guides. Teachers need to be empowered with skills that tend to offer a more practical approach to addressing the problem of incompetence among other things in the teaching fraternity.
- d) Pupils on the other hand were not familiar with the needed writing skills required to answer Literature in English questions effectively. The skills that would enable them

perform well in the Literature in English examination. The findings of this research reveal that the teaching strategies used in the classroom of Literature in English were inadequate to equip pupils for the end of year national examination. Most pupils' writing skills are poor because they are not trained how to answer examination questions, but are instilled with adequate knowledge of contents of study texts.

- e) There was inadequate supply of teaching and learning materials in all the observed schools. School administrators should have initiatives of purchasing study texts.

## **6.2 Recommendations**

Based on findings from this research the following are recommendations made to Ministry of Education in an effort to help improve the poor performance of learners on Grade 12 national examination in Literature in English.

- a) Suggestions are that verification of pupils' language competence should be carried out by secondary schools through second re-evaluation of Grade 10 pupils before placing them in Literature in English classes. C.D.C should administer pre-tests to establish suitability of learners.
- b) Equally, automatic promotion to grades should be avoided if quality learners are to be produced. Every school year should be examined by ECZ instead of only grades 7, 9 & 12.
- c) Training of teachers should determine the type of employment they receive. Employment should be based on college performance instead of half-baked degrees. Subsequently, Training institutions should accurately and adequately train teachers of Literature in English. For that reason, teacher training institutions need to revisit their training curriculum.
- d) The Syllabus suitability was highly questioned by this study because it was too bulky for the teacher to follow and implement effectively. C.D.C should revisit the syllabus by making it teacher friendly or;
- e) Initiate workshops on how the syllabus should be taught considering it does not have a teacher's guide or supporting teaching aids like DVDs, CDs, charts etc.

- f) Ministry of Education should follow up the implementation of the syllabus and equally fund the on-going training of in-service teachers and provide enough teaching materials.

### **6.3 Suggestions for future research**

It is worth noting that in order for the learners to meet society's needs, the Literature in English teaching syllabus was revised in 2013 by Ministry of Education in its educational reform strategy. This has proved to be a challenge to effectively implement because the syllabus has no teaching aids/teacher's guide. Hence a good research area would be to investigate to what extent the revised syllabus is being implemented.

In addition, after this educational reform it would be worthwhile to research on Government's involvement in form of ongoing workshops and orientations in ensuring that the educational reform is a success. Lastly, the training of Literature in English teachers is worth revisiting by investigating on the curriculum utilized on Literature in English teachers by training institutions

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## APPENDICES

### Appendix1.1: Research Instruments

#### Observation Check List

School.....

Date.....

Grade.....

Observer.....

#### CLASS STRUCTURE

- a) Review previous Literature in English lesson.
- b) Gives overview of days of Literature in English lesson.
- c) Summaries Literature in English lessons.

#### COMMENTS

- a. ....
- b. ....
- c. ....

#### METHODS

- a) Provides well-designed materials.
- b) Employs non-lecture learning activities.
- c) Invites class discussions.
- d) Employs other tools / instructional aids.
- e) Delivers well planned lessons.

#### COMMENTS

- a. ....
- b. ....



- c. ....
- d. ....
- e. ....

#### CONTENT

- a. Appears knowledgeable.
- b. Appears well organised.
- c. Explains concepts clearly.
- d. Relates concepts to learners' experience.
- e. Selects learning experience appropriate to level learning.
- f. Demonstrated command of the subject matter.

Other comments: Note effective or ineffective teaching practices observed.

Exceeds requirements	Meets requirements	Does not meet requirements	N/A

## APPENDIX 1.2: Pupils' Check List

TEACHING STRATEGIES	Mark with a tick or x
Read text out loudly to pupils in class.	
Ask pupils to read the text out loudly in turns.	
Discuss each chapter by allowing maximum pupil participation.	
Use role play in teaching texts.	
Use dramatization in teaching texts.	
Give home reading chapters before the next lesson.	
Break class into groups for group work and group presentations.	
Allows individual presentations.	
Discusses plot and setting of the novel before reading of text commences.	
Gives homework weekly.	
Analyses grade 12 past paper questions with the class occasionally.	
Uses examine standards to set end of term tests.	

## APPENDIX 1.3 INTERVIEW GUIDES FOR TEACHERS

<b>Name:</b>	<b>Background Information:</b>
<b>Date &amp; Time:</b>	<b>Educational Qualifications:</b>
<b>Location of Interview:</b>	<b>Other relevant Experience:</b>
<b>Gender:</b>	

### INTERVIEW QUESTIONS

1. Were you trained to teach Literature in English?
2. How long have you been teaching Literature in English?
3. Do you enjoy teaching Literature in English? (Probe any yes or no answer with why)
4. What is the attitude of learners to Literature in English subject?
5. Why are pupils performing poorly in Literature in English?
6. What aspects in the teaching of Literature in English should be done away with?
7. What aspects of teaching Literature in English should be maintained?
8. Is the time allocated to teaching Literature in English per week enough as compared to other subjects?
9. What type of Literature should be taught at senior secondary school? (Probe with why)
10. What challenges are you facing in teaching Literature in English?
11. Any other comment?

THANK YOU VERY MUCH.

## **APPENDIX 1.4: FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS**

### **Interview**

1. Why do you think pupils are performing poorly in Literature in English?
2. Are you satisfied with the way Literature in English is taught? (Please explain more).
3. Do you enjoy teaching Literature in English?
4. How do you teach the prescribed texts?
5. How long does it take you to finish a given test?
6. Why does it last that duration to finish a text?
7. What challenges do you face in teaching Literature in English at your school?
8. What are the contributing factors to this situation?
9. Can you suggest ways of improving the teaching of Literature in English?
10. Given an opportunity what would you do to help improve the pupils' performance?

**THANK YOU VERY MUCH!**

## **APPENDIX 1.5: FOCUS GROUP DISCUSSION GUIDE FOR PUPILS**

### **Interview**

1. What challenges do you have in learning Literature in English?
2. Do you enjoy learning Literature in English?
3. Why do you take Literature in English instead of another option subject?
4. What is your performance in Literature in English?
5. Why are you performing like that?
6. How would you like to be assisted in your performance?
7. How helpful is the teacher to you?
8. How interesting are the study texts?
9. What is the format of the grade 12 examination past paper?
10. How often do you practice answering past examination papers?
11. Who assists you in answering these past paper questions?

**Thank you!**

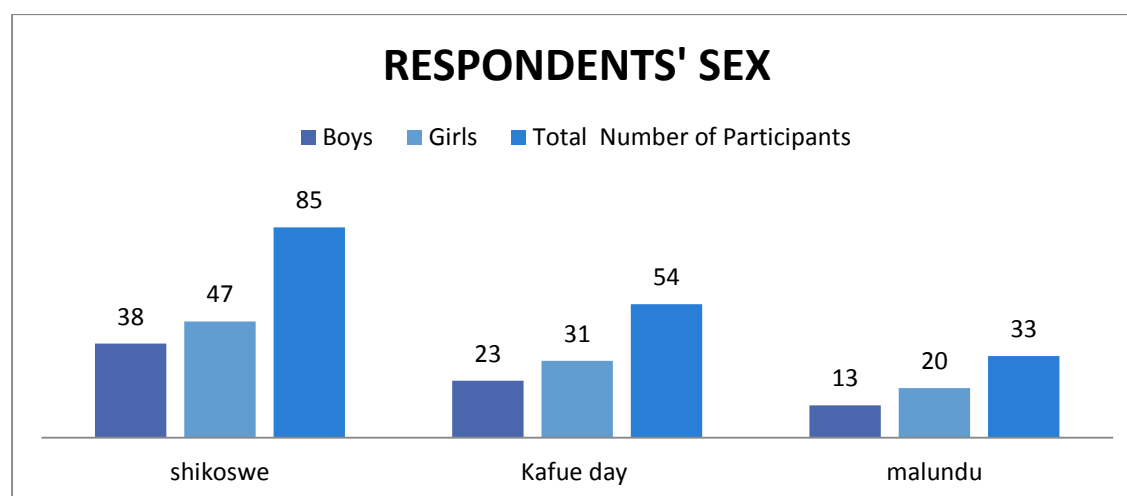
## Appendix 1.6 sample of respondents

### Respondents for each school

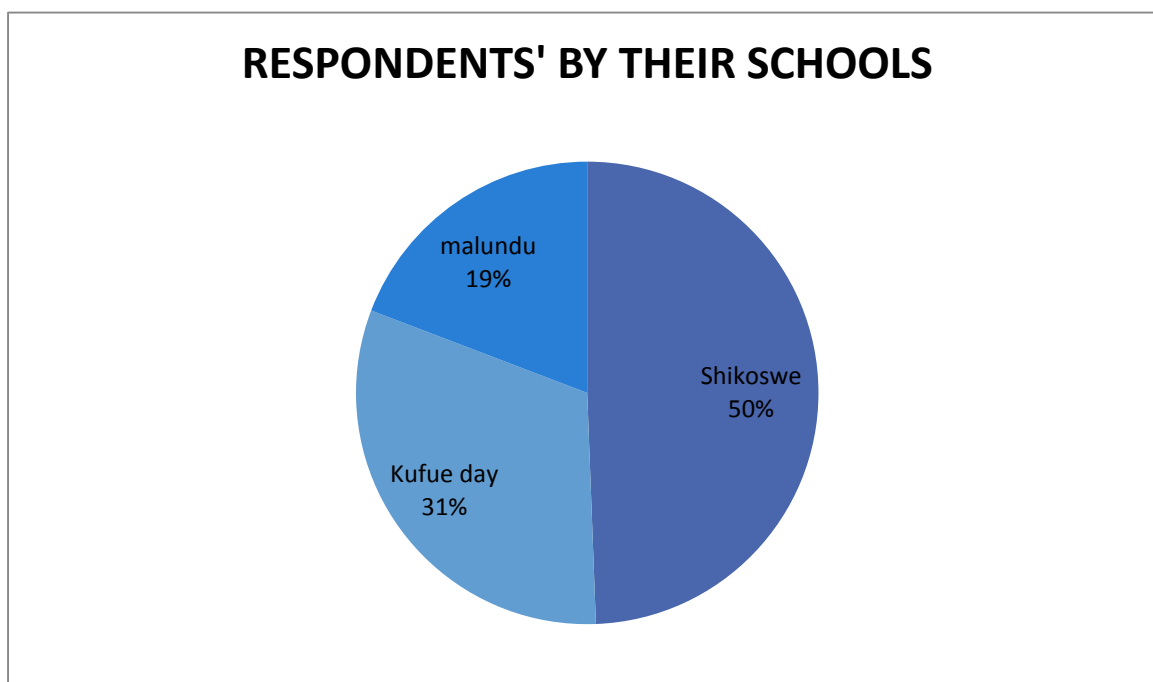
school	Number of pupils who participated in focus group	Number of pupils in each focus group session	Number of pupils interviewed	Number of teachers interviewed
Kafue day	30	10	10	2
malundu	30	10	10	1
shikoswe	30	10	10	1
TOTAL	90	90	30	4

**Sum total:124 respondents**

### Table



**Table : Actual sample of respondents**



## Appendix1.7

### School A's schemes of work

TERM.....1..... SCHEMES OF WORK 2016    GRADE.....12.....

WEEK	SCHEME OF WORK	METHOD/AIDS	REFERENCES	SKILLS /VALUES	TOPIC OF EACH LESSON
1(11/01 to15/01	Revision	-Question and answer -group work	Senior school syllabus	knowledge	
2(18/01 to 22/01	Intensive reading	Lecture method	Things Fall Apart(TFA)	Literary analysis	characterisation
3(25/01 to 29/01	Intensive reading	-chalkboard -charts -Drama	Concubine	-Identification -Evaluation -Application	Plot
4(01/02 to 05/02	Intensive reading	-Teacher's exposition -Individual task	Concubine	Comprehension -Reading	setting

**Table 4 Sample of schemes of work used at school A**



School B's schemes of work  
Literature and languages Department  
Schemes of work

Subject: Literature Grade: Twelve Term: one year 2016 Teacher's Name .....

WEEK BEGINNING	TOPIC/ITEMS TO BE TAUGHT	OBJECTIVES P.S.B.A. T	TEACHING/ AIDS/MATERIALS/ REFERENCE E.T.C.	METHODS/STRATEGIES
11/01/2016 WEEK 1	REVISION End of Term one Examination	-Reveal areas of their weakness and discuss them with the rest of the class -Go through the end of term three exam and make corrections	End of term three exam scripts	Question and answer Discussion Exposition
18/01/2016 WEEK 2	Synopsis of the novel Things Fall Apart Summarising and analysing chapter 1	- Understand the Summary of the novel , TFA - Understand the author's background. 1. Note the expectation of the society which are clearly highlighted in this chapter i.e. A real man must be hardworking, courageous, fierce and tough. -Okonkwo was the Ibo society itself. -the society had no room for lazy people like Unoka.	The novel Things Fall Apart Summarized notes of the novel	Question and answer Discussion Exposition Reading Role play Homework Individual work Group work
25/01/2016 WEEK 3	Summarizing and analysing chapters 2,3 &4	2. Understand that it is clear that among the Ibo society there were peaceful measures taken before people resorted to war.	The novel Things Fall Apart	Question and answer Discussion Exposition Reading

		<p>-Okonkwo's heroic exploits are seen in this chapter, like the significant incidents when he had brought home a human head after a war.</p> <p>-the writer presents Okonkwo as a no-nonsense man who ruled his house with an iron hand.</p> <p>3 in this chapter the writer shows the reader how hard Okonkwo has to struggle in order to become a self-sufficient and exorcise himself of the shame brought upon his family's name by his father</p> <p>-courtesies and customs of greetings in the Ibo society are highlighted .The richness of the Ibo language is seen by the use of rich proverbs</p> <p>4.Note how the writer</p> <p>a) Highlights Okonkwo's fiery uncontrollable and unreasonable temper.</p> <p>b) Deliberately creates the grounds for the tragic emotion for the reader when Ikemefuna's killed.</p> <p>c) Exposes the weakness of the society.</p>	Summarized notes of the novel	<p>Role play</p> <p>Homework</p> <p>Individual work</p> <p>Group work</p>
01/02/2016 WEEK 4	Summarizing and analysing chapters 2,3 &4	<p>5.Okonkwo's fiery power is once again seen</p> <p>-the writer shows that Ibo people had joyous moments.</p> <p>6. Achebe emphasises through this cultural events the close ties, bonds and shared experiences, the things that</p>	The novel Things Fall Apart Summarized notes of the novel	<p>Question and answer</p> <p>Discussion</p> <p>Exposition</p> <p>Reading</p> <p>Role play</p> <p>Homework</p> <p>Individual work</p>

		<p>held this society together before it began to fall apart.</p> <p>-once again Achebe shows the moral weakness that the society has.</p> <p>-The owning of slaves an act of cruelty</p> <p>7. Okonkwo's fear of being thought weak leads to his slashing off the boy's head.</p> <p>-Again the weaknesses of the society is exploited.</p> <p>-The cruel customs fuel Nwoye's desire to join the other camp.</p> <p>-Things have begun to fall apart and it is the society to blame for this.</p>		Group work
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**Table 5: sample of Schemes of work for school B for 4 weeks**

## Schemes of work for school C

Grade....12... Class...C...Term...1...Year...2016

week	Topics to be taught/details	Objectives P.S.B.A.T	Methods/projects /practical/tests	Teaching material text/reference books	
1	-introduction -bk overview -setting -plot -characters -themes -summaries	identify the main character -knw the themes -write summary notes for each chapter	-tr exposition -class discussion -reading of selected parts of the text for analysis	The Concubine	
2	Chpt 1-3	-explain why Emenike and Madume are fighting -Give character descriptions of Emenike,Madume and Ihuoma -identify and explain the Conflict theme	-class discussion -reading -question & answer -character sketch -role play	The Concubine	
3	Chpts 4-7	-know the custom of Omakachi: I. -Worship II. -Expected behaviour III. Types of gatherings	-group work -class presentations -drama	The Concubine	

		-explain the speculations surrounding Emenike's death  -			
4	Themes: a)Conflict	Identify the conflict between: -Emenike &Madume -Ihuoma &Madume -Ekweume's desire to follow Ihuoma	-group work -tr exposition -reading	The Concubine	

**Table 6: schemes of work from school C for 4weeks**

## Appendix 1.8 Time Line

	May 2015	June 2015	August 2015	September 2015	January 2015	February 2016	June 2016
Present Topic to Department							
Submit Proposal to Department							
Present to Department							
Submit to REC, REC Review and Approval							
Pre-test Questionnaire							
Enroll Participants and collect Data							
Analyze Data							
Write Dissertation							
Submit Final Dissertation							

### Appendix 1.9 Budget for the Study.

ITEM	UNIT COST ZMK	QUANTITY	AMOUNT ZMK
Transport for Researcher	2000	1	2,000
Accommodation for Researcher	250	4	1,000
Food for Researcher	1,000	1	1,000
Refreshments for Participants	56	5	280
<b>Stationary</b>			
Realms of Paper and pens	50	5	250
Cartilage for Printing	650	2	1,300
Research Assistant	500	1	500
Memory Stick	200	1	200
Communication	500	1	500
Participation Fee	20	56	1,120
<b>Contingency at 10%</b>			815
<b>Total</b>			<b>8,965</b>

## **Appendix 1.10**

### **INFORMED CONSENT FOR PARTICIPANTS**

Please read this document and sign below only if you accept to take part in the study. Your signature is required for your participation in the study. If you need a copy of this form, it can be provided for you.

#### **Introduction:**

This study is entitled Factors contributing to pupils' poor performance at grade 12 examination of Literature in English: a case of selected schools in Kafue district of Lusaka province. This research is directed by a Masters Student in Literacy and Learning at The University of Zambia. The document defines the terms and conditions for consenting to participate in the study.

#### **Description of the Study**

You are invited to participate in the study on Factors contributing to pupils' poor performance at grade 12 examination of Literature in English. The study is trying to investigate if parent's have access to capacity building opportunities to facilitate their involvement in children's initial literacy learning in primary schools.

#### **Time Frame of the Study**

The data collection process will take approximately two months.

#### **Risk and Benefits**

##### **In the course of participation in the study,**

- You may experience fatigue as a result of the period required to complete the interview.
- You may experience emotional discomfort in the process or responding to the interview.
- Direct benefits from the study are not guaranteed although your participation gives you an opportunity to contribute to a study that may help the Zambian community in the area of initial literacy learning.

#### **Confidentiality**

All the information collected in this study shall be treated as confidential and no unauthorised person shall have access to the information. To ensure there is confidentiality, the data collected will have no identification information.

#### **Participation Rights**

Participation in this study is on voluntary basis. If in the process you decide to withdraw, there will be no consequences for you.



- All personal identification information will be kept confidential and the responses will be kept under lock and key in respect to The University of Zambia regulations. In case of the publication of the research findings, your identity will still remain undisclosed.

### **Voluntary Consent**

I have read and all the information about this research has been explained to me as contained in the participants' information sheet. I had an opportunity to ask questions about it and any questions I have asked have been answered to my satisfaction.

I now consent to voluntarily be a participant in this study and I fully understand that I have the right to end the interview at any time, and to choose to answer or not to particular questions that are asked in the study.

My Signature below says that I am willing to participate in this research.

Participant's Name (printed).....

Participant's Signature: ..... Consent Date.....

Researcher Conducting Informed consent (Printed).....

Signature of Researcher: .....Date.....

Name of Witness.....

Signature of Witness..... Date.....

### **Contacts**

If you have any further questions about this research please contact:

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