

**FACTORS CONTRIBUTING TO POOR PERFORMANCE OF GRADE 12  
PUPILS IN LITERATURE IN ENGLISH EXAMINATIONS IN WESTERN  
PROVINCE OF ZAMBIA**

**BY**

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fulfilment of the requirement for the award of Masters of  
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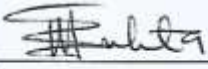
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## DECLARATION

I, Eddie Sing'alamba Mubita, do hereby declare that, the dissertation, 'Factors contributing to poor performance of Grade 12 pupils in Literature in English examinations in Western Province of Zambia' is my own piece of work. All the works of the other persons cited have been duly acknowledged and that this work has never been submitted or presented for award of any degree at any university.

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## APPROVAL

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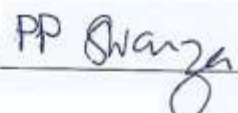
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## ABSTRACT

Literature in English is a beneficial subject to learners who take it. However, learner performance in national examinations has remained poor country-wide in general, and Western Province in particular as evidenced by successive Examination Council of Zambia (ECZ) reports of 2013 to 2016. *The 2017 Grade 12 Examination Results (Highlights)*, which inspired this study, reported a nation-wide failure percentage of 37.66 % while the *2017, Grade 12 Grade Distribution by Location* by ECZ showed that 2/3 of the schools offering Literature in Western Province in 2017 recorded failure percentages of 30 % and above. Thus, this study was conducted to establish the factors contributing to the poor performance of Grade 12 learners in Literature in English national examinations, in Western Province. To do this, the study sought to establish: the preparedness of teachers to teach the subject; the strategies teachers employ in teaching the subject; the attitudes of teachers and learners towards the subject and the factors leading to poor performance of learners. A qualitative approach, employing a case study strategy of inquiry, was adopted. The following data collection techniques were used: classroom observations, interviews and focus group discussions. Purposive sampling technique was used to select teachers and Grade 12 pupils while snowball sampling was used to select former Grade 12 pupils who failed Literature. A total of 150 respondents were selected; 100 Grade 12 learners taking Literature in English, 20 teachers of Literature in English, 10 Heads of Literature and Language Departments (HoDs) and 20 former learners who failed the subject. Data **were** analyzed qualitatively through coding and identification of emerging themes. Abraham Maslow's (1943) Hierarchy of needs and Victor Vroom's (1964) Expectancy theories constituted the theoretical framework underpinning the study. The study established that teachers of Literature were mostly inadequately prepared, inexperienced, lacked relevant subject background knowledge and were limited in terms of pedagogical practices. Additionally, the serious shortage of texts, poor reading culture among teachers and learners, low learner proficiency levels in English as well as negative attitudes by some teachers and learners were found to be some of the major factors affecting performance. The study recommends holding of periodic capacity building programmes for teachers, specialization in teaching set texts and use of interactive strategies as possible remedial measures.

**Key words:** *Factor, Poor, Performance, Grade 12, Pupils, Literature in English, Western Province, Zambia.*

## **DEDICATION**

I dedicate the dissertation to my dad Mr. George Mubita Sing'alamba for inspiring me to pursue my education at Masters Level, my mother Ms. Josephine Sibupo Kwaleyela for having taken great care of me through pleasant and difficult times. To my spouse Rhodah N. Kapanga for her support and encouragement during the period I was undertaking my Masters studies and for taking care of our families so wonderfully despite difficulties. To my siblings, our son Kalaluka Mubita for enduring my absence and financial challenges just for me to complete my studies. To all my colleagues and peers for their guidance and constant companionship during my academic journey. To you all, I say thank you for your understanding and patience.

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## ACRONYMS AND ABBREVIATIONS

<b>CDC</b>	Curriculum Development Centre
<b>CLT</b>	Communicative Language Teaching
<b>CPD</b>	Continuous Professional Development
<b>DEBS</b>	District Education Board Secretary
<b>ECZ</b>	Examination Council of Zambia
<b>ELLs</b>	English Language Learners
<b>ESL</b>	English as a Second Language
<b>EFL</b>	English as a Foreign Language
<b>FP</b>	Former Pupil
<b>HoD</b>	Head of Department
<b>ICT</b>	Information and Communication Technology
<b>MoE</b>	Ministry of Education
<b>MoGE</b>	Ministry of General Education
<b>PCK</b>	Pedagogic Content Knowledge
<b>P</b>	Pupil
<b>TPD</b>	Teacher Professional Development
<b>Tr</b>	Teacher
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization

## **CHAPTER ONE: INTRODUCTION**

### **1.1 Background to the study**

The aim of this study was to establish the causes of poor performance of learners in Literature in English with a special focus on Western Province which, from available evidence has, in general, not been doing fine compared to the other provinces in the country. The study underscores the significance of Literature in English by pointing out the benefits that accrue to learners if well handled. The study also makes plausible suggestions to the teachers of Literature in English in particular and school administrators in general in order to improve learner performance in the subject.

The teaching of Literature in English in Zambian schools can be traced back to the colonial period. The subject was introduced by colonialists to equip natives with skills and competences which would enable them communicate effectively using the English Language medium (Mwape, 1984; Simuchimba, 2016). At that time, all learners were mandated to take the subject.

At present, Literature in English is taught as an elective subject in some Zambian secondary schools; it is only offered at senior secondary level (Grade 10 – 12). The subject is allocated four periods per week. Each period lasts forty minutes. In total, the subject has 160 minutes per week (MESVTEE, 2013; Simuchimba, 2016). Teachers of Literature in English are expected to help learners navigate through the set texts in order to fully comprehend the texts. They are also expected to avail learners an opportunity to interact with the texts by reading the texts in depth, not only for the purpose of passing the Literature final examinations, but more so to help them find pleasure in literary texts.

Literature in English is considered very beneficial to the learners who take it. El-Helou (2010) states that learners of literature are able to develop insightful responses, literal comprehension, personal connection, cross cultural themes, interpretations and evaluation of texts. Brumfit (1986) as cited in Shazu (2014) states that literature is a skills subject as it mainly focuses on the skills the learners acquire as opposed to the content. This implies that through the study of different texts, learners are able to acquire a number of skills and competences. Sanoto (2017) opines that in addition to

improving on their acquisition of the English language, studying literature develops learners' fluency in language use and builds vocabulary.

Sanoto (2017) adds that the value of literature in society cannot be under-estimated. This is because of the fact that literature offers the learner various benefits and opportunities for development. Literature has a holistic coverage; it encompasses every aspect of human endeavor. There is no area of human existence one can think of which has not been reflected in literary works. Apart from that, through the study of literary works, learners are availed unique opportunities to develop their intellectual or cognitive faculties. El-Helou (2010:3) states that:

Beyond language, literature provides students with important comprehension and analysis tools. Through literature students learn to identify and analyse conflicts, themes, issues, and characters. Good texts, whether classic or modern literature, contain some universal themes which apply to the students' present and future lives. Literature is also an entry into another culture.'

To this effect, the study of literature can go a long way in helping nurture individuals to possess skills and competences that will enable them become useful citizens in the modern society and contribute not only to development at various levels of human life but also to the resolution of conflicts in society. Katerega (2014:26) states that 'as an aspect of society, literature can be used as a tool in the resolution of conflicts among individuals and nations.' This is especially so in the current dispensation where social and political disputes seem to be the order of the day in communities, nations and the world at large. Without doubt, possession of interpersonal and other social skills that help facilitate peaceful co-existence in society is a much needed quality presently.

Undoubtedly, the achievement of such values is important for the developmental aspirations of any nation, most especially, the developing ones. Thus, Zambia is equally in need of citizens who can contribute positively to its developmental agenda. To that effect, the Zambian (2006) 'Vision 2030' document (p.2), states that:

Zambians by 2030, aspire to live in a strong and dynamic middle – income industrial nation that provides opportunities for improving the well-being of all, embodying values of socio-economic justice, underpinned by the principles of; (i) gender responsive sustainable development; (ii) democracy; (iii) respect for human rights; (iv) good traditional and family values; (v) positive attitude towards work; (vi) peaceful coexistence and; (vii) private-public partnerships.

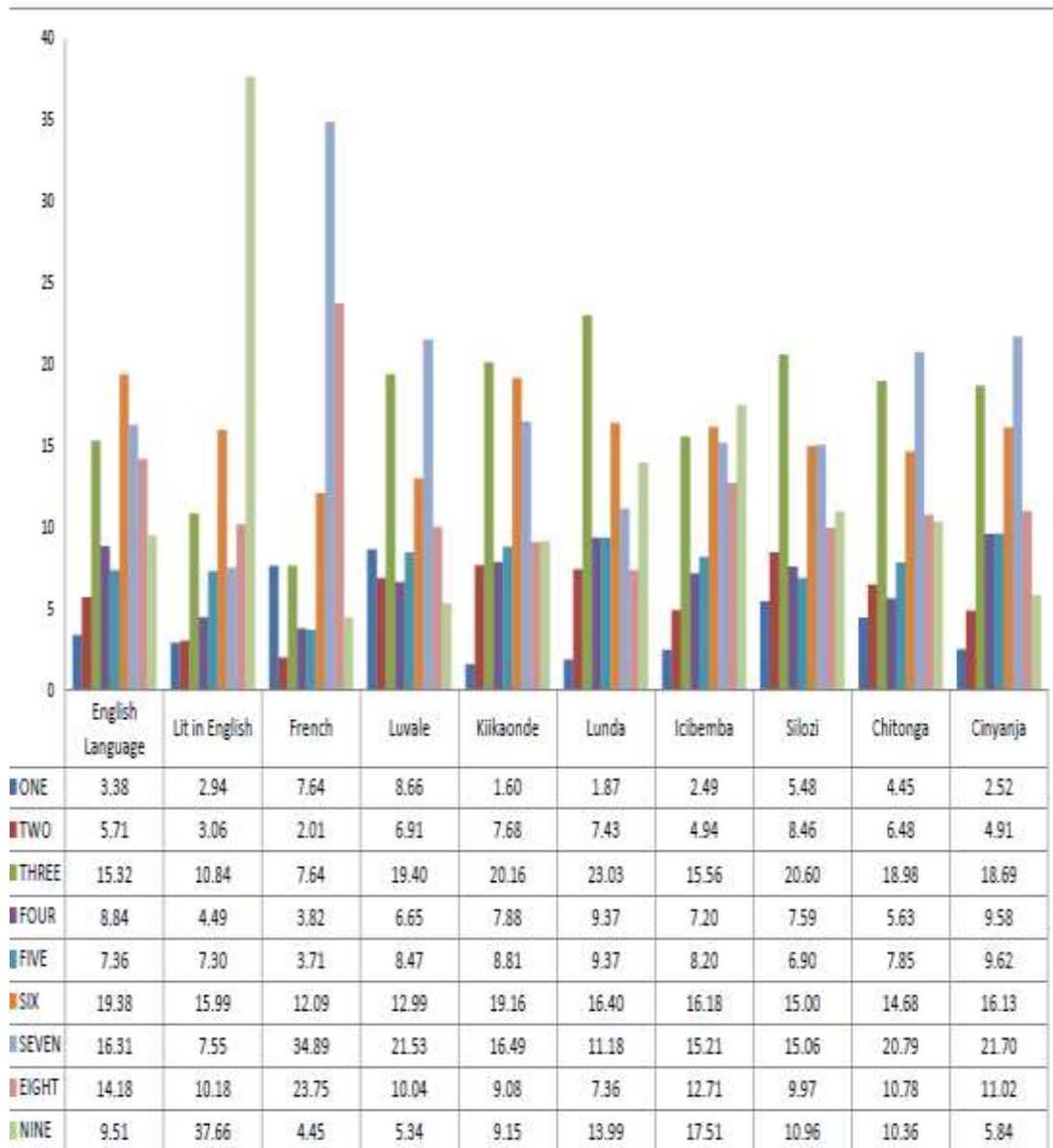
Literature is one subject where a number of the above stated qualities and values are discovered and learnt as evidenced by the aims and objectives of the 2013 Literature in English Syllabus which stipulates that ‘the general aim of Literature in English is to develop learners in the following realms: (i) Intellectual or cognitive (ii) Emotional or affective (iii) Linguistic or communication.’ The syllabus further states that it ‘must also help learners in the acquisition of knowledge, skills and positive attitudes and values of the society they live in.’

Despite these perceived benefits of teaching and learning Literature in English, learner performance in the subject is below the expected standards in Zambia in general, and Western Province in particular. Learner performance in national examinations has remained stagnantly poor (ECZ, 2017 Grade 12 Examination Highlights; Simuchimba, 2016). According to ECZ performance reports, the failure percentages in Literature in English for the years 2013, 2014, 2015 and 2016 were 29.03%, 21.05%, 28.9 % and 39.9 % respectively. The 2017 Examination Council of Zambia (ECZ) Grade 12 Examinations Highlights show that 31,605 candidates sat for the Literature in English examination in 2017. Out of this figure, 17,506 candidates, translating to 55.30 % obtained grades below credit level. On the other hand, 11,902 candidates, translating to 37.66% got fail grades. As a result, ECZ recommended that this (scenario) should be interrogated further to establish the factors that are contributing to poor performance of learners in the Grade Twelve Literature in English national examinations. Consequently, the report read in part as follows:

High failure rate were observed in Literature in English (37.66 %) and Ibibemba (17.51%). The candidates’ poor performance in Literature in English and Ibibemba needs to be interrogated in order to dig out factors responsible for this scenario (ECZ, 2017 Highlights: 23).

From Fig.1.1, it can be observed that the biggest failure percentage was recorded in Literature in English at 37.66% followed by Ibibemba at 17.51%. The failure percentage in English language was only 9.51 %, which shows that learners performed better in English language than in Literature in English.





**Figure 1.1** Shows Performance of the 2017, Grade 12 candidates' in Literature and Languages in percentages. (Source: ECZ, 2017 Grade 12 Results Highlights)

## 1.2 Statement of the problem

Examination Council of Zambia (ECZ) Performance review reports of 2013 to 2016 show that the performance of candidates in Literature in English has remained quite poor. In 2017 an appalling failure percentage of 37.66 % was recorded country-wide in Literature in English as reported by ECZ in the *2017 Grade 12 Examination Results Highlights*. Though the report does not precisely state the exact failure percentage recorded by Western Province in the subject, it provides general provincial ranking statistics for the 2017 school certificate results attained per

province where Western Province is ranked 10<sup>th</sup> (out of the ten provinces of Zambia). Another report, the 2017, *Grade 12 Grade Distribution by Location*, shows that of 30 secondary schools in the province with candidates sitting for the 2017 final examinations in Literature in English, 20 (secondary schools) recorded failure percentages of above 30 %. From the statistics presented in the report, the average failure percentage for Western Province in the subject is above 40 %.

Although the performance in Literature has been low for a number of years as stated above, it is not known why Grade 12 pupils perform poorly in Literature in English in Western Province of Zambia. Stated as a question, the problem is: what are the factors contributing to poor performance of Grade 12 pupils in Literature in English examinations in Western Province of Zambia?

### **1.3 The purpose of the study**

The study sought to establish the factors that were contributing to poor performance of Grade 12 pupils in Literature in English in Western Province.

### **1.4 Specific research objectives**

The study aimed at establishing:

1. The preparedness of teachers to teach Literature in English.
2. The methods teachers employ to teach Literature in English.
3. The attitudes of teachers and learners towards the teaching and learning of Literature in English.
4. The factors contributing to the poor performance of Grade 12 pupils in Literature in English examinations in Western Province.

### **1.5 Main research question**

What were the factors contributing to the poor performance of Grade 12 pupils in Literature in English examinations in Western Province?

#### **1.5.1 Specific research questions**

1. How prepared were teachers to teach Literature in English in Western Province?
2. What methods did teachers employ to teach Literature in English lessons?

3. What attitudes did teachers and learners hold towards the teaching and learning of Literature in English?
4. What factors contributed to the poor performance of Grade 12 pupils in Literature in English examinations in Western Province?

### **1.6 Significance of the study**

Firstly, the findings of the study may help teachers of Literature in English to improve their teaching strategies. This, in turn, will contribute to the improvement of learner performance in Literature in English. Additionally, the research findings may be used by Ministry of General Education (MoGE) standards officers to ensure best practices in the teaching and learning of the subject. Furthermore, other key stakeholders such as the Curriculum Development Centre (CDC) and the Examinations Council of Zambia (ECZ) might use the findings in curriculum development as well as in the selection of texts. The study will also contribute to the available body of Knowledge relating to the teaching and learning of Literature in English in Zambia and the whole world.

### **1.7 Delimitation of the study**

Delimitation is used to address how the study will be narrowed in scope (Creswell, 1994). The study was conducted in five districts of Western Province, namely; Kaoma, Luampa, Mongu, Senanga and Sesheke. Two secondary schools were then sampled from each of the five districts adding up to 10 schools in all. 10 Heads of Literature and Language Departments (HoDs), 20 teachers of Literature in English, 100 learners and 20 former pupils who failed the subject were sampled. In total, 150 respondents were sampled for the study. The study was restricted to the five districts of Western Province.

### **1.8 Limitation of the study**

Limitations of the study indicate the challenges anticipated or faced in a study (Kombo and Tromp, 2006). One of the challenges faced in the study related to the financing of the project. The researcher overcame this challenge by carrying out data collection for the project concurrently with school experience monitoring in two districts (School teaching experience monitoring is sponsored by the college where the researcher works). Another challenge that was faced was that of finding space

and time for focus group discussions; some secondary schools did not seem to have adequate space. The researcher made use of departmental rooms, free laboratories and even uncompleted buildings in some instances to host the discussions as well as after class times. Additionally, the study used qualitative data collection methods. As such, the findings may not be generalized to the rest of the country.

### **1.9 Operational definitions**

**Factor:** One of several things that cause or influence something

**Poor:** Not good; of a quality that is low or lower than expected.

**Performance:** How well or badly you do something.

**Literature in English:** A subject where pieces of writing that are valued as works of art, especially novels, plays and poems are taught.

### **1.10 Organization of the dissertation**

Chapter One provides the background to the teaching of Literature in English in Zambia and presents the statement of the Problem. It further presents the purpose of the study, the specific objectives, research questions, the significance of the study, the delimitation and limitations of the study, operational definitions as well as the organization of the dissertation.

The second chapter presents a review of related literature. It further shows how the present study relates to the reviewed literature thereby establishing its relevance.

The third chapter provides the theories underpinning the study. The chapter explains how the findings will be discussed in line with the theories guiding the study.

Chapter Four discusses the methodology employed in the study by explaining the philosophical worldviews, the research design and the strategies of inquiry used. The chapter also presents the population of the study, the sampling techniques used, the sample size as well as the research instruments. The chapter further discusses the data collection procedure, data analysis and finally presents the ethical considerations.

Chapter Five presents the findings of the study. It presents verbatim reports obtained from one on one interviews with Heads of Department (HoDs), teachers of Literature in English, former Grade 12 learners who failed Literature in English and from focus

group discussions with Grade 12 learners of Literature in English. The chapter also presents detailed transcriptions of lesson observations made. Finally, the chapter presents a summary of the findings.

Chapter Six discusses the study findings in line with the theories anchoring the study and the reviewed literature. Conclusions are made in the context of the experiences of teachers and learners in Western Province of Zambia and in line with the reviewed literature as well as the theories guiding the study. Chapter Seven, conclusion and recommendations, concludes the study by summarizing the research findings and makes recommendations/ suggestions for possible future research.

### **1.11 Summary**

Chapter One discussed the background to the teaching of Literature in English in Zambia and presented the statement of the research problem. It further highlighted the purpose of the study, the specific objectives, and the research questions, significance of the study and a brief account of the operational definitions. Finally, the chapter presented the organizational structure of the dissertation. The next chapter reviews literature related to the study.

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

### **2.1 Introduction**

This chapter presents and discusses literature related to the teaching and learning of Literature in English. Related literature from around the Globe is presented in line with the four objectives of this study namely; the preparedness of teachers to teach Literature in English; the strategies teachers employ to teach Literature in English; the attitudes of teachers and learners towards the teaching and learning of Literature in English; and the factors contributing to the poor performance of Grade 12 pupils in Literature in English. A brief account of the significance of literature as a subject is also given. The chapter also presents a link between the reviewed literature on the one hand, and the theoretical framework underpinning the study thereby positioning the study firmly within the body of literature on the teaching of the subject (literature).

### **2.2 Nature of the study of Literature as a subject**

The study of Literature has, for a long time, been associated with the study of language. Carter (2007) cites Kramsch and Kramsch (2000) who underline the fact that the study of a foreign language was associated with the study of canonical Literature in that language. Learners were exposed to the rigorous analysis of structural elements of language such as poetry and vocabulary study. Over the years the study of Literature has encountered many challenges and witnessed various transformations. Despite the many challenges that have been faced in relation to the teaching and learning of Literature as a subject, its importance is not diminished but it continues to be acknowledged by various academicians in the area of Language teaching. Ikonne (2016), states that the value of Literature is so enormous that its mention cannot be over flogged. It is in this regard that the benefits of the study of Literature have been and continue to be enumerated by various experts with an inclination towards the study of Language and its artistic form as well as function.

The nature of Literature study differs depending on various factors which include the importance attached to its study; the relationship between Literature and language and national educational policies among others. Carter (2007:6) states that,

... questions of value and of how and why we value what we value when we read do not easily disappear, and issues of text selection, the literature syllabus and curriculum development are very much alive, especially in the context of English as a global language.

In some countries, Literature is integrated in the study of English Language as is the case in Palestine (see El Helou, 2010). In other countries such as Zambia, Literature is taught as a stand-alone subject. Yet in others, Literature is taught both at primary and secondary school levels. Giuria (2015) states that in Sweden the Literature component is present in all the three stages of the upper primary English curriculum; English 5, English 6 and English 7. This implies that aspects of Literature study have been included in the primary school curriculum for English language. The components of a Literature curriculum can include different features such as oral literature, poetry and analysis of literary texts. Ikonne (2016) indicates that in the cradle of education and in the study of ancient times, the study of Literature particularly poetry and rhetoric was of paramount importance.

In Zambia, the subject has mainly been associated with the study of set texts and plays. The subject has no direct pre-requisite course at primary or junior secondary level. The only form of preparation for the study of Literature is done through the reading components of English language study. As there is no singled out prerequisite at junior secondary school level (Simuchimba, 2016), most foundational work in the subject is introduced to the learners in Grade 10. The 2013 Literature in English syllabus stipulates that Grade 10 should be devoted to introducing the subject as specified by the following statement:

In Grade 10, learners will be introduced to the concept of literature and an understanding of the functions of literature. It is imperative that teachers make it a must that learners are taught the concepts of literature before they are introduced to reading of texts. A lot of teachers want to rush to introducing the texts before learners do the preliminaries.... (MESVTEE, 2013:1).

Teachers and learners have two years to adequately tackle five set books before the learners write the final examinations. Whether or not teachers in Western Province manage to cover the set texts from Grade 11 to 12, will be established by the study.

### **2.3 Significance of studying Literature**

Literature has for a long time been considered a very important subject which has potential to contribute to the holistic development of an individual (El-Helou, 2010; Hwang and Embi, 2007). This entails that the study of literature educates the whole person and that the learner who takes the subject is impacted upon in many areas of his or her life. Literature once played a prominent role in language study (Spack, 1985 cited in Freyn, 2017). The study of literary works has for long been an important component of language lessons especially in English. It is important to note that Literature study is not only of historical significance, but also that over the years the study of Literature has undergone significant changes in terms of its relationship with the Language of a given community through which it is taught, the type of literary works studied and the approach undertaken in teaching it.

The study of literature potentially offers the learner many benefits since it is rich in multiple levels of meaning (Lazar, 1993). Firstly, literature has great aesthetic value, its primary aim being to give pleasure and entertain those who voluntarily attend to it (Moody, 1981). In other words, literature can be seen as an avenue through which learners are able to take a break from the hustles of everyday life and simply plunge themselves in the reading of literary works. Literature is also believed to have great therapeutic (healing) value to people (Sanoto, 2017) as it relieves stress in readers. Furthermore, the study of literature presents fora where learners derive moral lessons on life's issues. Saruq (2007) states that literature has a dual role; it teaches and entertains; that is to say, it presents valuable lessons for people to learn from. In that way, literature also mirrors society in that, learners or readers are able to see their lives reflected in the stories they read and hence, they are able to identify with certain characters.

It can be argued that a number of people are able to make a living out of literature. Such people include writers, actors and actresses. In certain countries, acting is lucrative business. Needless to say, acting and story writing can be full time or part time careers for some people thereby enabling them eke out a living for themselves. Career options for learners of literature include vocations such as journalism and teaching.



Lazar (1993) contends that literature exposes learners to complex themes and unexpected novel forms of language use. This implies that literature abounds in all forms of language expression for a variety of situations and thus constitutes a valuable resource for the development of language proficiency. Literature is rich in innumerable authentic tokens of language for the development of the four language skills (Belcher and Hirvela, 2000 as cited by Shazu, 2014). In other words, the study of literature contributes to learners developing language proficiency in listening, speaking, reading and writing. Simuchimba (2016) subscribes to the view that students are exposed to the nuances of the English Language through literature. Considering these benefits of literature in a learner's life, the goals of literature study are broad based as Kateregga (2014) puts it. The study of literature should aim at enriching the lives of learners in multiple ways. To this effect, Kateregga presents a number of benefits which arise from the study of Literature as listed by Rugambwa-Otim (2000) and Bakahuuma (2000) as follows:

- (i) Literature can be used as a basis to acquire and enhance the written and spoken language.
- (ii) Literature can be used as a tool to enhance oral and listening skills.
- (iii) Literature sharpens the learners' judgement and analytical ability.
- (iv) Develops students' cognitive skills at various levels of knowledge acquisition such as comprehension, application, analysis, synthesis and evaluation.
- (v) Cultivates students' interest as well as empathy, and judgement of values.
- (vi) Literature enhances psychomotor skills because it involves reciting, acting, dancing and singing especially during early childhood education.
- (vii) Literature also teaches social skills that enable individuals to live in society through enhanced understanding of human relationships.

Ghosn (1998) cited in El-Helou (2010) also elaborates on the benefits of learning literature as follows:

- (i) Authentic literature provides a motivating, meaningful context for language learning – it provides language in its natural contextual use.
- (ii) It stimulates oral language and involves the child with the text while exposing him or her to some aspect of the target language.
- (iii) Literature can promote academic literacy and critical thinking skills and has the potential of fostering private interpersonal and intercultural attitudes.
- (iv) Good literature deals with some aspects of human life and tries to come to some understandings of life.

Bukagile et al. (2008), state that literature is a reflection of life in all aspects of life such as political, social and economic as well as cultural. In the light of these considerations, the contention by Lazar (1993) that students of literature are able to experience a real sense of achievement from tackling literary materials in the classroom is apt and not misplaced. According to Lazar, the literary materials can be stimulating, highly motivating, authentic, educationally valuable and capable of expanding students' awareness of language and can contribute to the development of their interpretative skills. Without doubt, the study of literature holds great potential for the learner. El Helou (2010), states that one of the great strengths of literature is its suggestive power in allowing people to go beyond what is stated to what is just implied.

The value of literature in Zambia was first identified during the colonial era. As such, the study of Literature in Zambia can be traced back to the colonial era (Simuchimba, 2016). At that time, the subject was mandatory to all native learners as it was perceived to contribute to natives' communicative competence in English language. Since then, so much has happened that has led to the current status of literature. Literature is now offered as an elective subject at senior secondary level; not all learners take the subject.

At junior secondary level, the subject is represented by the reading component (intensive and extensive reading components) of the English Language syllabus (Simuchimba 2016). In some countries, the teaching of literature is integrated into

the teaching of English language at junior secondary level. This is the case for Botswana (Sanoto, 2017), Nigeria (Ikonne 2016) and Malaysia (Hwang and Embi, 2007). In these countries, the junior secondary school curriculum serves as a foundation for the study of literature at senior secondary school level. Learners are exposed to various genres of literature such as poetry and short stories to prepare them for the study of literature at senior secondary school level. In Zambia, apart from the reading comprehension component at junior secondary school level, foundational work in the subject is mainly done at Grade 10 level where learners are exposed to the theoretical aspects of literature. They only begin the actual analysis of the set texts in Grade 11, but reference will still be made to concepts covered in Grade 10. It is hoped that if a good foundation is laid in Grade 10, learners should find it easy to read, analyze and understand the various set texts covered from Grade 11 to 12.

Literature in English is a subject that calls for extensive reading of texts and appreciation of literary devices to facilitate the accumulation of skills and competencies of various dimensions. MESVTEE (2013:vii) states that ‘the study of literature must help learners in the acquisition of knowledge, skills and positive attitudes and values of the society they live in.’ Hwang and Embi (2007) cite Whitehead (1968) who states that one factor that determines students’ lifelong learning towards reading is how the teacher approaches the teaching of literature. Thus, the teacher’s appreciation of what is to be taught, how it is to be taught and the outcomes to be achieved is critical for an effective teaching and learning experience. To achieve this, it is critical that the teacher is acquainted with several techniques that are used in teaching any given subject content. This is one of the principles of a successful literature programme (Whitehead, 1968 as cited by Hwang and Embi 2007). This should be done in order to stimulate students’ interest and knowledge of literature.

Thus, the teacher of literature should be passionate about the subject to pass on to the learners both a love for books and an understanding of what the study of literature entails; its significance and potential. Sanoto (2017:1) states that ‘reading extensively and developing a passion for reading have been shown to be indispensable conditions for successful teaching of literature.’ According to her, the literature teacher must read extensively to be able to keep abreast with developments in his or her subject

area and to understand the historical, cultural and social perspectives of literary works to be studied by his or her learners. In this way, the love for reading will rub off onto the learners.

#### **2.4 The preparedness of teachers to teach Literature in English in Zambia**

Some studies focusing on teacher preparedness to teach Literature in English and English language have been conducted in Zambia as well as other countries in the world. In a number of countries of the world, literature is used to teach English; the subject is treated as a component of the English language studies. In Zambia, literature is offered as an elective subject at senior secondary level. This section presents studies done outside Africa followed by studies done in other African countries and finally some studies conducted in Zambia are presented at the end of the section.

Tuncer & Kizildağz (2015) conducted a study of the English Language Teaching (ELT) programme at Çukurova University in Turkey to investigate teacher candidates' views concerning their sense of self efficacy about the use of literature during practice teaching. The findings of the study were that Pre-service teachers admitted that they could not easily use literary texts because they were in doubt about either self-efficacy on teaching and/ or their student's linguistic capability in the target language for processing literary texts. The Pre-service teachers also highlighted the fact that there were some limitations imposed upon them by practicum schools or by the framework of the practicum programme of the University. Tuncer & Kizildağz's study suggests a lack of preparedness on the part of pre-service teachers which is linked to a feeling of self-efficacy, a motivational aspect. This is in line with the theoretical framework of the current study.

Correll (2016) conducted a qualitative study to examine the perceptions of teachers regarding their preparation to teach English Language Learners (ELLs). The focus of the study centred on factors related to the preparation of teachers for serving non-native English speaking students. The findings of the study indicated that most teachers reported that they were not prepared by their teacher education programmes for teaching ELLs. Furthermore, many teachers related that they lacked preparatory coursework that included strategies for teaching ELLs and had few observational experiences in working with ELLs during their field placement and student teaching.

The study also found that the teachers' current classroom practices were consistent with their perceptions of their preparation for teaching ELLs. Though the study focused on teachers' preparation for teaching English language, its findings are quite significant to the current study in many ways.

Firstly, the study shows that teacher preparation involves a number of components such as preparatory coursework which includes strategies for teaching and observational experiences during placement and student teaching practice. In the Zambian context, teachers of Literature in English are not trained separately from teachers of English. In most instances, teachers who train as English language teachers also take literature courses. The types of curricular offered by teacher training institutions vary from one institution to the other. As such, the amount of exposure given to trainee teachers in terms of background content and strategies for teaching literature also vary. It is also worth noting that at tertiary level in Zambia, literature is offered as a component of English language studies. The current study will not venture into discussing these differences but will only refer to them when presenting teachers' views regarding their preparation to teach Literature in English.

Another aspect of importance in the discussion on the preparedness of teachers to teach literature is contained in the view that evidence has shown that there is a correlation between teachers' sense of competence and successful teaching (Gandara, Maxwell-Jolly and Driscoll, 2005 as cited in Correll, 2016). The fact that the teacher occupies an important position in the implementation of any curriculum is worth mentioning. Groux (1988) cited by Wafula (2012) postulates that the teacher and his training are 'two sides of the same coin.' This implies that teacher training is important as is the personality of a teacher. Well trained teachers are important for a successful curriculum (Verspoor, 1989 cited in Wafula, 2012). The observation by Wampembe (2016) that the step that was taken making literature an optional subject in Zambian schools deprived future teachers and learners alike an opportunity for intensive training is also worth noting. Wampembe (2016) further opined that:

It is assumed that these teachers will later handle Soyinka's *Kongi's Harvest* and other books that may as well be above their heads. In fact, I am not sure how many teachers would effectively teach such texts....Changing the situation is a mammoth task....all it requires is a man or woman of courage with a big heart like Taban's....

Whether this is true for teachers in Western Province of Zambia will be seen in Chapter 5. Since the theoretical framework underpinning the study touches on motivation, the researcher will try to link teachers' perceptions of their preparation to their attitudes and their classroom practices.

Okoth (2015) conducted a descriptive survey study in Eldoret East Sub-County, Kenya to investigate the cognition of Form III English language teachers and evaluate their preparedness in implementing the revised English language curriculum. The study investigated teachers' understanding of the integrated curriculum which involved the teaching of Literature in English lessons, described the relationship between teachers' implementation strategies and curriculum requirements, established the effect of cognition on the process of implementation and determined challenges of implementation. The study established that teachers had varied cognition of the integrated curriculum which they showed at varying levels and that more than 50 % of the teachers still believed that English language and literature should be taught separately.

The study further established that teachers who had better cognition of integration made more effort in the preparation and actual implementation of the integrated lessons, though some teachers who did not seem to have some problem with conceptualizing still fell short of implementing it effectively. Further-still, the study established that the practice of concentrating teaching on examination areas was still entrenched in teachers' beliefs. Factors that were established to affect curriculum implementation efforts included the following: lack of appropriate Teacher Professional Development (TPD), content overload and complexity, non-suitable learner characteristics and inappropriate pre-service training. The study suggests that teacher's preparedness to teach English language and literature is a factor in the performance of the teachers and that continuous Teacher Professional Development (TPD) is critical for the development of teacher expertise. The current study seeks to establish the connection between teachers' sense of preparedness to teach literature and the role played by motivation in their teaching.

Sanoto (2017) conducted a qualitative study to explore In-service education and training teachers' classroom practices in Botswana Primary Schools. The study concluded that the In-service teachers lacked pertinent skills and knowledge as

Colleges of Education curriculum did not lay a foundation for a solid knowledge base. According to Sanoto (2017), the teachers lacked what she termed Pedagogical Content Knowledge (PCK). The study also revealed that teachers had a poor reading culture which contributed to learners' negative attitudes towards literature. The researcher was of the view that reading extensively and developing a passion for reading had been shown to be indispensable conditions for successful teaching of literature.

Furthermore, the study revealed that teachers faced problems because of having no background knowledge in literature from the secondary level where the subject is offered as an option or is not offered at all. Sanoto (2017:33) contended that:

In instances where students wanted to study languages and literature, they tend to struggle because of being exposed to in-depth studies in literature for the first time.

The study noted that some of the teachers training to teach English at the junior secondary level had no background of literature from their secondary school days, hence such trainee teachers lacked not only in terms of content knowledge but also pedagogical knowledge to do with teaching methodologies. Whether this is the case with teachers of literature in Western Province is what the study sought to establish.

Mulenga (2015) conducted a mixed methods analysis of the programmes at the University of Zambia. The study aimed at establishing whether or not English language teacher education curriculum at the University of Zambia had the relevant knowledge and skills for teaching English language in Zambian secondary schools and can produce a quality teacher of English language despite curriculum designers not conducting a job analysis as the starting point of the curriculum designing process. The study findings revealed that the two schools which taught content and methodology had different aims about the same curriculum. While the school of Education aimed at producing a teacher of English, the school of Humanities and Social Sciences intended to produce a graduate who would use the knowledge and skills learnt to venture in any field related to what would have been studied since they thought producing a teacher was not their mandate.

The study found out that the school of Humanities included in the subject content courses that did not reflect the skills and knowledge to prepare one to teach English Language in secondary schools leading to poor coverage and understanding of skills

and knowledge in methodology courses. The study concluded that teachers and graduate teachers did not have sound understanding of the subject matter they were to teach and pedagogical knowledge and skills to effectively teach English in secondary schools at the time of their graduation. Though the study did not specifically focus on the teaching of literature, it is significant to the current study in that in most Zambian Universities, the study of literature is treated as a component of English language studies. It is not known whether teachers of literature in Zambia are thoroughly prepared to teach the subject in view of these findings.

Mwanza (2016) conducted a study to look at the aspect of eclecticism in the teaching of grammar at selected Zambian secondary schools. The study established that while course outlines from training institutions and the senior secondary school English language syllabus showed that teacher training was aimed at producing an eclectic teacher, teacher training was facing a lot of challenges such as inadequate peer teaching, short teaching practice and poor quality of student teachers. According to the study, these factors were found to negatively affect the effective training of teachers into eclecticism. Like Mulenga (2015), the study reveals that English undergraduate trainee teachers are not adequately equipped with the relevant knowledge and pedagogical competencies to enable them become effective teachers of English language upon graduation.

Simuchimba (2016) conducted a qualitative study in Kafue district aimed at establishing the factors that contributed to poor performance of Grade 12 learners in Literature in English national examinations. Among other things, the study suggested that teachers of Literature in English lacked in terms of methodological knowledge regarding the teaching of literature owing to the fact that the training they received from teacher training institutions was not adequate enough. As such, Simuchimba pointed out that the commonly held notion that any teacher trained to teach English language could teach literature was probably wrong. The study further noted that because of the inadequate preparation received by teachers of literature, they were not able to adequately prepare learners for the national examinations in Literature in English. Simuchimba (2016) underscored the need for teachers of literature to be adequately trained and equipped with knowledge, competencies and skills of what constitutes literature, the methods of teaching the subject and how to match that with the needs of learners.



Though Simuchimba's study also looked at factors contributing to poor performance of Grade 12 pupils in Literature in English examinations, its scope was limited to one district of Lusaka Province. The current study covered five districts of Western Province of Zambia. Besides this, the current study also focused on the role played by motivation in teachers' sense of preparedness to teach literature.

The studies reviewed in this section show that teachers of English and literature were inadequately prepared to teach English and literature mainly because their training institutions did not equip them with the relevant subject content knowledge as well as pedagogical knowledge and competences. Furthermore, the studies established that some teachers of literature lacked background (secondary school) knowledge in the subject. Whether or not teachers of literature in Western Province were adequately prepared to teach literature was what the study sought to establish. The study also sought to show whether motivation was a determinant factor in teachers' preparedness to teach literature.

## **2.5 Methods used to teach Literature in English**

Various strategies of teaching literature have been proposed by different scholars. This section presents a discussion on the meaning of approaches, methods and techniques. Suggested strategies of teaching literature are also presented. Thereafter, studies dealing with methods of teaching literature are presented beginning with studies done outside Africa, followed by studies done in Africa ending with Zambian studies. This section also relates the findings of the reviewed studies to the current study.

To appreciate classroom strategies used in teaching literature, it is worth discussing the following terms: approach, methods and techniques. Approaches, methods and techniques are like yardsticks to an educator. The three concepts or terms are closely related. However, many teachers erroneously use them interchangeably. Approaches can be defined as sets of correlative assumptions dealing with the nature of teaching and learning a subject; they are theoretical or ideological in nature and they point to a particular way of teaching a given subject (Ikonne, 2016; Edward, 1965; Ubahakwe, 1991). In this context, approaches can be seen as being axiomatic, describing the nature of the subject matter to be taught. In other words, approaches are based on

assumptions held by theorists and other experts as far as their understanding of what constitutes a certain subject content.

Methods are related to approaches in that they point to or should be in line with one or the other approach. They are procedural in nature in that they point to the way or procedure the content of a given subject should be taught. It is an overall plan for the orderly presentation of subject matter. A given approach can reflect a number of methods. Techniques on the other hand implement a given method or methods based on one or the other approach (Ikonne, 2016; Edward, 1965). In other words, techniques refer to what actually takes place in a classroom.

Hwang and Embi (2007:4) opine that ‘there are various approaches that can be employed in teaching literature, namely; the information-based, the language-based, the personal-response, the paraphrastic, the moral-philosophical and the stylistics approaches.’ These approaches are described below:

### **2.5.1 The Information based approach**

The information based model is described as a way of teaching knowledge about literature whereby literature is seen to offer a source of information to the students. Under this approach, teaching strategies tend to be teacher-centred as an information oriented approach would require students to explore histories and characteristics of literary movements such as social, cultural, political and historical backgrounds of literary texts. This approach thus demands a large in-put from the teacher. Some activities under this approach could include lectures, explanations, reading notes and criticisms in workbooks or those provided by the teacher (Hwang and Embi, 2007).

### **2.5.2 The Language based approach**

Hwang & Embi (2007) state that this approach seeks greater unification between language and literature. This approach helps students to focus on the way language is used. Furthermore, literary texts are seen as resources that aid language practice activities in the classroom. This contrasts with the perspective which sees literary works as a source of facts and information. The learner is put at the centre of learning in this approach through such activities as predicting, role-play, cloze, ranking tasks, poetry recital, debate and discussions which can be used as opportunities for language use.

### **2.5.3 The Personal-response approach**

This approach focuses on the learners' personal reaction or response to literary texts. It is learner-centred and accords learners opportunities to interpret the text(s) based on the information provided in the literary work(s) and their own personal experiences. The approach seeks to motivate and encourage learners to read texts and to make connections between the themes of the texts and their experiences (Hwang & Embi, 2007). Activities under this approach include discussions and writing critiques on the literary texts.

### **2.5.4 The Paraphrastic approach**

The paraphrastic approach attempts to help the learner appreciate the surface meaning of the text. The chief feature of this approach is the use of paraphrasing by teachers mainly to assist learners facing language challenges in comprehending original literary materials. Teachers using the approach could re-tell a story in simpler language or in some cases in another language more familiar to the learner. Activities under this approach include re-telling stories and poems, reading paraphrased stories, notes or commentaries and use of translations in other languages (Hwang and Embi, 2007).

### **2.5.5 The Moral-philosophical approach**

The focus of this approach is on the moral or philosophical meanings that could be drawn from literary texts. Here, one of the roles of literature is seen as being that of trying to inculcate moral values through the teaching of morality. Learners are expected to search for moral values as they read literary texts through personal reflection on what has been read. Some of the activities under this approach could include incorporation of moral values at the end of lessons, reflection sessions, asking learners to search for moral values whilst reading and asking learners to comment on what they would and would not do based on their reading (Hwang and Embi, 2007).

### **2.5.6 The Stylistics approach**

This approach seeks to guide learners towards closer understanding and appreciation of the literary text. The focus is on linguistic analysis and literary criticism. Learners are taught to see how linguistic forms function in conveying messages to the reader.

The learners have to make meaningful interpretations as well as improve their understanding on the way language functions. The following activities are suggested under this approach: scrutinizing literary texts for and marking certain linguistic features, asking learners to study linguistic features and extracting possible clues which contribute to the meaning and interpretation of the text (Hwang and Embi, 2007).

Hwang & Embi (2007) conducted a study aimed at identifying the approaches employed by teachers teaching the literature component in selected secondary schools in Sabah, Malaysia. The study established that the paraphrastic approach was popularly used as well as the moral philosophical approach. The study also drew attention to the fact that teaching approaches were largely influenced by students' language proficiency, attitudes, the exam-oriented culture, the prescribed literary materials and the number of students in the class. While Hwang & Embi (2007) focused on the teaching of literature at secondary level, that study did not specifically look at causes of poor performance in literature which the current study attempts to do. The current study also seeks to establish how teaching strategies relate to motivation.

Rahman et al.. (2017) state that teachers' competence in teaching skills in the classroom is crucial in order to foster the development of thinking skills among students because they can improve their skills if the teachers teach them how to think. The teaching of critical thinking is an area that concerns teachers of literature. Rahman et al.. (2017) reviewed related literature which analyzed the relevancy of Bloom's Taxonomy of Educational objectives in teaching creative and critical thinking among students in Malaysia. Their review also attempted to identify the missing aspects in Bloom's Taxonomy with regard to indigenous context important to promote creative and critical thinking. The findings of this review were that the literature subject was an essential avenue for students' learning especially in developing creative and critical thinking. They also found that there were certain aspects which were missing in Bloom's Taxonomy which needed to be included for holistic educational delivery. The study by Rahman et al. focused more on Bloom's Taxonomy than on the strategies employed by teachers in teaching literature.

Løvstuhagen (2012) conducted a qualitative study entitled ‘Teaching Literature in Lower Secondary School: Is the teaching of Literature in the ninth’s (9<sup>th</sup>) grade based on the personal-response approach, or the reader-response approach to literature?’ The study was conducted in Oslo, Akershus and Vest-Agder Counties to examine whether the teaching of literature in the ninth’s (9<sup>th</sup>) grade was based on the personal-response approach, or the reader-response approach to literature. The findings of that study were that the teaching of literature in the ninth’s (9<sup>th</sup>) grade alternated between a text-centered and a student-centred approach while the literary tasks in the textbook tended to be text-oriented. The study further established that the teachers were not aware of their shifting between the two approaches or what it could mean to the pupils’ understanding and appreciation of the literary texts being taught. Løvstuhagen argued that teachers should take the comprehensive and varied manner in which literature is taught into consideration when planning and teaching literary texts.

Løvstuhagen further argues that teachers should make the transitions from one approach to the other much clearer and more transparent for the pupils. In that way, it will be easier for the pupils to understand what kind of responses and contributions are expected of them and perhaps increase their level of participation and their enjoyment of literature. The implications of the findings are that teachers ought to be aware of the teaching strategies they choose to use and the reasons for doing so. Such awareness should stem from subject background knowledge and an in-depth knowledge of pedagogical practices which are referred to as Pedagogical Content Knowledge (PCK) (Sanoto 2017 and Correll, 2016). The current study seeks to draw a connection between teachers understanding of the approaches to teaching literature in relation to motivation. Thus, this study attempts to show how teaching strategies impact on motivation and vice versa.

Poonam (2016) highlighted the benefits of using ICT to teach English Literature. The paper advances the benefits of using information and communication technology as a way of making teaching motivating and effective. It can be argued that due to high technological advancements in modern life, the use of Information and Communication Technology (ICT) should be embraced more and more in the teaching of literature in secondary schools in Zambia in general and Western Province in particular. The advantages of using ICT have been explored and debated

upon by scholars in different parts of the world. Poonam (2016), states that ICT, which includes a gamut of technologies, applications and devices such as cellular phones, radio, video, television, computers, and satellite systems, can be used as a crucial supplement to the traditional mode of education. One of the advantages of ICT use is that it can create variety in lesson delivery thereby removing the element of boredom and infusing in freshness in every day classroom interactions. According to Poonam, this may also lead to students getting interested as well as engaged in lessons and most probably leading to learner motivation. The extent to which ICT and other modern technologies are used in the teaching of Literature in English in Western Province of Zambia in relation to motivation was what the current study sought to establish.

In a related study, Freyn (2017) sought to examine the effects of a multimodal approach on ESL/EFL university students' attitudes towards poetry. The study involved exposing learners to the use of ICT and the multimodal approach in the teaching of poetry at university level. The study reported significant positive differences in the students' attitudes to learning poetry in English language classes using the multimodal teaching approach and exposing students to the use of ICT. The study, like the one conducted by Poonam, recognized the relevance of using ICT in teaching literature and more so, the type of literature in which many learners find challenges. Furthermore, the study suggests that there is a link between ICT use on one hand and learner motivation. To what extent this is true for the schools in Western Province will be established in chapter five.

Lewis (2017) conducted a qualitative study to look at how effective and engaging literature discussions could be fostered. The study was part of a larger study which specifically examined teachers' use of the scaffolding technique during literature discussions and how students through teacher scaffolding could internalize teacher language to then support their peers. Great or positive results were recorded demonstrating the fact that such a strategy could effectively contribute to learners becoming more and more confident and communicatively competent. Lewis' study presupposes an inclination towards learner-centred strategies that utilize such activities as pair work, group discussion, debate and other activities which allow learners to interact in tasks of a communicative nature. The relevance of interactive activities in literature teaching has been recognized by many scholars. The current

study sought to ascertain to what extent teachers engaged learners in activities to inspire the development of communicative competence and critical thinking skills.

Ithindi (2015) conducted a study to investigate the teaching and assessment methods of English literature as a second language in the junior phase. The findings of the study were that both teachers and learners experienced challenges in literature teaching and learning. The study found that lack of literature materials in schools threatened the overall teaching of literature. Additionally, the study revealed that majority of learners indicated that they liked literature. The study further established that the use of certain prescribed texts whose language was well above the level of learners scared away learners from liking literature because of the difficult language used in the texts. Whether or not teachers and learners in Western Province encounter similar challenges was what the current study sought to establish.

In her study, Sanoto (2017) on the other hand states that her own personal experience had been that teachers' personal reading habits had an impact on instructional practices. From this assertion it is clear that teachers play pivotal roles in classroom pedagogical practices. The assertion also suggests that for teachers of literature to use effective teaching approaches, they should read widely. By so doing, even the type of questions they ask and the activities they choose to use will be qualitative in nature.

Mudenda (1987) conducted a field survey whose main objective was to explore the questioning behaviour of Grade 11 literature teachers in literature lessons. The study revealed that teachers tended to ask lower level questions at the expense of higher level (cognitive) ones. This was identified as the major contributing factor to learners' inability to effectively answer questions in the examination. The findings by Mudenda seem to question literature teachers' pedagogical skills in their teaching of the subject. Additionally, the study suggests that it is unlikely under such circumstances that learners managed to fully develop their analytical and critical thinking skills. However, the use of the questioning technique is just one aspect of the literature teaching methodologies. The current study differs from Mudenda's study which simply focused on one component of classroom activities, namely the questioning techniques employed by teachers of literature.

Mudenda pointed out that the art of questioning technique and teaching in general was a skill that should be developed or cultivated in the teacher through Continuous

Professional Development (CPD) activities. This appears to resonate with the view held by the Ministry of Education (MoE) on teacher skills development. MoE (1996: 108) points out that ‘Initial teacher training is little more than the start. Provision should be made for onward development of each member of the profession.’

This assertion suggests that the training teachers receive during their pre-service teacher training is not conclusive and complete and that expertise should be achieved through Continuous Professional Development (CPD) during a given teacher’s career life. This seems to tally well with Carter (2007) who asserts that teaching literature is very much a hands-on-approach. However, the teacher is still an important part of the jig-saw puzzle. Kochhar (1985) cites Stinnett (1965) who states that:

with good leadership and appropriate teaching aids, the teacher’s effectiveness can be enhanced, but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teacher is “ignorant, unskilled or indifferent.

Since the teacher of literature ought to be aware of a number of approaches, methods and techniques, it follows that the teacher should be able to use them in his or her lessons. This calls for knowledge of the Eclectic approach to teaching.

Mwanza (2016) conducted a study whose aim was to critically look at the application of the Eclectic approach in teaching of English language to Grade 11 learners in selected secondary schools in Zambia and how eclecticism was understood and applied by Zambian teachers of English. The study’s findings were that while course outlines from teacher training institutions and senior secondary school syllabus showed that teacher training was aimed at producing an eclectic teacher, teacher training was facing lots of challenges such as inadequate peer teaching, short teaching practice and poor quality of student teachers which negatively affected the training of teachers into eclecticism.

Additionally, the study established that while some teachers demonstrated understanding of the eclectic approach and held positive attitudes, others did not. This led to poor application and sometimes non application of the approach. The study also reported a number of challenges that teachers were facing which included limited time, lack of teaching materials and poor low English proficiency among learners leading to limited or non-use of communicative activities in the classroom. The findings of the study are relevant to the current study in that teachers trained to



teach English are the ones who also teach literature. It is not known whether teachers of literature in Western Province are able to teach literature using a variety of teaching methods.

The relevance of English language in Zambia is well known. It is the national official language and the medium of classroom instruction from upper primary school level to tertiary level. It is also an international language of great importance. In the same vein, Literature in English is of great importance in that it can be used as a resource in the development of language proficiency among many other benefits already highlighted. This is enough reason why the two subjects should be given adequate attention in Zambia and Western Province in particular.

Despite the fact that several approaches, methods and techniques can be used in teaching literature, the teacher must have knowledge of not only the content to be taught but also the theoretical and philosophical underpinnings governing a particular subject area. The teacher must also know the various pedagogical practices that are open to him or her in his/her field. Additionally, the teacher must have an understanding of what it is he or she wants to achieve with the learners. No single approach, method or technique is simply the best for the teaching the subject. The Zambian Literature in English syllabus is not prescriptive; it simply gives a guide which is not to be followed passively. El-Helou (2010) stresses the fact that there is no perfect method of teaching literature. He argues that each method has its merits and demerits. This view is also held by Ogunnaike (2002) who contends that the teacher uses whatever approach or method available. Carter (2007:10-11) also affirms this point in the following statement:

Thus, what has emerged in both theory and practice is the view that there is no single 'correct' way of analyzing and interpreting the text, nor any single correct approach. In this sense, the appropriate method is very much a hands-on-approach taking each text on its own merits, using what the reader knows, what the reader is aiming for in his or her learning context, and employing all available tools, both in terms of language knowledge and methodological approaches. It is a process – based methodology...

Ikonne (2016:77) equally opines that '... and it should be noted that no approach or method is extolled over others. The choice is for the teacher and combinations could be effective.'

Notwithstanding this, knowledge of the different pedagogical practices that can be employed in literature teaching and learning process is critical. It is a widely held view that how a given teacher presents subject content to his or her learners ultimately impacts on how the learners view and respond to the subject leading to positive or negative attitudes towards the subject (El-Helou 2010; Simuchimba, 2016; Sanoto, 2017). To be able to activate literature lessons thereby motivating learners, teachers of literature ought to employ a number of strategies and activities. However, Ogunnaike (2002) opines that classroom experiences over the past millennium have shown that literature has been shoddily handled by most teachers at secondary school level. This assertion effectively questions the teaching practices employed by teachers in presenting literature lessons.

The reviewed literature shows that various approaches, methods and techniques can be used to teach literature even though no single method can be said to be the best (El-Helou, 2010; Carter, 2007; Ogunnaike, 2002). This calls for a teacher who is flexible and able to tailor his or her teaching practices to the learners' needs. Such a teacher is generally perceptive and sensitive to required adjustments in attitudes and is better placed to make paradigm shifts to become a facilitator of classroom discourse (Van der Walt, 1990; Harmer, 1995; Holliday, 1997 cited in Al-Majid, 2006). Simuchimba (2016) cites Tomlinson (1999) who claims that the effective performance of learners can be achieved by having a teacher who is flexible to learners' needs and utilizes a vast range of teaching methods.

This is in line with the ideals espoused in the Zambian Government's 'Vision 2030' document which holds that teachers need to learn new skills and become lifelong learners themselves to stay abreast with new knowledge, pedagogical ideas, and technology. The document further asserts that as learning becomes more collaborative, so must teachers' professional networks and learning organizations within the schools and institutions. However, Al-Majid (2006) asserts that many teachers have difficulty changing from being authoritarian. This study tried to link motivation to the methodology of teaching literature in line with the following statement by Kochhar (1985:45): 'All problems of educational methodology are primarily problems of motivation and learning, perception and thought...'

This study sought to establish the teachers' understanding of pedagogical practices of teaching literature and their actual application in the literature lessons in Western Province of Zambia as well as their effect on the motivation of both teachers and learners.

## **2.6 The attitude of teachers and learners towards Literature in English**

Several studies focusing on teachers and learners attitudes towards literature have been done both in Africa and outside Africa. In Zambia, there seems to be no study that has been done which solely focused on attitudes in the teaching and learning of literature. This section, therefore, reviews studies focusing on teachers and learners' attitudes towards the teaching and learning of Literature in English and English language. The current study sought to establish the link between teachers and learners' perceptions regarding literature and learner performance in the subject. The section presents studies done outside Africa followed by studies done in Africa. Lastly, some related local studies focusing on the effect of attitudes on the performance of learners in the two subjects are reviewed.

A number of scholars have stressed the relevancy of attitudes in the teaching and learning process. Correll (2016) cites Pappamihel (2007) who opines that while teacher preparatory programmes attempt to develop teachers' knowledge, scholars, psychologists and researchers propose that beliefs are so strong that they are more influential in determining behaviour than learned knowledge. In this context, attitudes can be linked to academic performance. Teachers with positive attitudes therefore are more likely to achieve better results with their learners than those with negative attitudes (see Sanoto, 2016). Furthermore, how a teacher views his or her subject determines how he or she ultimately delivers his or her lessons. Ghazali (2008) posits that use of various, attractive teaching strategies is another method of improving students' attitudes.

Ghazali (2008) conducted a qualitative study entitled 'Learner Background and their Attitudes towards studying literature.' The study aimed at gathering information on students' background, such as gender, socio-economic status and the location of schools to find out which variables influenced students' attitudes towards the Literature in English component of the English Language syllabus in Malaysia. The study established that though not much could be done to change learners'

backgrounds such as their families or socio-economic status, certain measures could be taken to complement students' background and improve their attitudes towards English and Literature. The study also identified that students with positive attitudes will spend more effort to learn the language by using strategies such as asking questions, volunteering information and answering questions. In conclusion, the study established that attitudes affect the rate of development and final proficiency achieved in the target language.

Ghazali (2008) however, opines that attitudes do not remain static as they can change through the learning process such as by using appropriate materials and teaching techniques. Furthermore, Ghazali indicates that attitudes also improve as a result of language learning as learners who learn well would acquire positive attitudes. The study further indicates that using a variety of attractive teaching strategies is one way of improving students' attitudes. The study also notes that negative attitudes correlated with students' low proficiency in English. The study further suggested the use of various approaches by schools such as extra classes/ tuition, organizing motivational talks by speakers from similar backgrounds and getting support from the corporate sector to increase students' proficiency levels. Ghazali also recommended the use of multi-tasking activities when dealing with large class sizes to enable learners rotate roles in doing different activities in smaller groups. The current study sought to establish whether the attitude of teachers and learners affected learner performance in literature and establish to what extent motivation was used to enhance positive attitudes among teachers and learners.

El-Helou (2010) conducted a descriptive analytical study in West Bank and Gaza, Palestine to investigate the difficulties teachers of English faced in teaching using the recommended English for Palestine Grade Twelve text book. The study acknowledged that teachers faced many challenges in teaching Literature in English for the Palestine Grade Twelve textbook and that learners lacked language competency which was compounded with stigma attached to literature as being a difficult and uninteresting subject resulting in students drawing themselves away from literature. It was also found that learning literature might be difficult for the Palestinian learners because literature was culturally, linguistically and socially alienated from them. The study seemed to suggest the localization of literary content as a way of increasing the motivation of learners. Furthermore, attitudes were seen as

a consequence of the way literature was taught. Thus, the findings correspond to the views by other scholars who contend that the way literature is taught impacts on how learners perceive it. These findings are significant to the current study in as far as the causes and effects of attitudes in the teaching and learning of literature, which the current study sought to establish, are concerned.

Chekroun (2014) conducted a case study to investigate third year English as a Foreign Language (EFL) students' attitudes towards the teaching of African Literature. The study established that the students in the study displayed a strongly positive attitude towards the teaching of African Literature in EFL classrooms. This was attributed to the use of texts covering familiar cultural themes. According to Chekroun, the students found the use of literature with familiar African themes motivating. The study established that literary texts that dealt with familiar local content could be used to motivate learners taking literature studies as the students could identify with the content and themes covered in the texts. Like El Helou's study, Chekroun's study seems to advocate for the use of literary texts with more local than foreign content. However, some scholars argue that the study of literature exposes learners to foreign cultures.

Giuria (2015) conducted a qualitative study entitled, 'Teaching Literature in the ESL classroom: A qualitative study on Teachers' views of Literature in an Upper Secondary School Environment in Southern Sweden.' The aim of the study was to inform on the views and approaches to teaching literature in the ESL classroom by teachers at upper secondary school level. The findings showed a connection between the teachers' own views on literature and their interpretation of the curriculum, which resulted in very different practices. From the study, it is apparent that teachers' perceptions about literature and the curriculum affect the choice of teaching strategies. It is not only important that teachers should have a clear understanding of the importance of literature but they should also be clear about the objectives of the literature curriculum or syllabus.

Al-Magid (2006) conducted a descriptive case study at six secondary schools in Harare, Zimbabwe aimed at determining the impact of teachers' attitudes on their classroom behaviour and therefore on their implementation of the Communicative Approach. Specifically, the study sought to assess the extent to which attitudes are

reflected in their classroom behaviour, and to elicit teachers' verbalization of how they conceived their professional task. The findings of the study showed that the effective implementation of the Communicative Approach was dependent on teachers' positive attitudes towards the approach in the five categories of the study. Though the study concerned the use of the Communicative Approach, which is usually associated with the teaching of English Language, the findings are still relevant to the current study as the teaching of literature, to a large extent, involves the use of communicative activities. El-Helou (2010) cites Richards and Rodgers (2004) who list the Communicative Language Teaching (CLT) approach among the approaches used in teaching literature.

Wafula (2012) conducted a study aimed at investigating the challenges that teachers face while teaching oral literature using the integrated method in Kenya. The study investigated the attitudes of teachers towards the integrated approach which involved the teaching of English and literature as one combined subject. The findings of the study were that teachers felt that the approach had diluted oral literature, reducing it to a mere passage or to a listening and speaking skill. The study seems to suggest that many teachers are not able to teach oral literature using the integrated approach because they lack initial and continuing training to do so. Furthermore, Wafula (2012) appears to link teachers' attitudes to teacher training. Verspoor (1989) cited in Wafula (2012) opines that well trained teachers will always have positive attitudes towards their work. Whether or not this was true for teachers of Literature in English in Western Province of Zambia was what this study sought to establish.

Kateregga (2014) conducted a qualitative study to establish the misconceptions held by students, teachers and the general public surrounding the teaching and learning of literature in Ugandan schools. The study indicated that various ill-informed misconceptions were held by the students, teachers and the general public because of failure to understand the role literature played in national development. To remedy this, Kateregga (2014) proposes a change of mindset, the use of interactive methodologies, and the enhancement of a reading culture right from the early stages of learning.

The study also established that literature was an interesting but endangered subject in Uganda because it was not supported by the government like science subjects. The

study further established that language problem dissuaded students in Uganda from expressing their sentiments, views and arguments in an original manner and that some students lacked confidence to express themselves in a foreign language. Kateregga proposes that teachers should communicate with the learners using relatively short and simple sentences and lessen the use of translations to enable learners practice communicating in the target language.

Emodi (2015) sought to investigate the attitude of teachers towards the use of the integrative approach in teaching Literature and English language as one subject (English studies) at Junior secondary level in Nigerian schools. One of the findings of the study was that teachers were aware that the literary text was a good and useful tool for learning a second language because it led the learner into developing the language skills, exposing the learner to real language and active participation in the class. The study also established that language level, students' interests, and course objectives were some of the criteria used in choosing a literary text. Emodi also established that all the teachers in the study expressed need to receive training in the method especially in designing activities. Emodi (2015) also noted that some of the findings were consistent with the reviewed studies.

Though there seem to be no studies done focusing specifically on the attitudes of teachers and learners towards the teaching of literature in Zambia, some studies have alluded to the role played by attitudes in the teaching and learning of the subject by identifying the aspect of negative attitudes as one of the problem areas in the teaching and learning of literature. Simuchimba (2016) for example, established that negative attitudes towards the subject by both teachers and learners for various reasons such as poor reading culture were another contributing factor as the subject required extensive reading skills.

Zulu (2017) conducted a study to establish teachers' classroom application of the Communicative Language Teaching (CLT) approach to English language teaching. The study established that teachers had low to moderate understanding of the Communicative Language Teaching (CLT) method and that some teachers held misconceptions about the method which further misguided their application. The study also established that while most teachers held negative attitudes towards the approach, some of them held positive attitudes and that the attitudes had implications

on aspects and quality of CLT which teachers used. These findings can be linked to the study of literature in that most principles of CLT are in line with learner-centred strategies used in teaching literature. Furthermore, the study establishes connections between teachers' attitudes and application. The current study equally sought to establish the relationship between teachers' attitudes and classroom application.

Some reviewed studies have drawn connections between teachers and learners' views and the nature of interactions in the literature lessons. Yet other studies have shown that there is a link between teachers' attitudes and their interpretation of the curriculum. This entails that the way a given teacher comprehends the nature and role of literature determines how the contents of the curriculum are translated into lessons. Therefore, the importance of attitudes cannot be over-emphasized as far as the teaching and learning process is concerned. Alhmali (2007) opines that attitudes might influence behaviour throughout life, long after the facts which have been taught are forgotten.

Mwanza (2016) observed that attitudes held by teachers regarding a given method of teaching language had a bearing on their classroom application. According to the study, while some teachers demonstrated understanding of the eclectic approach and held positive attitudes, others did not leading to poor application and sometimes non application of the approach. The study also established that among the teachers who were observed, four used the eclectic approach and one did not implying that while the policy was accepted by some, others contested it. Additionally, the study established that to some teachers, grammar meant language rules and that some stated that they taught Standard English while holding negative attitudes towards Zambian languages and other varieties of English, and that teacher held monolingual ideologies in which they used English exclusively during classroom interaction. These findings are significant to the current study in that they highlight the critical role played by attitudes in classroom interaction.

In summary, it can be stated that the attitudes that teachers of literature may hold are a direct consequence of their experiences with the subject, either at secondary school or tertiary levels. It is these same attitudes that are reflected in the pedagogical practices adopted by the teacher(s) in the classroom(s), which in turn, go a long way to determine students' lifelong learning towards reading (Whitehead, 1968 as cited



by Hwang and Embi, 2007). In the same vein it has been shown that learners' attitudes to the study of literature are influenced by a number of factors including the choice of activities. The current study sought to establish to what extent this was true for teachers and learners of literature in Western Province of Zambia.

## **2.7 Factors contributing to the poor performance of learners in literature**

The question of learner performance in literature and the status of the subject have been discussed by scholars in different parts of the Globe. In Zambia, some studies done in the area of literature teaching and learning have alluded to the question of poor performance or non-achievement of teaching objectives. This section presents Examination Council of Zambia (ECZ) performance highlights of learners in Literature in English examinations. The section also presents related foreign and local studies done on performance in literature.

Many scholars have highlighted the benefits that can accrue to learners of literature (see section 2.2. of this chapter). The 2013 Literature in English Syllabus also underlines the importance of the subject to the learners who take it. MESVTEE (2013: Vii) states that:

The study of literature sharpens students' understanding of issues in general. It sharpens their thinking of selves and society as well as enriching their thoughts.

Despite the vast potential benefits of literature, learner performance, in the subject, has continued to be worrisome. From as far back as the 1980's, available evidence from the Examination Council of Zambia (ECZ) and some previous studies has shown that learners have lacked in key competences required as good indicators of successful grasping of concepts and achievement of objectives. The poor performance in literature has been reflected in the downward trends that have been experienced in the country over the past three or more decades; a number of schools that used to offer the subject, some of which used to record very good results, have stopped offering the subject.

According to the Examination Council of Zambia (ECZ) report for 2017, the period 2011 to 2015 for instance, witnessed a decline or stagnation in the enrolment of learners sitting for the subject in the national examinations. In 2011, enrolment figures for the final literature examination stood at 6,558 candidates; in 2012, the

number increased slightly to 6,727; and then dropped to 6,721 in 2013. In 2014 and 2015 there was a further slight decline in the number of candidates registering for the subject to 6,710 and 6566 respectively. This only improved when the Ministry of Education introduced career pathways which led to some institutions opting to offer career pathways where Literature in English was a compulsory or optional subject. Thus, in 2016 the number of candidates who entered for the Literature in English examination rose to 22,455. In 2017, the enrolment numbers stood at 31,605 candidates.

Despite this marked increase in the enrolment of learners taking the subject, learner performance has continued to be poor posing a serious threat to the continued existence of the subject on the senior secondary school curriculum. Most institutions with little experience in teaching literature are likely to drop the subject in preference for other subjects where learners are more likely to register better results. In 2015 and 2016, the failure percentage in the subject nation-wide was 28.9 % and 39.9 % respectively. For 2017, Grade Twelve examination results highlights by the ECZ show that 37.66 % of candidates who sat for the Literature in English examination in 2017, failed. Consequent to this, ECZ decreed that the scenario needed to be interrogated further.

Işıklı & Tarakçıoğlu (2017) conducted a study to investigate the problems of English Literature teaching to EFL high school students in Turkey focusing on language proficiency. The study noted the many challenges that were being faced following the introduction of teaching literature as a separate subject into Turkish High School curriculum as students' low levels of proficiency in English, teacher incompetence, low motivation, lack of confidence, limited resources and lack of materials. The findings correspond to other studies that student related problems particularly low proficiency levels constitute the most serious problems of English literature teaching in EFL contexts.

The scholars also seem to suggest that instead of adopting the notion that only those learners with higher proficiency levels in English should study literature, the subject should be offered to all learners because the learners with low proficiency levels probably need it more. Many scholars have highlighted the fact that students can improve their proficiency by using language as a resource, it just depends on how

teachers guide the learners for them to be able to learn the language. Wilhams (1990) postulates that the second language (L2) learner of English language, if exposed to literature, is able to internalize and consciously adopt the rhythm of natural speech, economy and richness of diction, rhetorical and organizational device from drama, poetry and prose.

Anwar (2017) conducted a study in nine selected districts of Bangladesh covering urban, sub-urban and rural areas. The aim was to find out the possible factors that were responsible for the English as a Second Language (ESL) /English as a Foreign Language (EFL) learners' poor performance in English. The study utilized both qualitative and quantitative approaches of research. According to Anwar (2017), in ESL/EFL countries like Bangladesh, students' skills and performance in English are not satisfactory; every year, huge numbers of students get very poor marks in English examinations. Even the students who manage to somehow get good grades fail to use the language successfully in practice. The study established that there were many factors responsible for the ESL/EFL learners' poor performance in English. Among the factors were the following: learner psychological factors, teacher factors, factors related to teaching procedures, teaching and learning environment, and syllabus and curriculum.

It can be argued that the teaching of English reading comprehension is quite similar to the teaching of literature. Learners who have mastered the different reading strategies in English reading comprehension easily become avid readers. As such, the review of studies looking at factors responsible for poor performance in reading comprehension will provide valuable information. Mubashir et al. (2015) conducted a study to explore factors responsible for poor English reading comprehension at secondary school level in Pakistan. The study highlights the importance of reading as a skill by stating that it is 'a stepping stone in the walk of knowledge.' The findings of the study revealed among other things that learners had poor command of vocabulary, had a habit of cramming and had no interest to learn creativity in reading, but their aim was just to pass the examination.

The researchers go on to state that motivation to learn reading comprehension can develop reading comprehension skill in the students. This implies that teachers can actually get learners to the point where they are able to love reading such that they

eventually acquire the skills necessary to become effective readers. Mubashir et al. (2015) cite Pressly (2006) who states that teachers can train students to master the reading strategies for successful reading comprehension.

Clearly, other countries in the world have also not been spared from the problem of poor performance in the subject (literature) and in some instances, even the decline in enrolment. Sanoto (2017:32) states that, 'the decline of literature at secondary level is not a local problem, but has been experienced world-wide.' Sanoto (2017) gives an example of Singapore where the numbers of students taking literature had gone down significantly. She refers to an article by Pearl Lee which appeared in the *Straits Times* in 2015. The article entitled *fewer literature students, a worrying trend* attributed the fall in the popularity of literature to students viewing the subject as difficult to score highly in and of little practical value.

Sanoto's study established that In-service teachers lacked pertinent skills and knowledge as Colleges of Education curriculum did not lay a foundation for a solid knowledge base. According to Sanoto (2017), the teachers lacked what she termed Pedagogical Content Knowledge (PCK). The study also revealed that teachers had a poor reading culture which contributed to learners' negative attitudes towards literature. The study also revealed that teachers faced problems because of having no background knowledge in literature from the secondary level where the subject is offered as an option or is not offered at all. The current study sought to establish the challenges teachers faced and if motivation was a significant factor as far as teacher and learner performance are concerned.

Mwape (1984) carried out a study to identify the objectives of teaching literature in Zambian secondary schools and the degree of their attainment through the set book syllabus that was used then. The study involved analyzing documents, mostly literature examination papers for 1972 to 1982 period. Mid-year examination papers from six secondary schools on the copper-belt were scrutinized. A stratified sample of responses from 842 students was also analyzed and classified.

The findings of the study supported the argument that the traditional literature examination was not the best method of evaluating student performance in literature. The study concluded that the examination basically aimed at testing students' ability

to recall information from set texts - a lower level skill. Mwape further argued that it was unlikely that Zambian students were encouraged to develop discrimination since the skills required an individual's exposure to a wide variety of reading materials. Considering how valuable the study of literature is, it is important for all learners to learn the subject irrespective of the challenges. Though Mwape's study focused on issues to do with the attainment of the objectives for teaching literature, it did not specifically look at classroom application or procedures of teaching literature which the current study sought to establish.

Mudenda (1987) conducted a study whose purpose was to investigate the type of questions and pattern of questioning used by Grade 11 Literature in English teachers in Zambia. The field survey covered three provinces of the country, namely; Southern, Central and Western Provinces. The findings of the study were that teachers tended to use lower level questions as opposed to higher level (cognitive) questions. The study seemed to suggest that the poor questioning behaviour of teachers of literature affected learner performance in literature. The researcher however, could not draw a link between the types of questions asked and teacher variables such as age, sex and length of service because of having a limited sample size. The current study takes a collective perspective on the entire literature classroom experience which also includes teachers' questioning techniques as part and parcel of the strategies teachers employ to teach literature and attempts to relate motivation to how teachers of literature deal with the challenges faced.

Chazangwe (2011) conducted a study to investigate the factors for the poor performance of Grade Twelve pupils in reading comprehension in selected high schools of Kalomo district. The study established that the reasons were quite many ranging from the way reading comprehension lessons were taught to the reading culture among pupils. The study also established that teachers found it difficult to teach reading comprehension because it was time consuming coupled with the calibre of pupils who were quite difficult to teach owing to their failure to understand concepts used. Additionally, the study found out that coupled with the poor reading culture among learners, there was lack of relevant and appropriate reading materials suitable for the younger generation.

Simuchimba (2016) sought to establish factors contributing to poor performance of Grade Twelve learners in the national examinations in Literature in English in Kafue district. The study findings were that learners lacked training in academic writing and that the strategies used in teaching the subject were inadequate. The study also observed that the commonly held notion that any teacher trained to teach English could teach Literature, was wrong. The study further found out that the scarcity of teaching and learning materials and negative attitudes to the subject were equally critical factors. However, Simuchimba's study cannot be generalized to other parts of Zambia due to its limited scope. The current study focused on five districts of Western Province. Additionally, it sought to relate the causes of poor performance to motivation, to determine to what extent this was a factor and how teacher and learner performance could be enhanced.

Chishipula (2016) conducted a study to investigate the factors hindering teachers of English language from implementing Communicative Language Teaching Approach (CLTA) in selected secondary schools in Chongwe district, Zambia. The study revealed that teachers had scanty ideas that CLT aims at making learners attain communicative competence. The study also showed that CLT, to a large extent, was absent in all the lessons observed and that all lessons were organized around teacher-centred, whole class pedagogical activities without any noticeable form of communicative activities and CLT instructional procedures. The study also established that factors such as inadequate pre-service training, insufficient funding to support CLT, large classes, negative attitude of teachers toward CLT, form-based examinations and pupils' low English proficiency were among other factors hindering teachers from implementing CLT.

Mwanza (2016) conducted a study to investigate the use of the eclectic approach in the teaching of grammar at selected Zambian secondary schools. The study found that while course outlines from training institutions and the senior secondary school English syllabus showed that teacher training was aimed at producing an eclectic teacher, teacher training was facing a lot of challenges such as inadequate peer teaching, short teaching practice and poor quality of student teachers which were found to be negatively affecting the effective training of teachers into eclecticism. Further, the study noted that while some teachers demonstrated understanding of the eclectic approach and held positive attitudes others did not leading to poor

application of the approach. Furthermore, teachers reported that they faced a number of challenges when using the eclectic approach such as limited time, lack of teaching materials and poor or low English proficiency among some learners leading to non-use of communicative activities in the classroom.

Simbeye (2016) conducted a study aimed at analyzing the errors made by Grade 12 pupils in English expository compositions in selected secondary schools of Nakonde district, Zambia. Among other things, the study showed that pupils enter Grade 12 with a faulty background of English language and do not have the basic writing skills either. The study also identified lack of a reading culture among teachers and learners as one of the contributing factors to the challenges observed in the writing of English composition by Grade 12 learners. The study noted that the fact that pupils are not taught the necessary composition skills and theories in the observed schools makes it difficult for them to acquire the required writing skills. Negative attitudes of teachers towards the teaching of English composition as teachers often appeared to be testing instead of teaching and lack of teaching and learning materials in English composition were other factors identified as contributing to the challenges faced by learners.

There are challenges associated with the teaching and learning of English language in Zambia but there seems to be not many studies specifically looking at factors contributing to poor performance in Literature in English except Simuchimba (2016). The challenges identified in the reviewed studies on the teaching of English, are relevant to the current study due to pedagogical similarities between the two subjects.

The 2017 ECZ School Certificate Examination report pointed out the need for more research on the causes of poor performance of learners in the subject. The report indicated that out of a total candidature of 31,605 learners who sat for the Literature in English examinations, 11,902 candidates failed the subject representing a 37.66% failure rate country-wide. To that effect, ECZ indicated that the scenario in Literature in English and Icibemba where high failure rate had been recorded needed further interrogation in order to dig out factors responsible for that. As there seems to be no study specifically looking at factors contributing to poor performance of learners in Literature in English in Western Province of Zambia, this study sought to do so.

## **2.8 Summary**

As evidenced by the reviewed literature, a number of studies have been conducted in the area of literature and English language teaching and learning at Primary school, Secondary or tertiary levels focusing on different aspects of the subjects. In Zambia, the study by Simuchimba (2016) focused on establishing the factors that were contributing to poor performance of Grade 12 learners in literature national examinations. However, the study was limited to three schools in one district of Lusaka Province of Zambia. The current study equally used a qualitative research design, but covered five districts of Western Province of Zambia from which 10 schools were sampled. Furthermore, the current study attempted to look at the factors leading to poor performance using the theoretical lenses of motivational theories. The study also sought to establish whether the issues raised in the reviewed literature were obtaining in the Western Province of Zambia.



## **CHAPTER THREE: THEORETICAL FRAMEWORK**

### **3.1 Overview**

This Chapter presents the theoretical framework that underpinned this study. A theoretical framework is a collection or a set of theories that lays a foundation for the appreciation of reality. Kombo and Tromp (2006:56) define a theoretical framework as ‘a collection of interrelated ideas based on theories.’ They further state that it accounts for or explains phenomena. This study was underpinned by two theories of motivation, namely; Abraham Maslow’s (1943) Hierarchy of Needs theory and Victor Vroom’s (1964) Expectancy theory. A brief discussion on the importance and role of motivation in learning as well as its definition is presented followed by detailed accounts of the two theories. The chapter also shows how the theories are used in the discussion of research findings.

### **3.2 The role of motivation in learning**

Motivation is considered very important in learning because it seeks to answer several critical questions that apply to the way pupils learn. Some of the things teachers need to know in relation to motivation are presented in the following citation taken from Munsaka (2011:64):

Teachers need to understand why learners get engaged in learning particular subjects. They also need to be cognizant of students’ level of involvement in fulfilling tasks in those subjects. Finally, teachers need to know how students address challenges when they encounter them as they go about learning different subjects.

It ought to be borne in mind that though this is only one facet of motivation, it is an important justification of the role it plays in education. To this effect, it is cardinal that teachers try to comprehend the various dimensions of motivation as it relates to classroom interaction and consequently, learner performance in academic subjects.

There are several definitions of the term motivation as used in the study of psychology. This study will not explore all the denotations of the term motivation except those that can be used to explain people’s drive to achieve academic excellence. Munsaka (2011:68) states that ‘Motivation is a critical aspect in the field of learning. It refers to the way students’ interest to learn a particular subject matter is aroused, directed, and sustained’ Tohidi and Jabbari (2012) define motivation as ‘a

force which causes people to behaviour particularly and according to management point of view'. In other words, motivation can be perceived as anything that fuels aspirations towards action in the light of an expected goal; a catalyst of some kind. Motivation thus, provides impetus and focus to individuals to achieve great exploits even in the face of perceived difficulties. In view of these considerations and definitions of motivation, this study underscores the significant role it can play in education contexts especially in the teaching and learning of Literature in English. Motivation can have several effects on the way students learn and how they relate (their attitudes) to the subject matter (Tohidi and Jabbari, 2012). The role played by motivation in education can never be overemphasized mainly because learning is a complicated process and motivation is its hardrock (Li & Lynch, 2016 cited in Abubakar et al. 2017). As such, the use of motivation theories to underpin this study can be justified.

Furthermore, motivation can and has, for decades, been used to motivate employees in the workplace. In the context of this study, its usage is in relation to factors that energize teachers to perform and achieve positive results with their learners. Workers in any organization need something to keep them going. In most cases, a salary does the trick. In certain instances however, employees need additional motivation without which their quality of work or all work in general deteriorates (Tohidi and Jabbari, 2012). Betz (2016) opines that motivation has been used successfully in the workplace to improve worker productivity for many decades and that the same techniques can be used in the classroom to increase learning. So, the relevancy of the two selected theories in this study is two-fold; (i) to analyse factors leading to poor performance in literature and (ii) to see if motivational factors are one of them.

Needless to say, motivation can broadly be categorized into two groups; intrinsic and extrinsic motivation. Intrinsic motivation is internally driven while extrinsic motivation is a force that stems from external influences such as rewards, praise, results, fear of failure, and or even punishment. A third category, amotivation, however, is occasioned in the absence of intrinsic and extrinsic motivation.

### **3.3 Abraham Maslow's Hierarchy of needs theory**

The theory of motivation developed by Abraham Maslow comprises a hierarchy of five levels of basic needs, namely; physiological needs; safety needs; love and belonging needs self-esteem and self-actualization needs. Each human being is believed to possess physical and psychological desires which lead him or her to want to achieve something. As a subject, Literature in English is believed to offer the learner who keenly attends to it opportunities to learn about various themes in the life of mankind. El-Helou (2010) postulates that literature educates the whole person implying that it is holistic and does not simply deal with one area or aspect of a person's life.

Through literature, learners are exposed to a cross spectrum of themes such as birth, life, friendship, love, fear and death. Simuchimba (2016) cites Calvino (1947:21-22) who states that '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.' In all these, it is the nature of human beings to seek knowledge and understanding. Maslow (1970:24) contends that 'man is a wanting animal and rarely reaches a state of satisfaction except for a short time.' The study of literature is an avenue through which the learner can define and re-define his or her cravings for a better and fulfilled existence.

When Maslow first developed his theory, he contended that a person does not feel a successive need until the first need has been fulfilled. However, he kept revising his theory of motivation coming to the understanding that certain needs were more pre-eminent than others and that the hierarchy of the basic needs was not rigid (McLeod, 2018). Despite this revision to the theory, the bottom line of Maslow's theory is that the satisfaction of one level of needs leads to another level or type of needs emerging. Maslow (1970:24) contends that:

As one desire is satisfied, still another comes into the foreground, etc.  
It is a characteristic of human being throughout his whole life that he is practically always desiring something.'

As stated earlier, Maslow's five level hierarchy of needs is as follows: physiological, safety, belongingness and love, esteem and self-actualization needs. At the base of the five level hierarchy, lie the most basic needs which Maslow called physiological or biological needs which include such physical needs as oxygen, water, food, drink,

sleep, sex and excretion. Once the physiological needs are relatively well gratified, what might be roughly categorized as safety needs emerge (Maslow, 1943). But when these needs are not fulfilled, people become pre-occupied with fulfilling those needs.

Safety needs include security and protection from physical harm. They also include economic, social, vocational and psychological security covering such areas as security for the body, resources, property, health, employment and family. A person needs to feel secure physically, emotionally, socially or economically. When these needs in turn are satisfied, new and still higher needs emerge (Maslow, 1943). The safety needs are followed by love, affection and belonging needs. These needs involve people giving and receiving love, affection and a sense of belonging. According to Maslow, people are social beings who are usually seeking to overcome loneliness and isolation.

When the love or belonging needs have been relatively fulfilled, esteem needs take precedence. Maslow (1943) contends that all people have a need for a stable, firmly-based evaluation of themselves, for self-respect, or self-esteem, and for the esteem of others. The fulfilment of the belonging needs leads to feelings of self-confidence, worth, strength, capability and adequacy, of being useful and necessary in the world. However, when these needs are not met, people feel inferior, weak, helpless and worthless. In turn, these feelings give rise to either basic discouragement or else compensatory or neurotic tendencies set in.

Self-actualization needs are at the peak or summit of Maslow's hierarchy of needs. They arise when the self-esteem needs have been satisfied. According to Maslow (1943:383), man has a tendency 'to become more and more what one is, to become everything that one is capable of becoming.' According to Maslow (1943), what a man *can* be, he *must* be. However, Maslow (1943) states that only a few people, a small percentage, succeed to become self-actualized. Through his hierarchy of needs theory, Maslow wanted to understand what motivated the great people of the world (McLeod, 2018).

McLeod (2018) further opines that Maslow did not want to focus on what always went wrong, but what went right. With this in mind, he formulated a more positive

account of human behavior. He was interested in human potential, and how people fulfill that potential. Maslow (1943) contended that human motivation was based on people seeking fulfillment and change through personal growth and that self-actualized people were those who were fulfilled and doing all they were capable of. The journey to self-actualization can be a long one. Nonetheless, schools and the education system are designed to help individuals set off on this journey. Waweru (2012) cites Silver (1983) who viewed a school's purpose as advancing students' knowledge skills (instruction), shaping students' attitude and behaviour (control) and satisfying staff members' needs. The study of literature is one way of advancing learner knowledge, skills development and behaviour modification.

According to (Maslow, 1999:37) 'self-actualizing people enjoy life in general and practically all its aspects, while most other people enjoy only stray moments of triumph...' Such people (self-actualizing people) are full of life and are positive about their experiences and commitments. These people have a sense of awe, wonder and gratitude about life. They are not self-centred, but problem-centred and they focus on how to improve. Thus, such persons see problems and challenges as opportunities to demonstrate their abilities and acquire new insights.

According to McLeod (2018), Maslow's five level hierarchy of needs was expanded to include cognitive and aesthetic needs and later, transcendence needs. With the expansion, self-actualization needs were placed as the seventh level followed by transcendence needs which included values which transcended personal self, such as mystical experiences, experiences with nature, aesthetic experiences, sexual experiences, service to others, the pursuit of science and religious faith. For the purpose of this study, the researcher restricted this discussion to the analysis of the five basic human needs which Maslow developed prior to the inclusion of the three sets of needs mentioned.

### **3.3.1 Application of Maslow's Hierarchy of needs to this study**

McLeod (2018) opines that instead of reducing behaviour to responses in the environment, Maslow (1970) adopts a holistic approach to education and learning. He considers the complete physical, emotional, social and intellectual qualities of an individual and how they impact on learning. The educational implication of this is that before a student's cognitive needs can be met, their basic physiological needs

must be fulfilled first. As such, teachers should ensure learners' basic needs are met as students need to feel emotionally and physically safe and accepted in the classroom to progress and reach their potential. The teacher's challenge is to create a conducive environment for all learners through the use of a vast range of learner-centred strategies. In that way, learners can be motivated to engage in communicative discourses with each other in pairs, groups or as a whole class (Tomlinson, 1999 as cited by Simuchimba, 2016). In so doing, learners will develop their linguistic, analytical, and social communication skills to become more and more self confident and assertive (Lazar, 1993 cited by El-Helou 2010).

Maslow suggests that students must be shown that they are valued and respected in the classroom and that the teacher should create a supportive environment (Mc Leod, 2018). This should involve the use of interactive strategies which place the learner at the centre of the learning process. Students with low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened (Mc Leod, 2018). Therefore, teachers should strive to make all learners feel valued and respected in the classroom. This implies a more humanistic approach to education in which participants are valued and encouraged to be the best they can be. Munsaka (2011) opines that from the humanistic perspective, therefore, all human beings, without exception, have a deep seated need for self actualisation, that is, the need to become what they can be. He emphasizes the need for teachers to allow learners to pursue their learning goals freely.

The affective and esteem needs can thus be cultivated in the classroom through a deliberate effort on the part of the teacher giving the learners enough control to direct their own learning. Munsaka (2011) cites Rodgers (1969) who stipulates that:

Educators need to have an unconditional positive regard towards learners. Such a positive regard necessarily unlocks within the learners, the desire and freedom to learn. With the attainment of learning freedom, learners begin to attach significance and meaning to their lessons.

Mc Leod cites Maslow (1971: 195) who argues that a humanistic educational approach would develop people who are 'stronger, healthier, and would take their own lives into their hands to a greater extent.' Kochhar (1985:49) opines that, 'learning is highly motivated when it is ego involved, and the learner finds that his desires are fulfilled.'

The researcher will use Maslow's theory to discuss teachers and learners' attitudes towards literature and how the subject can help improve their perceptions. Through the analysis of the lessons which the researcher observed, the level of learner engagement will be gauged to ascertain their motivational levels. Special attention will be paid to the strategies teachers use to determine the level of learner autonomy in controlling the direction of their own learning. Maslow's hierarchy of needs theory will also be applied to teachers' sense of belonging and self-esteem in relation to the wider school teacher community and how that contributes to their performance. In this context, the respect, trust and support offered to the teacher of literature will be ascertained to establish how this impacts on teacher motivation and performance. Additionally, the researcher will use Maslow's hierarchy to discuss how classroom activities foster a sense of learner integration and togetherness to satisfy belonging and esteem needs of all learners. From this perspective, Maslow's hierarchy of needs theory fits well in the current study.

### **3.4 Victor Vroom's Expectancy theory**

The Expectancy theory was developed by Victor Vroom (Abubakar et al. 2017; Betz, 2010). It was developed based on the work environment to motivate employees. Vroom's Expectancy theory was initially designed to deal with employee motivation and management. The theory assumes that behaviour results from conscious choices among alternatives whose purpose it is to maximize pleasure and minimize pain. It considers human behaviour to be the result of three perceptual relationships; expectancy, instrumentality and valence (Betz, 2010).

The theory is premised on the belief that there is a relationship between the amount of effort expended on a task and the results that can be achieved from the effort for any appreciation to be received or gained (Abubakar et al. 2017). This entails that an individual's perception of what is expected or desired relates proportionately to the effort that such an individual is prepared to expend in the achievement of the desired objective. Applied to the field of education, the implication is that the amount of effort a teacher can apply or expend in the discharge of his or her duties is proportionate to the results that he or she will get. The same can be said of learners in an educational setting. The level of motivation a student exhibits in his or her learning depends on the three perceptual relationships (Betz, 2010).

Vroom (1964) further postulates that an employee's performance is based on individual factors such as personality skills, knowledge, experience and abilities. Thus, according to this theory, individuals have different sets of goals and they can be motivated if they are sure of positive rewards especially when their desire to satisfy an important need is great. It can thus be argued that strong effort triggers better performance and leads to rewards. Another notion here is the view that it would be motivating to accomplish a task even in the face of difficulties (Abubakar, et al. 2017; Bauer, 2016). Indeed, motivation should not be seen to be ideal or feasible only when things look good or easy. It should also be seen to make a difference even when the going is rough and there are many obstacles to surmount.

As earlier mentioned, the theory has three components: *expectancy*, *instrumentality* and *valence*. According to Vroom (1964), an employee's beliefs about expectancy, instrumentality and valence interact psychologically to create a motivational force such that the employee acts in ways that bring pleasure and avoid pain. Expectancy relates to one's estimation of the likelihood of performing a particular assignment or task (Betz, 2010). It involves the belief or conviction that a task can be performed successfully. In this context, expectancy arises internally from one's conviction of personal self-perception, competence and determination. The self-determination theory (SDT) shares similar views (cf. Skinner et al. 2012; Abubakar et al. 2017). Expectancy, relates to an individual's expectation that his or her efforts will result in a desired goal, that is, the achievement of set objectives. In teaching, expectancy can be perceived as relating to a teacher's belief that he or she will be able to achieve the planned objectives in the teaching of a given subject as long as he or she works hard.

Instrumentality on the other hand relates to one's belief that his or her efforts will be rewarded. It is one's estimation of the likelihood that the effort expended will result in positive rewards or gains (Betz, 2010). In short, this implies anticipation that effort will be rewarded either intrinsically or extrinsically through being given an award on teachers' day, being promoted or simply getting a positive remark from a superior on the part of the teacher or getting good grades, being praised by the teacher or even competing favourably with peers on the part of the learner(s). It follows that teachers and learners ought to know that effort expended doing academic tasks will yield positive rewards. Equally, administrators of educational institutions ought to be



aware that teachers need to be appreciated or rewarded for the efforts they put in in their teaching whether the efforts yield positive results or not; the effort should be appreciated on its own merit. Thus, an understanding that effort will be rewarded can be a motivating factor by itself.

This belief can be nurtured and cultivated into an inviting work culture built on trust. If and when supervisors show confidence in their subordinates, the latter can be encouraged to put in their best. As such, supervisors must ensure that subordinates are made to understand that they are valued and that their effort is recognized. This can be done by setting achievable goals for teachers and praising them for showing commitment to work even if the results are sometimes not so positive.

Valence places or attaches value to the rewards. It relates to one's perception that a need or needs will be satisfied (Betz, (2010) whether or not there will be value addition made in terms of quality of life, social status or in this case success in examinations leading to progression. The greater the value one attaches to an anticipated reward, the harder one is bound to work to ensure set objectives are achieved for the prize to be received. As far as teaching and learning are concerned, both teachers and learners often place some value on expected outcomes of their efforts and this affects how they will be motivated to perform the task.

The greater the value of their expectations, the more determined and optimistic they would be in their endeavors. This would translate into development of positive attitudes towards a given task or subject. It should be noted that attitude in learning is considered prominent and that it influences academic achievement (Ackayir et al. 2016, cited in Abubakar, 2017). As far as the teaching and learning of Literature in English is concerned, it is important for both teachers and learners to appreciate the value and benefits of the subject if they are to exhibit positive attitudes which would most likely lead to good performance.

In reviewing literature and discussing findings, the researcher focused on attitudes of teachers and learners in line with the two theories of motivation by discussing the level of their motivation. An attempt is also be made to link attitudes and motivation to classroom techniques used by the teachers in order to determine to what extent they could be deemed appealing enough to both teachers and learners even in the

face of the often enumerated challenges teachers and learners face in Literature in English. Tohidi and Jabbari (2012:821) highlight this relative importance of motivation when they state that:

Researchers have shown that employees with high job motivation show greater commitment to their job; on the other hand, workers who feel more commitment even when things are not moving forward according to the procedure, minimize the impact of this problem.

In conclusion, the Expectancy theory suggests that an individual's expectations about their ability to accomplish something will impact on their success. A further claim that the study makes is that teachers through the quality of interactions with students, have the ability to shape motivation and engagement in the classroom. Thus, close connections will be made regarding the attitudes teachers and learners have towards literature, classroom activities in literature lessons and performance in relation to motivation.

### **3.5 Summary**

From the fore-going discussion, motivation can be directly linked to teaching strategies as well as attitudes towards the teaching and learning of Literature in English, thereby justifying and underlining the relevance of the two theories underpinning the study. Literature in English is widely believed to be beneficial to the learners who diligently attend to it despite the numerous challenges teachers and learners continue to grapple with. However, it is not known what factors contribute to poor performance of learners in literature examinations in Western Province of Zambia. The position taken by this study is as championed by Maslow (1943), not focusing on what goes wrong but what goes right.

## **CHAPTER FOUR: METHODOLOGY**

### **4.1 Overview**

This chapter presents the research design and methods used in the collection and analysis of data. It also presents the instruments used in data collection. The focus of this study was to establish the factors which contribute to the poor performance of Grade 12 learners in Literature in English national examinations in Western Province of Zambia. To provide answers to this overarching problem, the researcher undertook to establish: the preparedness of teachers to teach Literature in English; the strategies teachers employ to teach literature in English and the attitudes of teachers and learners towards the teaching and learning of the subject. The chapter further presents detailed explanations on the target population, the sampling technique used and the sample size. Besides that, data collection procedures and methods of data analysis are presented as well as issues pertaining to the validity and reliability of research methods and instruments in relation to the study.

### **4.2 Research design**

A research design can be said to be a plan containing details of steps and action to be taken in the successful completion of a study. Kasonde (2013) opines that a research design can be thought of as the structure of a research. In simple terms, a research design can be said to be a plan of action. It is a plan which moves from the underlying philosophical assumptions to the specification of respondent selection and description of instruments to be used in data collection as well as the data analysis to be carried out (Maree, 2007). From the definitions given here, it is clear that a research design includes the methods and procedures of carrying out a study, the instruments to be used and the data collection and analysis procedures.

This study was informed by the constructivist world-view which considers the constructed meanings of human beings in their social environments. In line with this, the qualitative research design was used employing a Case study strategy of inquiry. Creswell (2007) states that the 'qualitative design is a situated activity that locates the observer in the world.' The qualitative research design was suitable to the study in that it is particularly useful when a researcher wants to collect data that cannot be observed directly such as attitudes, opinions or some social issue. This study sought

to get the opinions or views of teachers and learners on literature regarding different issues such as teachers' sense of preparedness and teachers' and learners' attitudes towards literature for instance.

### **4.3 Target population**

Kombo and Tromp (2009:76) define population as “a group of individuals, objects or items from which samples are taken for measurement.” It is any target group of individuals that has common characteristics that are of interest to the researcher (Best and Khan, 1993). The target population for this study comprised: all teachers of Literature in English; all Heads of Literature and Language Departments; all Grade Twelve (12) learners taking Literature in English as well as all former pupils who failed Literature in English in all the secondary schools offering Literature in English in Western Province of Zambia. The province has a total of 16 districts. The researcher picked on Western Province on account of the poor performance of learners in the 2017 Literature in English final examinations.

### **4.4 Sampling techniques**

Selvam (2017:49) refers to sampling as, ‘the selection of some cases from the whole population of study.’ Three different categories of participants were selected for the study, namely; Heads of Literature and Language departments and teachers of Literature in English; Grade 12 learners taking Literature in English and former pupils who failed Literature in English. To select these participants, purposive and snowball sampling techniques were used.

Purposive or judgmental sampling was used to select expert participants (HoDs and teachers of literature) for the study. Cohen et al. (2007) state that purposeful sampling is used to access knowledgeable people who have in-depth knowledge about a particular issue. It was hoped that by virtue of their positions as overseers of the departments of Literature and Language, HoDs would be strategically positioned to provide rich insights on the issues surrounding the teaching and learning of Literature in English. The teachers of Literature in English were themselves targeted because they were directly involved in the teaching of the subject. Grade Twelve pupils taking Literature in English were also purposively selected from the Grade 12 classes where lesson observations were held.

Snowball sampling or chain referral sampling may simply be defined as a technique for finding research subjects whereby first participants recruit other participants from among their acquaintances (Selvam, 2017). This type of sampling technique is used when the researcher intends to reach members of a target population who may be scattered and whose exact location may not be known. Snowball sampling technique was used to select former Grade Twelve pupils who failed the subject. Through snowballing, the identified respondents were then asked for names of other former learners. The identified potential participants were then contacted and one-on-one meetings were arranged for oral interviews.

#### **4.5 Sample size**

Five districts of Western Province were purposively sampled for the purpose of the study here-after referred to as district 1, 2, 3, 4 and 5. The districts were purposively sampled on account of examination performance in Literature in English as well as availability of schools offering the subject; some districts did not have at least two secondary schools offering the subject in line with the target of the project. From each of the five districts, two secondary schools offering Literature in English were sampled adding up to a total of 10 secondary schools. For the purpose of this study, the schools will be referred to as school 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 respectively. The schools included three Grant-aided institutions, two of which are day schools and the other a boarding school; three GRZ boarding secondary schools and Four Day Schools, two of which had recently been up-graded from primary to secondary school status.

The total number of respondents for the study was 150. Of these, 100 were Grade 12 learners taking Literature in English, 10 learners from each of the study schools, 10 were Heads of Language departments (HoDs), 20 were teachers of Literature in English; one HoD and two teachers from each of the selected 10 secondary schools. 20 former pupils who failed the Literature in English were also sampled, two from each of the ten study schools.

#### **4.6 Data collection methods and instruments**

Data collection can be considered as a series of interrelated activities aimed at gathering information to answer emerging questions (Creswell, 2007). This study used the following techniques: face to face interviews, focus group discussions and lesson observations. Face to face interview technique was used to collect data from purposefully selected respondents as well as some participants selected using snowball sampling technique. The focus group discussion technique was applied to the Grade 12 pupils selected using purposive sampling. Lesson observation on the other hand, involved actual physical observation of Grade 12 Literature in English lessons of 10 selected teachers

This study used the following research instruments: semi-structured interview schedules, focus group discussion guides, and lesson observation checklists. The semi-structured interview guides were administered to Heads of Literature and Language departments and teachers of Literature in English while focus group discussion guides were used to extract qualitative data from learners of Literature in English. Interview guides for teachers had a section for bio-data which enabled the researcher to extract information on teachers' background knowledge in Literature, their tertiary exposure to the subject and experience in teaching Literature. The researcher was thus able to come up with an assessment on the level of preparedness of the teachers of Literature in the study. Lesson observation checklists enabled the researcher to gauge the level of interaction between the teacher and the learners against the lesson objectives indicated or stated by the teacher. The researcher also made use of a field note book which was used to record field notes and a recording device which was used to record the face to face interviews, focus group discussion sessions as well as the literature lessons. This enabled the researcher to capture salient aspects of the proceedings to be analysed later. The recording of face to face interviews, focus group discussion procedures and lesson proceedings was done to enable the researcher to concentrate on listening carefully instead of spending much time taking down notes. The use of the recording device was explained to the respondents prior to the commencement of the activity. Additionally, the researcher took some pictures of certain group discussion sessions and literature lessons. In order to do so, permission was sought from the respondents. In other cases, video recordings of literature lessons were made.

#### **4.6.1 Interviews**

Semi structured interviews were used to collect data from Heads of Literature and Language Departments (HoDs), teachers of literature and former learners of literature who failed the subject. Interviews are believed to be quite helpful in qualitative research on account of the level of interaction that they allow between the researcher and the interviewee. Ritchie et al. (2003) state that ‘individual interviews are probably the most widely used method in qualitative study.’ Interviews are especially advantageous because they involve the collection of data through close contact with respondents who are presumed to have certain experiences that enhance an in-depth understanding of the problem under investigation (Denscombe, 2001).

In-depth interviews with HoDs and teachers were employed to collect qualitative data to answer the four questions on the preparedness of teachers to teach Literature in English; the strategies teachers employed to teach Literature in English; the attitude of teachers towards Literature in English and the factors contributing to poor performance of learners in Literature in English examinations in western Province, Zambia. Interviews with former learners who failed the subject were used to collect data to answer research questions three and four on the attitude of learners towards the subject and the factors contributing to poor performance of learners in the subject.

#### **4.6.2 Lesson observation**

The other instruments used in the study were lesson observation checklists. Observations are suitable for investigating phenomenon that can be observed directly (Nachmias and Nachmias, 1989). The researcher used lesson observation to collect qualitative data to answer research question two on the strategies teachers employ to teach Literature in English and to triangulate the qualitative data from interviews with teachers on the same research question. Prior to the lesson observations, the researcher ensured that he spent some time familiarizing himself with the pupils in the literature classes to be observed to enable the learners get used to the researcher’s presence in their classrooms. A notebook and a recording device were used to capture the salient details of the lessons. Still pictures and video images were also taken where permission was granted. The observations were followed by the holding of focus group discussions with learners. Ten lesson observations were made in the

ten schools on the study. Lesson plans were obtained from the teachers after lesson observations for further reference and scrutiny.

#### **4.6.3 Focus group discussions**

Focus group discussions involve a group of between four to ten persons. They are sometimes described as a more naturalistic research setting than in-depth interviews and they allow for group members to interact while reflecting on and refining their thoughts allowing for the deepening of respondents' insights into their own attitudes or behaviour (Ritchie et al. 2003). The focus group discussion strategy was used to collect qualitative data from Grade 12 pupils taking literature to answer the third and fourth research questions on the attitudes of learners towards the subject and the factors contributing to the poor performance of learners in Literature in English examination. Each focus group comprised 10 pupils. To get the members to start the discussions, the researcher made use of general, unstructured questions. These were followed by more focused questions to elicit certain information from the discussions. The focus group discussion guide contained six open-ended items with which the researcher hoped to steer participation. The focus group discussions were ideal in that they availed the researcher valuable insights into the perceptions of Grade 12 pupils towards Literature in English.

#### **4.7 Data collection procedure**

The data collection process at each of the study schools commenced with face to face or one-on-one interviews held with the Literature and Language department, HoDs as well as teachers of Literature in English. Thereafter, lesson observation was carried out in the selected Grade 12 Literature class. Prior to that, the researcher met with the Grade 12 pupils in whose class lesson observation would be carried out to familiarize himself with the learners so that his presence would not unduly affect learners during the Literature lesson. Lesson observation was followed by focus group discussions. Participants for the focus groups were purposively selected by the teachers of Literature in English at the end of the Literature lesson being observed by the researcher. The discussions were audio-recorded to enable easy transcription later. Thereafter, the researcher met with the teachers of Literature whose classes had been observed to clarify on certain points or issues. On the other hand, face to face interviews with former learners who failed Literature in English were conducted



when the interviewees had been contacted or accessed. Some of them were met when they went to collect their statements of results, others through the help of fellow former learners who failed the subject as well as through the teachers.

#### **4.8 Data analysis**

Data **were** collected using face to face interviews, focus group discussions and lesson observation. Qualitative techniques were employed to analyze data as it was collected. It was prepared, organized and reduced into themes through the process of coding. The identification of themes allowed for the grouping of similar ideas. Cohen et al. (2007) contend that qualitative data analysis relies heavily on interpretation of emerging themes. Selvam (2017) cites Braun and Clarke (2006:79) who opine that ‘thematic analysis is a method of identifying, analyzing and reporting patterns (themes) within the data.’ The researcher used the process of inductive-thematic analysis, picking up the patterns in particular phenomena or cases, to analyze the research data (Selvam, 2017). This enabled the researcher to sieve through the data making sense of the vast information obtained by identifying interconnections in the data. Zulu (2017) cites Patton and Cochran (2002) who state that thematic analysis looks across all the data to identify the common issues that occur and the main themes that summarize the collected views or data. Further, Chilobe (2013) cites Rice and Ezzy (1999) who elaborate that thematic analysis involves the identification of themes through careful reading and re-reading of the data. The themes and sub-themes were generated from the research findings. This enabled the researcher to logically and comprehensively handle the data to answer the research questions.

#### **4.9 Validity**

Methodical triangulation was used in order to ensure validity of the findings. Johnson (1992) opines that triangulation reduces observer or interviewer bias and enhances the validity and reliability of the information. Thus, by collecting data using a multiple method approach, it was hoped that many concerns of instrument validity and reliability would be allayed. Lesson observation data **were** used to add to data obtained through interview schedules. By interviewing the former learners of literature who failed the subject, the researcher added another dimension to the validation of the research findings. Focus group discussion sessions were recorded using an audio recorder to enable the researcher to compare the notes he had taken

down. Additionally, at the end of each session, the researcher read out what had been recorded to the participants and asked for any corrections or clarifications. The use of converging strategies of data collection enabled the researcher to compare research findings for similarities leading to the identification of themes in the data. Additionally, the research instruments were test piloted at two schools in one district allowing the researcher to make modifications to the instruments. The piloting schools were excluded from the study. Furthermore, member checks were also carried out.

#### **4.10 Ethical considerations**

Conducting a research involves power relations. Selvam (2017) contends that the researcher somehow exerts power over the participants in research. Cohen et al. (2007) observe that researchers do face a major dilemma in trying to strike a balance between demands placed on them as professional scientists in pursuit of truth, and the rights of the participants as well as values threatened by the study. These ethical considerations pertain to the area of good or bad, right or wrong. To begin with, permission was sought from the University of Zambia, the respective Provincial and District Education Board Secretaries' (DEBS) offices and from respective school administrations in the sampled schools. The informed consent forms were also given and read out to would be participants. They were assured that their participation in the study was purely voluntary and that they were free to withdraw at any time. Cohen et al. (2007), cite Diener and Crandall (1978:52) who define informed consent as 'the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions.'

Additionally, respondents were assured of confidentiality and anonymity before being requested to sign the consent or declaration form. They were further assured that the data collected would be used exclusively for the study purposes and that no unauthorized persons would have access to it. Cohen et al. (2007) summarize the issues that researchers have to fulfil to ensure that the rights of the participants are assured. These aspects are; competence, voluntarism, full information and comprehension. Competence entails that the participant is mature enough to make informed decisions or choices. Thus, no participant who was unable to make choices

for him or herself was included. According Cohen et al. (2007) voluntarism entails that a participant has the freedom to choose to participate or not to. The third issue, full information entails that the researcher should attempt to provide full details of the project. The last aspect, comprehension involves the participant fully understanding the significance of the study, its risks and challenges. The researcher made sure that the four issues were adhered to. To that effect, all participants in the project voluntarily consented to their participation in the study.

#### **4.11 Summary**

The chapter presented the philosophical world-view informing the study, the research design, strategy of inquiry, the target population, sampling techniques and the sample size. It also discussed the data collection techniques and instruments used. Furthermore, the chapter discussed what measures were taken to make the study findings valid and reliable. Finally, the chapter explained how ethical issues were attended to.

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

### **5.1 Introduction**

This chapter presents the findings of the study according to the objectives of the study as well as some sub-themes derived from the following research objectives:

- To establish the preparedness of teachers to teach Literature in English
- The pedagogical strategies teachers employ to teach Literature in English
- To establish the attitudes of teachers and learners towards the teaching and learning of Literature in English
- To establish the factors contributing to the poor performance of Grade 12 learners in Literature in English examinations

The study used face to face interview; focus group discussions and lesson observations to collect the data. This multi-method approach was employed in order to enable the researcher to triangulate the different data sets. The researcher recorded the face to face interview sessions, the observed Literature in English lesson sessions and the focus group discussion meetings for transcription purposes. Through the face to face interviews, the researcher also managed to extract information about the qualifications and literature teaching experience of teacher respondents. This information is important as it shows the nature and level of training the teachers of Literature in English received.

### **5.2 Qualifications of teachers of Literature in English**

In terms of teacher qualifications, from the ten schools in the study, three teachers of Literature in English possessed secondary school teachers' diploma qualifications, sixteen possessed a university degree qualification and only one teacher possessed a masters' degree. The qualifications of teachers can be summarized in Table 5.1.

**Table 5.1 Showing professional qualifications of teachers of literature**

<b>S/Nº</b>	<b>Highest Tertiary qualification obtained</b>	<b>Number of teachers</b>
1	Diploma	03
2	Bachelor's degree	16
3	Masters	01
	<b>Total</b>	<b>20</b>

### **5.3 Experience of teachers of Literature in English in teaching Literature**

Six of the twenty teachers of Literature in English, had literature teaching experience of two years and below, eleven had teaching experience of between three and five years and three had teaching experience of six years and above. The experience of the teachers of Literature in English can be summarized in Table 5.2.

**Table 5.2 Showing teaching experience of teachers in teaching Literature in English**

<b>S/Nº</b>	<b>Number of years</b>	<b>Number of teachers</b>
1	0-2	06
2	3-5	11
3	6 -10	03
	<b>Total</b>	<b>20</b>

### **5.4 The preparedness of teachers of Literature to teach the subject**

The first objective of the study was to establish the preparedness of teachers to teach the Literature in English subject. The teachers who taught the subject were those who were trained to teach English language as most teacher training institutions in Zambia did not specifically train teachers of Literature in English.

The interview data showed that teachers had different views regarding the adequacy of the training they had received as far as it concerned the teaching of Literature in English. The majority of teachers stated that they took literature courses during their professional teacher training, and stated that they were adequately prepared to teach Literature in English. Consider the following responses:

Tr. 1: Well, I feel I am. First of all, I took literature at secondary school. During my training at the university where I went, we did some literature courses.

Tr. 2: For sure. I am adequately prepared. I think you are aware sir, that most institutions that train teachers of English offer literature as part of that training. Besides, in my opinion, the methods used to teach English are the ones we also use in teaching literature.

On the other hand, some teachers interviewed indicated that they had no background of having taken literature at secondary school level. Twelve of the twenty teachers of literature interviewed said that they did not take literature at secondary school level. Consider the following verbatim:

Tr. 3: Well sir, eeh, I did not take literature at secondary school level, but we were made to study a number of literature texts at university. Besides, I have passion for the subject. I think it also goes with passion.

Tr 4: I enjoy very much and regret that if I had the subject at secondary level...I would do better. I enjoy that I am able to read many books I have not read before and different set ups of society... we are viewing the world in another way.

Tr. 5: Yes, though I never did it at secondary school. I was only requested to start teaching literature. I couldn't refuse... I took that bold decision.

Other respondents pointed out that English and literature were complementary and that the methods used to teach them were similar. As a result, they felt positive about their preparedness to teach literature. Consider the following statements:

Tr. 6: ... I volunteered to teach literature. I really am comfortable teaching it.

Tr.7: English and literature are complimentary. For me, any one trained to teach English is able to teach literature as long as the interest is there...

Tr. 8: I am qualified to teach literature...It was part of my teacher training. In (name of country) where I attended university, literature is compulsory and they treat both English and literature equally. Here, it is slightly different.

However, some respondents explained that not much was done in terms of literature teaching methods during their teacher training. As a result, they felt that they were not adequately trained to teach literature as a stand-alone subject. The following is what they had to say:

Tr. 9: Sir, literature is treated as a component of English in most training institutions. During my teacher training, more emphasis was placed on language teaching methodology. Not much was covered in terms of literature.

Tr. 10: In terms of being well prepared to teach literature, well, I should say I am trying to learn. Certain texts, say plays are difficult to handle...

Tr. 11: I wish literature was treated as a separate course. That way, those training to be literature teachers would be adequately prepared to teach any text... As it is now, most teachers teach it out of interest.

One respondent pointed out that she did not cover much in terms of literature at university because English was her minor subject and she took literature courses only up to third year. Consider the following response:

Tr. 12: ... I am prepared but not so much... in fourth year during my training, I switched to Religious Education. So, I did not continue with the Literature courses. However, I am learning...

From the findings, it can be summarized that while most teachers claimed to have been adequately trained to teach literature, others were of the view that the training they received was inadequate both in terms of content and methodology.

## **5.5 Methods teachers employed to teach Literature in English**

The second objective was to establish the pedagogical practices teachers employed in teaching Literature in English lessons. To answer this objective, the researcher used face to face interviews with Heads of Literature and Language departments and teachers of Literature in English as well as lesson observation. This was done to have a clear understanding of what really obtained in the literature lessons in terms of the teaching and learning process. As such, it was important to get the views of the teachers of Literature in English and undertake actual lesson observations to triangulate the data.

### **5.5.1 Teachers' views on the methods they employ to teach Literature in English**

Teachers' responses were varied; a number of teachers cited both approaches and techniques as the methods they employed to teach Literature in English. Few teachers indicated using the techniques which were more teacher-centred such as teacher exposition and questioning technique. Most teachers indicated that they used techniques such as discussions, dramatization and role plays which were more learner-centred. Asked to state the methods which they used to teach Literature in English, here is what they said:

Tr. 1: Sometimes I use dramatization, question and answer and class discussion. But mostly, it is question and answer.

Tr. 2: We use question and answer, sometimes teacher exposition where I explain certain concepts. Sometimes we use group work or pair work and class discussions. Sometimes we do dramatization of some episodes.

Tr. 3: I have found the situational methods to be better, for example, role-play. There is also exposition where one has to explain in detail. Question and answer is also another including communicative approach.

Tr. 4: One of them is drama, role play and even teacher exposition where you need to explain where the pupils don't understand. Normally, I use teacher exposition, even drama and role-play.



Some teachers explained that they used the reading technique. One of them even stated that because of the shortage of books, reading was the technique that was mainly used. See the verbatim responses below:

Tr. 5: Of course reading and explanation. There must be times when you are just analyzing the text...sometimes even role play. The most common in my view is analysis which has to do with reading.

Tr. 6: Because the books are not enough, most times it is the teacher reading the book. If you give them an assignment, they do not do because of low interest.

Other teachers pointed out that the choice of technique depended on the text that was being taught. However, they pointed out that mostly, discussion and role play were the commonly used teaching strategies. Consider the following responses:

Tr. 7: ... It depends on the book you are looking at. But I usually use discussion and role play.

Tr. 8: There is group discussion, dramatizing the chapters, like when we finish the chapters, I would select pupils to dramatize and oral questioning, giving in-class exercises abruptly not warning them (the pupils).

Tr. 9: Aaah, one of the techniques is group work. I normally tell my pupils to go and read at their own time so that when they come into class, I put them in groups to discuss. Another one is what I used to do; I had a video for *Animal Farm* where they were able to see what was happening in the story. I also had a video presentation on *Kongi's Harvest*.

Tr. 10: I think discussion method is more precise and also group work in terms of question and answer. And also homework, giving them tasks for presentation.

Some respondents mentioned approaches like the communicative, thematic and project approaches. One respondent mentioned the chameleon approach referring to the use of several methods. The following is what they had to say:

Tr. 11: Mainly I use communicative approach. I use role play when dealing with plays, project method as well as group work. For now, we are using much of communicative and group work.

Tr. 12: I mainly use the thematic approach, using themes as basis of analyzing books. Another one is chameleon approach where you use different approaches or methods to avoid monotony.

Tr. 13: I find role play to be crucial. Apart from that I use project approach by giving learners questions to guide their book review.

Tr. 14: Here we normally use role play, dramatizing and then we use discussions. The most common one I have also used is dramatization.

The responses from the teachers showed that different teaching strategies were used in teaching Literature in English. However, it was not known whether this was the case in actual literature lessons. Lesson observations would help the researcher make a much more informed judgement on what actually transpired in the literature lessons.

### **5.5.2 Lesson observation**

Lesson observation was used to triangulate research data from face to face interviews with Heads of Literature and Language departments and teachers of Literature in English. The lessons were observed to establish the methods that characterized Literature lessons with a view to providing insights on the strategies teachers used to teach, the mood obtaining in the lessons and the challenges that were being encountered. Observation checklists were used. Furthermore, the researcher recorded the lessons to be transcribed later as way of objectively reporting the observed lessons. Snapshots and videos were also taken where permission had been secured.

### 5.5.2.1 Lesson observation descriptions

This section presents the descriptions of the observed lessons. As indicated earlier, 10 lessons were observed in all the 10 schools in the study. An analysis of both teacher activities and learner activities will be made to clearly depict how the subject was being taught and learnt.

#### 5.5.2.1.1 Lesson 1; School 1; Teacher 1

The school is located within district 1. The Grade 12 Literature in English class was being handled by a degree holder from a public university in Zambia with a major in English and a minor in Religious Studies. He had three years teaching experience of teaching Literature in English. The class had 44 pupils. The number of available texts was 10 shared among the learners with a pupil - book ratio of four to one.

The teacher began the lesson by greeting the class and introducing the visitor (the researcher). The book that was being studied was, *Arrow of God* by Chinua Achebe. The lesson objectives were to look at *language* used in the text and to engage learners in *debate*. After the greetings and introductions, the teacher used the questioning technique to recap the previous lesson. He asked the following questions:

Tr: Who was the wife of Edogo, and how many children did she have?

A few partially correct responses were given by pupils. For example, one pupil said that 'Edogo's wife was Matefi and she had two children.' Another response also from a boy was that 'Edogo's wife was Amoge, she had four children.' Then a girl gave the correct answer: 'Edogo's wife was Amoge and she had one child.' Then the teacher used 'teacher exposition technique' to explain how Edogo's first born child had died.

The teacher then told the class that they would continue reading from where they had left off in the previous lesson. He indicated that they would read Chapter 9, and then he started reading from the mentioned chapter. As he read, the teacher occasionally paused to ask short questions which he would again answer, the class simply joining in to chorus the remaining part(s) of the answer(s). For instance, the teacher posed the following question:

Tr: ... waiting for what? Waiting for what... (Silence). Waiting for the child to 'pupu'(defecate) aaaa..

Class: (chorusing) pupu again!

Another instance was as follows:

Tr: ...but his mind and what he (Edogo) was doing was whaa...t?...caaar.... (Pupils chorused the word 'carving' with the teacher). He was carving a door for his hut.

The teacher continued reading while asking questions which he would also partially answer, the pupils simply offering chorused, one or two word responses completing the statements made by the teacher or simply saying, 'Yes!' The following interaction between the teacher and the pupils further illustrates this:

Tr: We can also agree to say, From the Chapter 1, when we started reading up to now, the favorite among the children of Ezeulu was whoo?... (After some silence, the teacher said) Nwafo, aai?

Class: (chorusing) Yeees!

The teacher then explained that it was as if he (Nwafo) had been chosen by the gods. The teacher continued to read the text and then changed the type of questions he asked. This time he asked very long questions which appeared difficult to some pupils. Presumably, these were aimed at eliciting some kind of discussion or debate from the learners. Two examples are given below:

Tr: Now when you look at the structure of this book, and particularly Chapter 9 which we are looking at, when you look at the whites, the way they came in, in Igboland, and the way the native people are trying to adjust, do we also agree to say, the whites, eeeh, the whites at their coming, they were okay, to bring development, to bring the rules, to come and change the society, or the native people, the Igbo themselves, they were not in order for them not to adjust to change? What do you think? Looking at the traditions, and the religion part of the whites which they brought, what do you think? Yes, (pupil) (the teacher said mentioning the name of one boy.) What do you think?

P 1: I am not understand the question.

Since the learner could not understand, the teacher then pointed at another boy who had raised his hand. He said, ‘Yes (pupil).

P 2: I will talk about Mr. Wright whipping, whipping Obika. Mr. Wright had no right because those people before the coming of the whites were living a good life, and everyone is entitled of living a good life; right to eat, right to drink. (‘Yaaah’ the class chorused). Obika was beaten because he came drunk, he came late at the job. Mr. Wright had no right, because before coming of the white, those people were enjoying. Before construction of anything that the white person, eeeh, brought, those people were still living a good life, without them. And the white had just bring confusion in our day to day life. I will ...

The lesson proceeded as described above; though this time the learners were giving slightly longer responses. But only seven learners; four boys and three girls contributed to the discussion out of a class of 44 learners. The teacher mentioned the aspect of *language* used in the book in passing. He referred to the use of proverbs in the writings of Nigerian writers like Chinua Achebe, but the teacher gave no such example. He later continued reading from the text.

Towards the end of the lesson the teacher asked the pupils to explain why Ezeulu, the Chief Priest of the six villages found himself in the middle of problems every now and again. A few pupils attempted to answer the question and the teacher occasionally came in to ask further questions or to clarify. At the end, the teacher gave the following response:

Tr: Ok, well explained. All we are saying is that the reason why Ezeulu could find himself entangled between problems either from the society or the other villages, or coming from his own household is because Ezeulu was just an Arrow, okeeeey? He was just whaaa..t? (class joins in chorus fashion: ‘An arrow!’) An arrow shot by the gods..... he could not do anything but just to act like an *Arrow of God*.

The teacher then called for questions from the class stating that the lesson had almost come to an end. One pupil, a boy, asked the following question:

P: Sir, that’s the only reason for the problems?

Tr; Yes.

P: Only?

Tr: Only! He is an arrow! He is an arrow!

Two other questions were asked and attempts were made at answering them. Thereafter, the teacher indicated that the lesson had come to the end. He informed the class that he would give them (the pupils) homework to write two pages on the day's lesson.

#### **5.5.2.1.2 Lesson 2; School 2; Teacher 2**

The school is situated south-east of district 2. The teacher is a holder of a university degree from a named university abroad. She had had seven years' experience of teaching Literature in English. The class had 38 pupils. The number of available texts was 20 shared among the learners. The pupil – book ratio was two to one.

The teacher commenced the lesson by first greeting the class and introducing the guest (the researcher). Afterwards, she wrote the heading *The Government Inspector* on the blackboard followed by the sub-heading, '*Character and characterization*' underneath it. The objectives of the lesson were to define *characterization* and *character* and to *analyze some of the characters* in *The Government Inspector*.

Then the teacher asked the following question: 'Who is a character?' Pupils attempted to answer this question. One learner stated that 'this is a person who is acting in a certain play or a movie.

Tr: Yes, could be a movie or a play! ... These are the people taking part in the play. So, a character has a role to carry out, isn't it?

The teacher then drew the attention of the learners to the second term, 'characterization.' Through the questioning technique and teacher exposition, the teacher discussed what it was. A good number of learners participated in the interaction with the teacher showing that they had interest and understood what was being discussed. The teacher too was lively and active.

The teacher asked the following question: ... How about characterization? What is characterization? Yes,(pupil)

P3: Aaah, aah...these are the things that characters does in a certain story or...

Tr: The things that a character does...

P3: (continues) For example being a villain or a hero.

Tr: Aha, so that is (name of pupil)'s version of it. Anybody else?  
Thank you, (pupil). Yes, (pupil).

P4: Aaah, I think this is the way, aaah, characters perform or takes their role, or how characters do their part.

Tr: So whatever, they are doing in that story, that is what we are referring to aaas...

Class: (chorusing) Characterization!

Tr: But then, who actually does that to the characters? Do they just come up, they wake up and say, I am going to do this or there is someone behind their actions? Come on, come on. Let us explain...  
Yeees, (name of pupil).

The question and answer as well as teacher exposition session continued for a couple of minutes. Through this, the teacher dealt with the issues of *author*, *play-wright* and *poet*. As the interaction went on, the teacher jotted down the main points on the blackboard and the learners copied them into their books.

Some learners were also free to ask questions. For example, one learner wanted to know the difference between 'characterization' and 'director.' The teacher explained the difference between the two terms to the learner. Thereafter, the teacher drew the attention of the learners to types of characters. Again, the teacher used the questioning technique to elicit responses from learners. Some learners, though mostly boys, participated in the session. The following types of characters were mentioned by the learners: Primary, major, minor, round and flat character types. The teacher also drew the attention of learners to Nikolai Gogol, the writer of the play *The Government Inspector*. Another pupil sought to find out what a major character was. The teacher came in to clarify after some responses from learners. Using the *River*

*Between*, a text the class had previously covered, the teacher discussed characterization in the light of some characters found in that novel, such as ‘Waiyaki,’ ‘Kabonyi,’ ‘Kamau’ and ‘Joshua’.

Then a female pupil wanted to find out the difference between round and flat character. The teacher came in to provide the answer. ‘When we talk about round character, they are not very different from what we call dynamic character.’ She also explained what flat character meant. After this session that lasted almost 12 minutes, the teacher informed the learners that they would look at the two characters of ‘Hlestakov’ and ‘Anton Antonovich.’ The teacher then said the following:

Tr: You have the books and you have been reading the books. I am giving you a few minutes to talk to your neighbor, discuss the characters of these two people. When you are ready, you share with the whole class... I do not want to see anyone alone.

The learners were allowed to discuss for a couple of minutes. During the 10 minutes that the learners were discussing, the teacher went round listening to the learners discussing. Thereafter, the teacher called the class together and invited the learners to a discussion on the character of the Mayor. She asked, ‘Who is the Mayor? What kind of characteristics does he portray?’

A pupil asked, ‘In general?’ The teacher replied, ‘Yes, in general. Who is the Mayor?’ A pupil replied and the teacher amplified what the pupil said. She went on to elicit responses from the learners and listing the characteristics of the Mayor, i.e. *is married, has a daughter, is in charge of the whole province* on the blackboard. Through the questioning and exposition techniques, the teacher elicited other responses from the learners. However, most of the responses came from boys. Some of the responses raised were as follows: he is a corrupt man because he gets bribes; he encourages his officers to do so too. The teacher amplified the responses from the learners. She used the exposition technique to explain the Mayor’s character. For example, she said that ‘the Mayor advises the Postmaster to be opening the mail.’

A male pupil stated that the Mayor is a dictator because he would go to the shops and if he saw anything that he admired, he would just get it whether the shop owner liked



it or not. The teacher asked the class how best to express that aspect. She illustrated that there were some instances of abuse of power on the part of the Mayor in relation to those that were under him.

The discussion on the Mayor's character went on for about 10 minutes with the teacher prompting more responses from the learners and giving feedback by way of clarifications through teacher exposition.

Thereafter, the teacher asked learners to mention the characteristics of Hlestakov. She said, 'How about our friend Hlestakov? How old is he?' A pupil stated that Hlestakov was about '23'. The teacher and the class discussed the character of Hlestakov, listing salient features about him. Pupil participation showed that they had not just heard about the character from the teacher, but that they had actually interacted with him personally through reading. One girl stated that Hlestakov was a lover of money. Another pupil stated that he was an impostor. The teacher expanded on the aspect of Hlestakov being an impostor. She said that he took advantage of people by pretending to be 'the Government Inspector'.

Another pupil, (a girl), said that Hlestakov was a liar:

We see that Hlestakov is a liar. Yes, aaah, talking of Hlestakov being a liar, aaah, we see that when he is taken first into the Mayor's house, he was busy telling the Mayor, the wife and the daughter that he was familiar or a friend to the actors or the actresses... yes, that he was also a writer.'

As was the case with the Mayor's character, the discussion on the character of Hlestakov progressed through questioning and teacher exposition techniques. Learners too, did not shy away from posing questions to the teacher on aspects they did not understand. One male pupil, for example, asked about the meaning of St. Petersburg. Another pupil explained that it was a town in Russia. The pupil who had posed the question went on to seek clarification on the phrase, 'travelling incognito.'

After a few more exchanges between the teacher and the pupils, the teacher concluded the lesson by re-stating that it was through the characters that the authors, play-wrights and poets made known what they were saying. And for homework, the

teacher asked learners to each analyze two major and two minor characters of their choice. The class ended at about 10:12 Hrs.

#### **5.5.2.1.3 Lesson 3; School 3; Teacher 3**

The school is a co-education public boarding institution situated in one of the districts on the study. The teacher is a holder of a university degree from a public university in Zambia. He had three years' experience of teaching Literature in English. The text that was being studied was *Mission to Kala*. The number of pupils in the class was 35. It was supposed to be a double period but the teacher only utilized one period. The sub-topic for the lesson was *synopsis/ summary*. There was only one copy of the text that was being studied, the teacher's copy.

The teacher greeted the learners and introduced the visitor (the researcher). Thereafter, he wrote the topic on the board. He briefly asked the learners some oral questions on the plot of *Mission to Kala*. The teacher then went on to talk about the colonial past of Cameroun. He continued using teacher exposition and questioning techniques.

Tr: What we are saying is that we need first of all to find out or to know, to discover the events that were happening as this guy, Mongo Beti was trying to write the book. So, the first question I have for you is, who were the colonizers of Cameroun? Which country colonized Cameroun?'

P 1: France.

Tr: France, ok? Do we have a different perspective? Anyone with a different perspective? Yah, actually, he is very right, aai? Although before France took over, because France took over after the Second World War, there was Germany as well as England.

Using teacher exposition, the teacher went on to talk about the themes which most African novelists wrote about during the time when Mongo Beti was writing *Mission to Kala*. He explained about the issues of African culture versus western culture, the impact of colonialism on Africa and other related issues.

Tr: Now, in *Mission to Kala*, we are saying it is set in the Cameroun Republic. At least we need to find out the events that occurred before the novel was written, what is it that the writer is trying to talk about, where is the Western culture in *Mission to Kala*? Ok, so what we really do know is that this country was ruled or colonized by France, but before this, it was colonized by Germany and Britain.

The teacher occasionally wrote some points on the blackboard. The teacher also mentioned that the colonizing countries tried to introduce their own cultures in the territories they occupied. He also talked about the natives who tried to be like whites and of the ways in which the colonial powers tried to use education as a conduit of transmitting their culture. In the case of France, the teacher talked about the assimilation policy. He explained that through that policy, France tried to make sure that the people who they colonized became part of the French culture. The natives were taught how to read and write and that after doing well in the examinations, they would get a chance to go abroad to continue learning.

The teacher then explained what was obtaining at the time *Mission to Kala* was being written. He then talked about the character of 'Medza' in *Mission to Kala*. The teacher explained that he was from the southern part of Cameroun, a region that had been exposed to the coming of the whites and to Western civilization. He explained that he (Medza) had just failed his examinations and that he had been sent on a 'mission to Kala' to persuade a run-away married woman to return to her husband.

Occasionally, the teacher asked the learners questions which they mainly responded to with a chorused 'Yes' or 'No' or with individual answers.

Tr: Medza, a young man is sent to a rural village to persuade a wayward wife to return to her husband... Medza comes back from school after having failed. So, he is sent on a mission. What did we say about Medza? Is Medza an old man? (Pupils respond with a chorused 'No!').

The teacher explained that Medza was younger than 25 contrary to what one pupil had said. The teacher proceeded in similar manner to talk about the events that happened to Medza in Kala; how he was treated like a hero, the gifts he was loaded

with and how he was forced to marry. The teacher asked the learners to say whether or not Medza succeeded in bringing back Niam's wife. The class was unsure, so the teacher concluded by explaining to them that Medza succeeded. He later asked the learners to name the characters who had been mentioned during the lesson. A few characters such as Medza, Niam, the Chief, Medza's cousin and the girl whom Medza was forced to marry were mentioned. The teacher told the learners that they would begin discussing the novel in detail in the next lesson. He therefore requested the learners to read ahead in their free time.

#### **5.5.2.1.4 Lesson 4; School 4; Teacher 4**

The school is situated about 15 Km south-west of district 3. It is a co-education Boarding school managed by the Church. The teacher is a holder of a university degree from a public university in Zambia. He had two years' experience of teaching Literature in English. The text that was being studied was *The River Between*. The number of learners in the class was 23. Number of available copies for the text under study was 20. It was a double period commencing at 07:20 hrs.

The teacher started by greeting the class and introducing the visitor, (the researcher). He then inquired from the class if everybody was in class. He was informed that a number of learners had still not reported. (At the commencement of the lesson, only eleven pupils were in class; five boys and six girls. The teacher informed the class that they would continue looking at Chapter Nine of the *River Between*. The lesson was mainly delivered through the use of teacher exposition and question and answer techniques.

The teacher began by asking learners questions about Muthoni's death. He said, 'Two people learnt about the death of Muthoni earlier. This is Nyambura and her mother. Who was the mother of Nyambura and Muthoni? (Pupils shouted, 'Sir! Sir! Sir! (one female learner mentioned her name).

Tr: Yes, (name of pupil), yes (name of pupil)...

P1: Miriamu.

Tr: Miriamu, eeheh, okay. And how is the name Miriamu spelt?

A pupil spelt the name while another pupil wrote the spelt name on the blackboard. The teacher then drew the attention of the learners to the unusual way the name was spelt and asked them to take note of it as he would be getting back to it later. The teacher then asked learners how Nyambura and her mother reacted to the death of Muthoni. Learners who were mostly girls, responded.

Tr: I hear you saying Sir! Sir! Sir! is that your name? Yes (name of pupil).

P2: They wept without showing tears.

Tr: They wept without showing tears? How do you know that they wept? (Name of pupil)?

P2: They wept without speaking.

Tr: Without speaking? When weeping, people speak? Okay, (name of pupil).

P3: Tears kept coming; tears kept falling on their cheeks...

Tr: Ok, actually, they wept quietly where they could not stop...without their voices coming out...Why do you think they could not afford to cry out loud... we are told these two were inseparable ...why do you think this was so?

P4: I think both the mother and sister were so hurt that they could not produce any words...

This type of exchange continued throughout the lesson; the teacher raising issues from the chapter under discussion and at times from the previous chapter(s) and posing questions to the learners. It was mostly the female learners who responded to most of the questions posed by the teacher. The teacher provided clarification on learners' responses from time to time.

Talking about Muthoni's action deciding to get circumcised, the teacher referred to 'the Egypt' of the Bible. He told the class that to Joshua, Muthoni had ceased to exist the moment she refused to return home from where she had gone to get circumcised. The teacher also talked about the other aspects of the novel which could be likened to

the Christian faith. He talked of Moses' sister in the Bible, Mirriam. He also talked about the role which Moses had been assigned, to lead the people of Israel from Egypt to *the Promised Land*. The teacher further pointed out that Moses' successor in the Bible was Joshua. So, he said that Joshua saw his role as that of taking the people of the hills to *the Promised Land*.

From there, the teacher dealt with Waiyaki's reaction to Muthoni's death. The teacher continued to explain and ask questions. He posed questions which the pupils attempted to answer. Thereafter, he clarified the learners' responses. He spoke about Waiyaki wondering in the fields, his thoughts occupied by the image of Muthoni that kept on re-appearing. He also drew the attention of the learners to the use of personification in a statement about Waiyaki which the teacher read out. 'Waiyaki wondered about. Everything seemed strangely quiet. The cattle returning from... returning home did not make much noise, the cattle returning home did not make much noise.'

The teacher asked the class what personification was. Some learners responded. Thereafter, the teacher explained what the figure of speech was. He said:

Adding to that, aaah, there are certain instances when non-human entities behave as though they know what is happening. Aaah, in, in human lives, right? in the societies where, in the communities where people live. And a typical example of personification is where we say on the day the General died, the sun refused to shine....

The teacher explained how personification was used in the example cited concerning the cattle which did not make much noise as they came home. He said it was as if the cattle knew what had happened. He explained to the learners why Waiyaki was unable to remove the image of Muthoni from his mind. He then talked about how Muthoni had been carried to Hospital. On this aspect too, the teacher posed some questions.

Tr: Ten boys right, including Wiyaki. Now, my area of interest for those of you who have read is, how was she carried?

P7: She was carried on a stretcher.

Tr: On a stretcher? The boys had made up a stretcher to carry her. And remember that the hospital which they were taking Muthoni to, was a distance away from Kamenno and Makuyu, from the hills and it was situated at a certain missionary centre which was named... what was the name of the missionary centre?... Some people are too quiet today... (Some pupils shouted: 'Sir!' 'Sir!' 'Sir!' and 'Esther!, Esther!') I am looking for... is (name of pupil) there? (Pupils answered 'Yes!').

P: Siriana.

The teacher commented on the response. He talked about the significance of Siriana Missionary Centre, saying that, that is where Waiyaki had been sent for his education. He also said that as they were about to reach Siriana Missionary Centre, Muthoni said something to Waiyaki - her last words. The teacher asked the learners what those words were. Two pupils attempted to answer the question.

P (boy): Tell Nyambura I see God..and I am now a happy woman...

P(girl): Tell Nyambura that I see Jesus and I am a true woman of the tribe.

The teacher used teacher exposition technique here too. He proceeded to ask if Muthoni had been sad or regretted that she was dying. The learners disagreed. The teacher then went on to state that Muthoni was a true embodiment of a person who was able to adapt. He said what was ironic was that Muthoni died peacefully and happily having achieved two things. He went on to contrast this with the questions that many people kept asking, 'Why did she do it?' He said that surprisingly, it was mostly the traditionalists who were opposed to Joshua and the new religion who asked such questions. The teacher asked learners why Muthoni had decided to disobey her parents and why the people kept asking 'Why did she do it?' As usual learners tried to answer the questions and the teacher occasionally come in to provide clarification on the responses.

P (boy): She was not supposed to be circumcised.

P (girl): Because she had joined the new faith. So, they were wondering why she had gone to be circumcised.

Tr: She decided to get circumcised against the will of her parents.

The teacher then talked about the conflict between Tradition and Christianity as symbolized by the two hills. He spoke of Reverend Livingstone and his brand of Christianity. He said that Reverend Livingstone was willing to compromise with the other side as evidenced by his attendance at some of their festivities. The teacher contrasted his (Rev. Livingstone's) attitude with the uncompromising stance adopted by Chege, Waiyaki's father and Kabonyi, Kamau's father. He explained that Muthoni's death was symbolic of the flexibility Africans needed to display.

The last quarter of the lesson was not any different from what has been discussed above. The teacher continued raising some issues from the book and commenting on them as well as asking questions for learners to answer. The only difference really was that this time he asked all the pupils to stand up and then he asked them questions. When a pupil answered a question correctly, he or she was allowed to sit down. After a few questions and answers, he called out names of some learners whom he told to sit down leaving only seven learners still standing.

The question and answer session continued.

Tr: Do you think the death of Muthoni was a punishment for disobedience? It's either you agree or disagree. If you agree, you give reasons; if you disagree, you give reasons.

P: I think she was a victim of the fight of Christians and the traditions.

The teacher asked the pupil to provide evidence from the text, especially that Muthoni's was not the only death from circumcision and yet hers caused so much confusion. Some learners commented on the subject of disobedience. The teacher then explained why people needed to be obedient. He said, 'Obedience is better than sacrifice.' At some point, there were only two pupils still standing. The teacher told them to sit down though they had not answered any question.

The teacher wound up the lesson about five minutes past the 80<sup>th</sup> minute. He encouraged the learners to continue reading the ninth (9<sup>th</sup>) chapter in readiness for the next lesson. He thanked the learners for their participation in the lesson.



#### 5.5.2.1.5 Lesson 5; School 5; Teacher 5

The school is situated north-west of district 5. It was recently upgraded to secondary school status. The teacher is a holder of a first degree from a public university in Zambia. She had barely a year's experience of teaching Literature in English. The book that was being studied was *Kongi's Harvest* by Wole Soyinka. The number of copies for the class was 1 plus a few photocopies. The objective of the lesson was for the learners to; apply and relate a text to specific scenes and situations. The number of learners in the class was 10, almost 28 learners being absent. It was a single, 40 minutes period commencing at 10:20 hrs.

The teacher made the pupils sit in a semi-circle at the front of the classroom facing the teacher's table. There was another female teacher in class alongside the teacher responsible for the class. The lesson commenced with a question and answer session to recap what had been covered earlier. The following were some of the questions asked by the teacher during the introductory part of the lesson: (i) Who is Segi? (ii) Who is Daodu? (iii) What is the relationship between Segi and Daodu? As the pupils were not able to answer all the questions correctly, the teachers provided the answers and reminded the pupils about the mentioned characters in the text and their relationships.

Thereafter, the teacher informed the class that they would be reading the part entitled *The retreat* and asked two volunteers to read from the text, *Kongi's Harvest*. After asking the learners what the term 'retreat' meant, the teacher briefly explained what the term meant. Two pupils, a boy and a girl, began reading from page 40 to page 47. The boy took the role of Daodu and the girl, that of the Secretary. They read with some difficulty and the second teacher corrected their pronunciations from time to time. When they reached the end of the section they had been requested to read, the teacher asked the learners some questions. The following is a short transcription of the question and answer session that followed the loud reading by the pupils:

Tr 1: ...We have seen, maybe I...before I say this, from our experience, aaah, when we enter mmmh...time of celebrations, like last years' celebrations, like the Freedom Day or.... days, what does the President do? Around Independence Day or is it Unity Day?

Tr 2: Mmmmh....

Tr 1: What does the President do? .... (she offered a clue) to the prisoners...

Tr 2: During Africa Freedom Day...?

P 1: They give gifts to the villagers who fought in the Independence...

Tr: Ok, they give gifts aai? To the people who fought for Independence. Ok, what else? ...

P2: They release ... those who are in prison.

Tr 1: They release... who are released?

Pupils: The Prisoners...

The teacher then commented on the response by the pupils linking it to what had been read concerning the five men who had been awaiting execution.

Tr 1: The Prisoners, aaai? That is the main action. The Prerogative of mercy of the President. He is allowed to release the prisoners who have served in that period. Now when we read this part which we have just read here, we see aaah, someone has suggested that, in order for these people to, aaah, to persuade Oba Danlola to present the yam to the President, to Kongi, something must, must be done. And one of the strategies he is suggesting here is to say, aaah, the President, or Kongi, must release the prisoners. How many are they? How many prisoners have we heard here?

P 2: 200.

Tr 1: Mmmmh, 200? Oh, my God! Then I wasn't listening. How many prisoners? Ahaa, yes, how many are they? Come on, come on, come on. How many are they? Let's look at the last one. Pg 40, pg 40.

Read that one....

The boy who had read Kongi's lines read the part specified by the teacher. Thereafter, the teacher proceeded as follows:

Tr 1: reprieves to the... (pupils responded, 'five men awaiting execution.')

So, there are five men who should be set free. Reprieve...that is set them free. And you know a prisoner is set free when, they have served their ... sentence... their period of sentence..... maybe it was five years, then you have served that five years period... then someone suggested to say, aaah, you actually release them. And when he release them, what will people say about the President?

When he releases the prisoners, just to say, aaah, these prisoners are being released, what will people say? He is a goood....

The learners remained silent, and the second teacher responded:

Tr 2: leader.

After that, the first teacher used teacher exposition to try and explain what was taking place in the episode that had been read. She said the following:

Tr 1: ...they are going to say he is a good man. He is a good leader. The relatives, they will say no, he is a good leader because this is what he has done. And as we get back to the aaah, the story, who suggested this? Let's look at the Aweris. There were those Aweris. There were the most controversial ones. Who suggested this idea to the Secretary? Aweri number...mmmh? The most controversial one was Aweri numbee...r, numbee...r five. And he is the one who came up with that idea and suggested it, to the Secretary. Now the Secretary had taken that to the leader, political leader, ahaa. And, aaah, we see that the President here is agreeing. He is saying ok, this is what we are going to do, that he may explain that to the President. And if the President is going to do that, then the traditional leader, is going tooo..., accept on behalf of the whaa..t? of his people to say, ok this man, if this is what he is doing, then fine. Let it, let it be.

Apart from the part where learners were asked to read aloud from the text, the lesson was characterized by the use of teacher exposition and questioning techniques. The lesson just lasted about 25 minutes. At the end of the lesson, the teacher apologized to the learners for their not having learnt literature for over a month. She attributed that to the lack of books. She assured the learners that the text would be completed by the end of the term. Thereafter, she stated that the lesson was over.

#### **5.5.2.1.6 Summary**

Ten (10) Literature in English lessons were observed in the study schools. The following books were being studied: *The River between*, *Arrow of God*, *Song of Lawino*, *Romeo and Juliet*, *The Government Inspector*, *Mission to Kala* and *Kongi's Harvest*. Five transcribed lessons have been included in this chapter.

## **5.6 The attitudes of teachers and learners towards Literature in English**

The third question was to establish the attitudes of teachers and learners towards Literature in English. This was important because attitudes play a significant role in how people apply themselves to whatever they do. In-depth interviews were conducted with Heads of Department (HoDs) for Literature and language departments and teachers of Literature in English. Additionally, Focus Group Discussions (FGDs) were also held with Grade 12 learners taking Literature in English. Face to face interviews were also conducted with former learners who failed Literature in English.

### **5.6.1 The attitudes of teachers towards Literature in English subject**

Most teachers interviewed stated that they enjoyed teaching Literature in English, implying that they considered it to be a good subject. Consider the following comments by some teachers:

Tr 1: I enjoy offering the subject, regardless of the performance of learners. I find it to be interesting, though some people are complaining that *Kongi* is a tough book, I don't see anything tough about it.

Tr 2: I enjoy the subject more than teaching English. In fact, it is literature that made me study English Language. At this school, there are only two who seem to enjoy teaching literature.

Tr. 3:... Me, I like literature very much. I really enjoy dramatizing. Only that there is need for more courses. It (literature course) needs to be taken as a course.

Tr. 4: For me literature is my favourite. I am not bored when teaching it.

Tr. 5: I enjoy literature. Actually, I was the one who started it though there was negative attitude from some teachers.

Tr 7: I enjoy very much and regret that if I had done the subject at secondary level...I would do better. I enjoy that I am able to read

many books I have not read before and different set ups of society... we are viewing the world in another way.

Tr 8: Yes, I enjoy teaching literature. Though I never did it at secondary school, I like reading. Reading is one of my hobbies. So, when I started doing it at university, I started enjoying it. What is bringing down that enthusiasm is the attitude of learners. They fear it. They say it is difficult.

Tr. 9: Frankly speaking, I enjoy teaching literature... it is the load that can't allow me.

Other teachers explained that they were beginning to enjoy teaching the subject. This clearly showed that initially they had negative perceptions about it, and that having been exposed to it, their interest was beginning to be ignited. The following were some of their responses:

Tr. 10: I have started enjoying literature. I like it very much.

Tr. 11: At first when I was given the class, I didn't have interest. Now, I feel it is coming. I was forced to teach literature by the authorities... now, I am enjoying. I find it to be interesting... I don't know what I can say, but it is very interesting. There are no dull moments.

Tr.12: I am developing interest. Previously, I had no interest. I am beginning to develop interest. At the (name of public university), literature was just a component. I have never liked reading. I was more of mathematics. In fourth year, I diverted to Religious studies.

Tr. 13: Mmmmh, very much. Actually, now I am more inclined towards teaching literature. If it was a thing of maybe I had a choice, I would say let me teach literature only.

Tr. 14: Yes, though I never did it at secondary school. I was only requested to start teaching literature. I couldn't refuse... I took that bold decision.

Tr. 15: I find literature enjoyable and fulfilling. It was not really forced on me. It is one of my favourite. I enjoy teaching literature. I had a background of literature at secondary school. I enjoy teaching literature. I think it is a depiction of certain societies.

Tr. 16: Yah, I really enjoy it but what makes me to dislike it is what I have already explained - lack of adequate materials.

A few other teachers expressed reservations regarding their disposition towards teaching the subject. They cited some challenges as limiting factors. Consider the following verbatim responses:

Tr. 17: Literature is all about reading novels... A school like this one just has one copy for the entire school. Lack of materials makes the subject not to be interesting.

Tr. 18: Yes I do, though with challenges at times. I volunteered because we had a critical shortage of literature teachers.

Findings from interviews with teachers indicated that most teachers felt that literature was an important and interesting subject. However, it was also revealed that some teachers still viewed the subject negatively because of the challenges that were associated with it.

### **5.6.2 Attitudes of learners towards Literature in English**

Findings from focus group discussions with learners revealed that learners had mixed feelings about the subject. Quite a number of learners acknowledged the fact that literature was interesting and beneficial to them. The findings also revealed that some learners had difficulty expressing themselves in grammatically correct sentences.

P1: We are like it because somehow we can be achieving better.

P2: We like it because we have entered it.

P3: Literature makes your brain active. It also sharpens someone's level of reasoning. It has helped me improve my English.

P4: Yes, we find funny characters. It is enjoyable because you come across different things and characters.

Some pupils indicated that they did not willingly take up the subject. Some even stated that they were forced to take the subject and that they wouldn't have done so if they had a choice. Despite that, other pupils indicated that they had developed interest after encountering literature lessons.

P5: We just found ourselves in a class taking Literature. Myself, I would not have chosen it.

P6: I was forced to learn literature at first because of what other pupils used to tell us. Now I am enjoying it.

P7: Even I was influenced by the belief that literature is bad. Now, I find learning literature enjoyable because of the answers that we are getting, they are interesting. For example, a riddle, figures of speech and poetry.

Yet other learners held conditional attitudes towards Literature in English. One respondent, for instance, said that it depended on the text that was being looked at.

P8: Some novels are interesting, others are not. It just depends on the topic.

The findings also showed that some pupils considered literature to be a simple subject. Consider the following statements:

P9: As for me, literature is a simple subject. I just have to put more effort on what I am doing.

P10: Literature is a simple subject. You just have to put more effort.

On the other hand, a few other learners openly declared that literature was a difficult subject. They attributed that to the way questions were asked in final examinations. Others felt that the study of literature involved the use of difficult words.

P 11: Literature is one of the toughest subjects. In terms of writing tests, mid-term and end of term we do pass, but when it comes to the final exams pupils fail.

P 12: As for me, I am seeing that literature is a difficult subject. The words that we meet in literature, it is very hard to understand.

P 13: Even myself, it is difficult.

P 14: Literature involves novels and they are expensive.

P 15: The only problem that is there is understanding. There are bombastic words.

In summary, the findings revealed that the majority of learners found to be literature an interesting subject. However, it was also clear that negative attitudes existed mainly because of the challenges learners faced which resulted in poor results in the subject. It was also clear that many learners had challenges expressing themselves fluently in English. In fact, quite a number of learners remained quiet during the focus group discussions.

### **5.6.3 Attitudes of former learners who failed Literature in English**

Findings from interviews with former students revealed that some of them had enjoyed studying Literature in English. However, they admitted experiencing challenges ranging from difficulties in understanding the language used in literature to the way literature was taught. Consider the following views by some respondents:

FP 1: Ha, we used to enjoy very much. We were listening to the story.

FP 2: Literature is a best subject that teaches people how to speak English even how to act in films like Nigerians. It is easy but, when it comes to questions, how they are coming, it is very difficult.

FP 3: I enjoyed the way it was starting. When it came to reading these books, it's when I was confused. I was not understanding the books, maybe because of English.

FP 4: Yah, when it started, I was really enjoying. When I just wrote my mock, when I saw the questions how they came even my mind got



disturbed. They gave us tests but I used to pass. But it came mock, that is where I started failing. Maybe they should start teaching pupils how they come questions just in Grade 10 not in Grade 12. It will be very difficult for them.

Some former learners of literature openly stated that literature was a difficult subject. They attributed that to a number of factors including the fact that some of them did not enjoy reading. The following responses illustrate this point:

FP 5: It is a very difficult subject because of the upcoming of questions. They really confuse pupils. And there are so many books; there are like five books.

FP 6: Literature in English is difficult. The reason why, we are from the rural area. We don't know English. Yes, when the teacher is reading the 'ka' book, we don't understand very well.

Other respondents simply declared that they did not enjoy reading as evidenced by the following verbatim:

FP 7: No! Aah, I don't like reading a lot of books.... Yes, I did not like the subject. .. I may say yes because I had no choice; the class that I was in was taking Literature and I had no choice. ...Aaah, No! I am not a fan of reading.

FP 8: ...Not at all, because as for we boys, we don't enjoy reading novels. I get bored.

FP 9: I used to dodge from literature lessons because I did not understand what we were learning...I did not like the subject.

FP 10: I was scared of failing...other pupils told us that you will fail literature, it is a difficult subject.

In summary, the findings from interviews with former pupils who failed the subject revealed that some learners had negative attitudes towards learning literature owing to several factors such as poor reading culture, low literacy levels and poor writing skills. The findings also revealed that despite performing poorly, some learners did

enjoy learning the subject. The findings further showed that if taught using best teaching practices, literature can be a motivating factor for learners to enjoy studying it for its own sake.

### **5.7 Factors contributing to poor performance of learners in Literature in English examinations in western province of Zambia**

The fourth objective was to establish the factors that were contributing to the poor performance of learners in Literature in English examinations in Western Province of Zambia. To answer this question, the researcher analyzed the data from interviews with HoDs, teachers of Literature in English, G12 learners taking Literature in English, former pupils who failed Literature in English and from lesson observations. The following subthemes were identified: inadequate teacher training, teachers' lack of subject background knowledge, inexperience, inappropriate teaching strategies, lack of materials, poor reading culture, inadequate preparation or training in answering questions, low proficiency levels in English on the part of learners, absenteeism and late-coming on the part of learners and negative attitude towards the subject. The factors are presented below as follows:

#### **5.7.1 Inadequate teacher training/ preparation**

The data obtained from interviews with HoDs and teachers of Literature in English revealed that some teachers were not adequately prepared to teach Literature in English. For some, English was their minor teaching subject. Other respondents pointed out that Literature in English was treated as a component of English Language during their teacher training and that emphasis was placed more on English than on literature.

Consider the following responses:

Tr.1: ... I am prepared but not so much... in fourth year during my training, I switched to Religious Education. So, I did not continue with the literature courses. However, I am learning...

Tr. 2: Sir, literature is treated as a component of English in most training institutions. During my teacher training, more emphasis was placed on language teaching methodology. Not much was covered in terms of literature.

Tr. 3: In terms of being well prepared to teach literature, well, I should say I am trying to learn. Certain texts, say plays, are difficult to handle...

### **5.7.2 Lack of subject background knowledge**

Twelve out of the twenty teachers of literature interviewed indicated that they had no background of having taken literature during their secondary school education. The teachers stated that they mainly taught literature because of the passion they had for it. Consider the following responses:

Tr. 4: Well sir, eeeh, I did not take literature at secondary school level, but we were made to study a number of literature texts at university. Besides, I have passion for the subject. I think it also goes with passion.

Tr. 5: I enjoy very much and regret that if I had taken the subject at secondary level, I would do better. I enjoy that I am able to read many books I have not read before and different set ups of society... we are viewing the world in another way.

Tr. 6: Yes, I enjoy teaching literature. Though I never did it at secondary school, I liked reading. Reading is one of my hobbies. So, when I started doing it at university, I started enjoying it. What is bringing down that enthusiasm is the attitude of learners. They fear it. They say it is difficult.

### **5.7.3 Inexperience of some teachers of literature**

A number of teachers of literature had little experience of teaching Literature in English; seventeen teachers of literature had between one to five years' experience of teaching Literature in English. Among these were three teachers who were handling two Grade Twelve classes who had barely one year teaching experience at the time of the study. Consider the following verbatim responses by some teachers of literature:

Tr. 1: I started teaching literature last year. I was given a Grade 12

class for (name of a teacher) who went on leave...At first when I was given the class, I didn't have interest. Now, I feel it is coming. I was forced to teach literature by the authorities. They were saying it is a must since we have done English.

Tr. 2: Literature in English, I am just starting. I have been at a Basic school all along. I was transferred to this school in 2017 and I started teaching literature this year, 2019.

#### **5.7.4 Use of poor teaching strategies**

Despite the fact that most responses from teachers indicated that they mostly used learner-centred strategies, responses from former learners of Literature in English who failed the subject indicated that teacher-centred strategies were mainly used. Lesson observations also revealed that a number of teachers heavily relied on teacher-centred strategies such as question and answer and teacher exposition techniques leading to minimal or limited learner participation in lessons. Consider the following responses from former learners who failed the subject:

FP 1: Sometimes he (the teacher) would leave the book and tell us to read in his absence. Anyone would read.

FP 2: Literature in English is difficult. The reason why, we are from the rural area. We don't know English. Yes, when the teacher is reading the 'ka' book, we don't understand very well.

FP 3: The teacher is reading very fast. I am not understand. Some of us we are from the rural area.

FP 4: The teacher reading in class... No, only the teacher have the copy. Unless you pupils get the book which the teacher is using, you go and photocopy that's when you can access the whole class.

FP 5:... Almost all the time pupils used to exchange, this one reads and then that one. You can find that some, he or she don't know how to read, so he or she will jump other words which is difficult.

FP 6: We used to read during literature lessons. Sometimes the teacher would be around.

#### **5.7.5 Failure to cover/ complete set texts in good time**

Another factor that was identified was the issue of failure to cover all the set books before the time for the final examinations. This was revealed by both some former pupils as well as Grade 12 learners some of whom had barely completed the second text by term two of their final year. Consider the following responses:

FP 1: We did *Animal Farm*, *Kongi's Harvest*, *Concubine* and *Things Fall Apart*. These we finished. We did not finish the last book, the *Enemy of the people* because the teacher went for transfer.

P 1: We have done *River Between*. We started this in Grade 10. Grade Eleven, there were no books. We stopped literature in Term two of Grade 11. We started learning literature again this term. We have started *Kongi's Harvest*.

The above sentiment was also confirmed by the teacher who explained that she had been so frustrated by the unavailability of books that she almost advocated for the subject to be abandoned completely.

#### **5.7.6 Failure to adequately prepare learners on how to tackle Literature in English questions in good time**

Inadequate preparation or exposure of learners to examination type questions was another factor that was cited in interviews with Grade 12 learners of Literature in English and former learners who failed the subject. The respondents expressed the shock that learners or candidates get when seeing for the first time how questions are phrased in the mock or final examination papers. Consider the following responses:

P 1: Literature is one of the toughest subjects. In terms of writing tests, mid-term and end of term, we do pass, but when it comes to the final exams pupils fail.

FP 1: Yah, when it started, I was really enjoying. When I just wrote my mock, when I saw the questions how they came even my mind got

disturbed. They gave us tests but I used to pass. But it came mock, that is where I started failing. Maybe they should start teaching pupils how they come questions just in Grade 10 not in Grade 12. It will be very difficult for them.

FP 2: It is a very difficult subject because of the upcoming of questions. They really confuse people. And there are so many books; there are like five books.

### **5.7.7 Low literacy / proficiency levels of learners**

One other challenge that became apparent was low literacy or proficiency levels of learners in English. Some learners were said to have problems with English. Focus group discussions with Grade 12 learners taking the subject also revealed that learners had challenges expressing themselves in English. Some former learners of the subject also raised this point. Consider the following responses:

Tr 1: Our learners come from rural areas; they find a lot of challenges in comprehending academic work...

Tr 2: Some learners are not able to read and write; illiteracy levels are simply high. So, if they cannot read and write, it is very difficult for them to perform well because the subject involves a lot of reading and writing.

Tr 3: The calibre of learners received in Grade 10 level, some of them don't seem to be able to read and write. The type of learners we receive, leave much to be desired.

P 1: The only problem which is there is lack of understanding. I find it difficult because of bombastic words.

FP 1: Literature in English is difficult. The reason why, we are from the rural area. We don't know English. Yes, when the teacher is reading the 'ka' book we don't understand very well.

FP 2: The teacher is reading very fast. I am not understand. Some of us we are from the rural area.

FP 3: I enjoyed the way it was starting. When it came to reading these books, it's when I was not understanding the books, maybe because of English.

#### **5.7.8 Absenteeism and late coming**

Absenteeism was cited as another factor contributing to poor performance of learners. According to the teacher respondents and former learners who failed the subject, some learners frequently absented themselves from literature lessons. This aspect was also witnessed in some lessons that were observed. In one lesson, only ten pupils out of a class of thirty-five attended the literature lesson. In another lesson for example, almost half of the pupils were missing from the lesson. Other learners came late for the lesson, some up to twenty (20) minutes after the lesson had started. Consider the following responses:

Tr 1: We have a big problem of truancy. If you do not come to school and don't read, how can you do well in the examination?

Tr 2: Another challenge is absenteeism. Most pupils abscond classes.

FP 1: I used to dodge from literature lessons because I did not understand what we were learning... I did not like the subject.

#### **5.7.9 Scarcity of teaching and learning materials**

Lack of teaching and learning resources was also cited as a factor by teachers and learners. Lesson observations also revealed this factor. For instance, in some of the classes where lessons were observed some teachers had only one (1) copy of the text under study for the whole class. In some cases, a few photocopies were shared among the learners. Consider the following responses from teacher respondents and former learners of the subject:

Tr. 1: Yah, I really enjoy it but what makes me to dislike it is what I have already explained - lack of adequate materials.

Tr. 2: Literature is all about reading novels... a school like this one just has one copy for the entire school. Lack of materials makes the subject not to be interesting.

Tr. 3: As for me the way I have perceived the learners are not doing well in the subject maybe due to lack of teaching materials; text books are not enough. A teacher would just have one (1) copy to cater for everyone which is not possible. Pupils need to have hard copies.

FP 1: The teacher reading in class... No, only the teacher have the copy. Unless you pupils get the book which the teacher is using, you go and photocopy that's when you can access the whole class.

FP 2: I wrote in 2018 and got a nine...maybe, because of the lack of books. You find that in class you are 40 of us but we are listening to one book from the teacher... we did not have money to buy 'ma' books.

#### **5.7.10 Negative attitudes towards reading and Literature in English**

Negative attitude, especially among learners towards the subject, was also mentioned as one of the contributing factors to poor performance. This was also evident during lesson observations where, in some classes, high learner absenteeism and late coming were experienced. Consider the following responses

Tr. 1: Yes, I enjoy teaching literature. Though I never did it at secondary school, I liked reading. Reading is one of my hobbies. So, when I started doing it at university, I started enjoying it. What is bringing down that enthusiasm is the attitude of learners. They fear it. They say it is difficult.

Tr. 2: Because the books are not enough, most times it is the teacher reading the book. If you give them an assignment, they do not do because of low interest.

Tr. 3: What I have seen is some of the learners, the reading culture is poor. And then it is like if they are told that literature is hard, they have already convinced themselves that literature is hard because it involves reading a lot of books.



P 1: As for me, I am seeing that literature is a difficult subject. The words that we meet in literature, it is very hard to understand.

#### **5.7.11 Poor reading culture among learners**

Another factor that was cited and one that is closely connected to negative attitudes was poor reading culture among some learners and teachers. The following responses exemplify this fact:

Tr. 1: Very few of our learners enjoy the subject... the reason is poor reading culture. To me, they do not just enjoy reading.

Tr. 2: Generally, it is poor because of reading culture. Learners do not want to read. You have to push them; that is why the performance is poor, the other thing is lack of teaching and learning resources. That is a challenge.

Former learners who failed Literature in English also mentioned the problem of poor reading culture. Consider the following responses:

FP 1: No! Aaah, I don't like reading a lot of books.... Yes, I did not like the subject. .. I may say yes, because I had no choice; the class that I was in was taking literature and I had no choice. ...Aaah, No! I am not a fan of reading.

FP 2: ...Not at all, because as for we boys, we don't enjoy reading novels. I get bored.

### **5.8 Summary of Findings**

The study has found out that though most teachers claimed that they were adequately prepared to teach Literature in English, some teachers were not quite confident and lacked subject background knowledge while a number teachers taught the subject out of passion. In addition, though most of the teachers claimed that they mostly employed learner-centred approaches in teaching the subject, lesson observations revealed the opposite. Evidence from lesson observations showed that lessons were mostly teacher-centred employing such techniques as question and answer and teacher exposition with teacher directed discussions. The study also established that

while most of the teachers and learners held positive attitudes, there were a few others who held negative attitudes.

In conclusion, the study has established that teachers and learners experience a number of challenges in the teaching and learning of Literature in English which probably contribute to poor performance of Grade 12 pupils in Literature in English national examinations. The following were the factors identified by the study: inadequate teacher training, teachers' lacking subject background knowledge, inexperience, use of inappropriate teaching strategies, lack of materials, poor reading culture, inadequate preparation or training in answering examination type questions, low learner proficiency levels in English, absenteeism and late-coming on the part of learners and negative attitude by both teachers and learners towards Literature in English.

## **5.9 Conclusion**

The chapter presented research findings from respondents using the qualitative research design. Face to face interviews, focus group discussions and lesson observations were the methods the researcher employed to obtain the data. This was done with the aid of semi-structured interview guide, focus group discussion guide and lesson observation checklist/guide. The above stated measures were taken to provide a more detailed understanding of the factors at play as far as the problem of poor performance of Grade 12 pupils in Literature in English examinations in Western Province of Zambia was concerned. The researcher also employed the use of a voice recorder, a note book and a camera.

## **CHAPTER SIX: DISCUSSION OF FINDINGS**

### **6.1 Introduction**

The previous chapter presented the research findings and transcriptions from interviews and lesson observation descriptions. This chapter compares and contrasts the study findings with the reviewed studies carried out elsewhere. The discussion also shows how the two motivation theories underpinning the study are applicable to the findings of the current study. It is also worth noting that the discussion is done in line with the four specific objectives as follows:

### **6.2 Preparedness of teachers to teach Literature in English**

In order to find out about the preparedness of teachers to teach Literature in English, face to face interviews were conducted with teachers of Literature in English. The interviews revealed that teachers of Literature in English held different views regarding the degree of their preparedness to teach the subject. Most teachers interviewed stated that they took some literature courses during their teacher training programmes. However, from the responses, it was evident that the course coverage varied from one tertiary institution to the other. Notwithstanding this, some teachers regretted the fact that literature was treated or offered as a component of English implying that the content coverage was also not adequate. According to them, not much was covered in terms of content and methodology during their teacher training programmes. The findings of this study correspond to studies which established that English graduate teachers from some universities inclusive of teachers of literature were inadequately trained or prepared. Simuchimba, 2016, for instance, contended that teachers lacked in terms of methodological knowledge regarding the teaching of Literature owing to the fact that the training they received from teacher training institutions was not adequate enough. To that effect, Simuchimba (2016) opined that the commonly held notion that any teacher trained to teach English could teach literature, was probably wrong.

This contrasts with MoE (1996:108) for example, which states that ‘initial teacher training is little more than the start.’ This statement seems to suggest that teachers should sharpen their teaching skills and achieve expertise through continuous teacher

development activities. This is also in line with Carter (2007:10-11) who indicates that:

In this sense, the appropriate method is very much a hands-on-approach taking each text on its own merits, using what the reader knows, what the reader is aiming for in his or her learning context, and employing all available tools, both in terms of language knowledge and methodological approaches. It is a process-based methodology...

This statement further illustrates the fact that while training is important, experience and practice are equally as important in as far as the teaching of literature is concerned. Similarly, Pappamihiel (2007: 44) as cited by Correll (2016) also underlines the significance of other determinants of teacher performance as follows:

While teacher preparatory programmes attempt to develop teachers' knowledge, scholars, psychologists and researchers have proposed that an individual's beliefs are so strong that they are more influential in determining actions and behaviours than is learned knowledge.

This is not to say that teacher training is unimportant, but that other factors can affect or influence teaching. In this context, the views held by some teachers that they could teach Literature in English based on the fact that English and literature are linked in terms of pedagogy, are justified here. Yet other teachers of literature indicated that they had no subject background knowledge from their secondary school days because they did not take the subject. However, some these teachers stated that they just taught literature out of the passion they had for it as a result of exposure to literature courses during their tertiary education. They stated that teaching literature involved passion and that without it, teaching the subject would be a nightmare because literature involved reading extensively. This corresponds to (Sanoto, 2017) who indicated that a passion for reading extensively was indispensable for a successful literature programme. This underlines the importance of a positive disposition in the teaching of Literature in English despite the challenges faced.

This is also in line to the theories of motivation underpinning the study (cf. Maslow's Hierarchy of Needs). Maslow's theory underlines the importance of a positive outlook even when faced with challenging situations. Correll (2016) cited Durgunoglu & Hughes (2010) who opine that 'researchers have demonstrated that an

individual's self-efficacy relates significantly to performance in the workplace, even when confronted tasks are challenging.' Maslow's (1943) hierarchy of needs theory deals with issues of love, belongingness and self-esteem, aspects of human behavior which need to be met for a person to continue growing towards self-actualization. Okoth (2015) equally stresses the importance of a positive perception or cognition regarding a particular teaching subject, its content and teachers' sense of self efficacy as far as teaching it is concerned. Thus, teachers need a high sense of self-efficacy to be able to teach any subject, Literature in English inclusive, effectively.

Additionally, the study has established that most of the teachers of literature did not have enough teaching experience; the majority was in the range of one to five years. This factor most likely contributed to teachers' sense of unpreparedness to teach literature especially that some of them did not have subject background knowledge as well as adequate secondary school teaching experience; one teacher, for instance, had recently been moved from the primary school sector to teach English and literature at secondary school level. This corresponds to (Sanoto, 2017) who observes that the In-service teachers lacked what she termed Pedagogical Content Knowledge especially that most of them had no background of having taken literature at secondary school. The study has further revealed that some teachers were compelled by their supervisors to teach the literature. To some extent, this was evidence of the level of their sense of unpreparedness. However, some of the teachers of literature who initially held negative attitudes indicated that they were developing interest in teaching the subject.

These findings correspond to (Ghazali, 2008) who opines that attitudes do not remain static, but they change depending on the teaching strategies used. Therefore, if the teachers who had been forced to start teaching literature were developing positive attitudes towards the subject, it is plausible to argue that the use of motivation strategies could achieve even better results. As human beings, teachers need to feel loved, appreciated and respected by both fellow teachers as well as the by the school administrators (cf. Maslow's Hierarchy of Needs). This feeling of love and belonging can help teachers develop self-respect, confidence and a feeling of self-efficacy which can help them to ultimately embark on the journey to self-actualization.

Indeed, motivation can be used to improve the performance of the teachers of Literature in English. Teachers of literature should be shown that their efforts are achievable and valued and that they can perform even much better if they positively apply themselves to their work (cf. Vroom's Expectancy Theory). Thus, achievable goals should be set for teachers of Literature in English as achievement of those goals would improve teachers' sense of self-worth leading to effective implementation in the teaching of the subject. Additionally, some incentives can be given to teachers once in a while. This too, can help teachers understand that their hard work is recognized and appreciated. So, instead of using compulsion, school administrators should try using positive persuasion to encourage the teaching of the subject. Additionally, periodic Continuous Professional Development (CPD) sessions can be undertaken to help teachers of literature enhance their subject knowledge and ultimately, their confidence.

In summary, it can be stated that while most teachers of literature felt that they were prepared to teach literature, a number of them lacked subject background knowledge of Literature in English. Additionally, teachers' responses regarding the course coverage at tertiary level were varied with some teachers stressing the fact that they wished literature was treated as a stand-alone teaching course. This implied that teachers felt that the training they received was not adequate. In addition, though most teachers of literature had limited teaching experience in teaching the subject. These claimed that they taught the subject out of passion. This justifies the use of motivation theories to underpin the study. It also shows that motivation can play an important role in the teaching and learning of Literature in English in Western Province of Zambia.

### **6.3 Methods teachers employ to teach Literature in English**

The second objective was to establish the strategies teachers of literature employed to teach Literature in English. To answer this, face to face interviews with HoDs and teachers of Literature in English were conducted. Lesson observations were also conducted to validate or corroborate the interview data. Ten (10) lesson observations were conducted in the study schools, one lesson observation in each of the study schools. The lessons were recorded using an audio recording device and later transcribed. In addition, the researcher used a notebook to take down some points and

where possible, still and videos pictures were taken in the literature lessons. In doing so, the researcher made sure that ethical considerations were followed accordingly.

Data from face to face interviews with teachers of literature revealed that though a number of teachers appeared to have basic understanding of the commonly used strategies of teaching literature, most teachers confused techniques for methods of teaching literature. Asked which methods they employed to teach literature, most of them mentioned strategies like question and answer, teacher exposition, role play, dramatization and debate. Only a few teachers managed to correctly name some methods such as the *situational method*, *communicative*, *thematic* and *project approaches*. Thus, there was evidence of lack of proper pedagogical knowledge as teachers also included classroom techniques in their explanation of the methods they employed as evidenced by one such response; *Mainly, I use communicative approach. I use role play when dealing with plays, project method as well as group work. For now, we are using much of communicative and group work.* The findings correspond to (Mwanza, 2016) whose study revealed that teachers had difficulties teasing out the distinction between method and technique. Mwanza (2016) attributed the teachers' failure to inadequate training, poor quality of trainee teachers as well as the likely effect of the wrong usage of terminology in the Senior English Language syllabus. He also explained the confusion in the light of Larsen-Freeman (2000) observation that teachers' failure to remember methods was due to the fact that these (methods) were quite more abstract than techniques and activities with which they worked on a daily basis. Similarly, Brown (2002) contended that the whole concept of separate methods was no longer a central issue in teaching. One of the reasons he cites as a possible cause for this is the fact that methods are too prescriptive or abstract.

To a large extent, the confusion noted among many teachers of literature, could equally be attributed to a lack of adequate teacher training as presented in chapter five (see 5.2 and 5.3). Furthermore, the teachers were probably only able to remember techniques because they dealt with them more often than they probably did methods. Additionally, some teachers of literature might have long forgotten what they were taught during their teacher training programmes regarding the distinction between methods and techniques given the fact that some of them did not start handling Literature in English immediately after graduation. It can also be

argued that a number of them did not diligently apply themselves during their teaching training to fully grasp what they were being taught especially considering the fact that most of them might have held negative attitudes towards literature (cf. 5.6.1.). The other possible explanation is the fact that the Literature in English syllabus is outcome-based which mainly suggests classroom activities such as debate, role play and discussion and does not mention the aspect of approach or method. The document states as follows: 'As a reminder to the teacher, the sequence of the specific outcomes is not a *'prescriptive and restrictive guide'* to be followed passively' (MESVTEE, 2013:7).

Despite this, most respondents in the study were able to name a number of classroom activities such as teacher reading aloud to the class, pupils reading aloud to fellow learners, teacher exposition, questioning technique, discussion, project, role play and debate. Some teachers indicated that they mainly used reading and analysis or teacher exposition on account of scarcity of texts. From the responses, it was evident that teachers had some basic knowledge of strategies to use for a particular teaching experience despite their being unable to distinguish between methods and techniques.

Surprisingly however, lesson observations revealed a number of issues regarding teachers' proficiency to teach literature using the 'methods' they mentioned. A number of lessons observed were more teacher-centred than interactive. A possible explanation for this is what has been discussed above, lack of adequate teacher preparation in literature teaching methods. The teachers mainly relied on schemes of work which were extracted from the Literature in English syllabus. However, it should be noted that the (2013) Literature in English syllabus does not prescribe any particular method to be used. Instead, it simply offers guidance on how the teacher should approach the teaching of various aspects of the subject. This corresponds to the contention by some scholars that there is no singled out best approach to be used in teaching literature (see El Helou 2010; Carter 2007; Ikonne 2016). Nonetheless, teachers ought to be able to choose strategies they consider appropriate for a given text and context. It was also discovered that a number of teachers were using the provincial common schemes of work irrespective of the text that was being taught. The common schemes showed suggested content to be taught and how it should be taught. The weakness that was noted was that different teachers were teaching different texts at different stages of text coverage. A few teachers or schools



however, had individualized schemes of work which were tailored towards the texts being taught.

Most of the strategies teachers were using contrasted what is currently recommended. It is important that teachers incline themselves more towards the use of learner-centred than teacher-centred strategies. By so doing, teaching would be in line with UNESCO's recommended methodology of teaching that fosters more modern approaches such as democratic participation in classrooms, cooperative learning, problem solving and interactive pedagogical practices (UNESCO 1996). Interactive strategies are also in line with motivational theories that encourage humanistic approaches (see Maslow, 1971 as cited by McLeod, 2018). Such strategies put learners in control of their learning and help make them healthier, stronger and more confident. The fact that the use of a variety of attractive techniques in the teaching and learning of literature can improve learner attitudes has been recognized (see Ghazali, 2008). Furthermore, the use of such strategies would mean that teachers look at learners as responsible persons who know what they want and who can determine their own destinies. This calls for teachers who are positively motivated to face any challenge coming their way. Tohidi and Jabbari (2012:821) highlight the importance of motivation in the following assertion:

Researchers have shown that employees with high job motivation show greater commitment to their job; on the other hand, workers who feel more commitment even when things are not moving forward according to the procedure, minimize the impact of this problem.

This observation is quite applicable to the teaching and learning of literature where many challenges have been recorded. For that reason, the two theories of motivation also apply to the teachers' situations especially when they have to face challenges in the teaching of Literature in English. This is only possible if teachers are motivated to see the value of Literature in English (cf. Vroom, 1964 Expectancy theory).

Additionally, lesson observation revealed that even when some teachers had indicated some learner-centred techniques on their lesson plans, most lessons were still more teacher-centred and undemocratic. Teacher-centred strategies were still prominent even in cases where teachers had planned to use some learner-centred techniques such as discussion, role-play and debate, for instance. Use of role-play was mainly restricted to some learners taking turns to read lines of characters

assigned to them in the case of plays such as *Kongi's Harvest* while the teacher(s) still exerted control over the deliberations through the use of teacher exposition and questioning techniques. It should be noted that plays like *Kongi's Harvest* need to be dramatized rather than simply read out aloud for learners to effectively grasp them. In short, while teachers seemed to be quite passionate about using some learner-centred strategies, the execution of the activities was poor. The result was that in most of the lessons, a number of learners remained passive in the lessons.

Hwang and Embi (2007) list the following as some approaches that can be employed purposely in literature lessons: the information-based approach, the language-based approach, personal-response approach, paraphrastic approach, moral-philosophical approach and the stylistics approach. For instance, if one wishes to give learners more background material or information about an author or the setting of a particular text, then the information based approach, which is chiefly teacher centred, would be ideal. The following descriptions give a methodological analysis of some of lessons observed:

Teacher 1 was teaching the novel *Arrow of God* by Chinua Achebe. The lesson was intended to focus on *Language* and *debate*. The teacher mainly used the teacher exposition and question and answer techniques for most parts of the lesson. This was coupled with the reading technique, where the teacher personally read to the class from the text. It should be noted that the *teacher reading technique* is a very good technique especially when a teacher wishes to model good reading habits in learners (see Ikonne 2016). However, caution should be taken by the teacher that he or she does not over-use this technique. Occasionally, the teacher posed short questions to which he provided partial answers for the class to complete with a few words and learners did so in chorus fashion. As the lesson progressed, the teacher began asking long winded questions apparently intended to get the learners to discuss or debate. This did not yield the desired result as some pupils seemed confused by the long winded questions. Only a few learners took part in answering the questions and 'discussion(s)'. From time to time, the teacher provided long explanations at the end of which he would pose short questions for the class to complete. So, the objective to get learners to debate failed on account of poor implementation.

The other objective of the lesson was also not properly implemented. The teacher simply mentioned the aspect of *language use* in the writings of some Western African writers like Chinua Achebe but gave no concrete example; neither did he ask learners to pick out any such instance of language usage from the part that had been read. Thereafter, the teacher proceeded as he had done throughout the lesson. The teacher had probably intended to employ the Language based approach. If so, the teacher could have given debate more time. Other tasks which could have been undertaken are cloze and ranking activities (cf Hwang and Embi 2007) which encourage closer communication among learners working in pairs or groups (Lewis, 2017). While the teacher's intention and motivation were quite good, the execution was poor mainly because the teacher still exerted much control on the activities through the strategies he employed. This finding corresponds to Zulu (2018) who established that most of the techniques or activities that teachers regarded as being communicative were characterized by the extensive use of the question and answer technique. There is need for teachers of literature to move towards being facilitators (cf. Van der Walt, 1990; Harmer, 1995; Holliday, 1997 as cited in Al-Majid, 2006). The researcher also noted that though there were about ten (10) copies of the set text, learners did not read the books in their free time as the texts were often retrieved after lessons. That was probably why the teacher opted to read to the learners throughout the lesson.

Teacher 2 was teaching the text, *The Government Inspector*, a play by Nicolai Gogol. The objective of the lesson was to define *character* and *characterization* as well as *analyzing* some key characters in *The Government Inspector*. The teacher used question and answer, teacher exposition and discussion techniques. At the beginning of the lesson, the teacher engaged learners in talking about the concepts of *character* and *characterization*. She achieved this by the use of question and answer and teacher exposition techniques. Learner participation was high showing that learners were generally interested in the lesson. The use of intertextuality demonstrated learners' understanding of literary concepts as they were able to refer to other texts already covered such as *The River Between*. Furthermore, learners demonstrated general ability to use relatively longer sentences to express their ideas. Learners showed some level of understanding of the story line in the play. Besides that, the teacher linked the discussion on *character* and *characterization* to learners' own

situations, thereby making the lesson and the subject relevant and meaningful to the learners.

During the pair discussion stage of the lesson, the teacher gave the learners a few minutes to discuss and list some character traits of Hlestakov and Anton Antonovich. The teacher went round listening to pupils' discussions. Thereafter, the teacher used whole class discussion. She asked each pair of learners to mention the traits they had come up with for each of the characters. The teacher jotted down each character's traits on the board. Towards the end of the lesson, learners were availed the opportunity to ask questions. She did not provide the answers but allowed fellow learners to answer the questions. From the interaction in the lesson, it was apparent that the teacher was most likely using the reader-response approach as she attempted to get learners to respond to the text (see Hwang and Embi 2007). Additionally, it was apparent that there was positive rapport between the teacher and her learners. This corresponds to Skinner et al. (2012) who opine that 'teachers, through the quality of interactions with students have the ability to shape motivation and engagement in the classroom.

Teacher two used a combination of techniques in the lesson in line with Ikonne (2016). The level of learner motivation or interest in the lesson was noticeable. From the nature of comments made by learners, it was evident learners had had time to interact with the text. There were about 20 copies of the text implying that two pupils shared a copy. This probably was what enabled the teacher to design interactive activities.

Teacher 3 was teaching the novel *Mission to Kala* by Mongo Beti. The topic of the lesson was the *synopsis* or *summary*. The teacher mainly used teacher exposition and question and answer techniques to present details of the author and background information regarding the setting of the story. Learner participation in the lesson was quite limited as they (the learners) mainly responded by chorused responses of 'Yes' and 'No.' The lesson only lasted for barely forty minutes though it was supposed to have taken eighty minutes or two periods. It was evident the lesson was a repeat as it had been taught and observed by the Head of Department (HoD) a week earlier; the lesson plan as well as the records of work clearly showed that. Despite this, the teacher did not cover all the activities indicated on the lesson plan such as giving

learners an exercise. This revealed some short-coming regarding the tendencies of some teachers. Clearly, the teacher was unprepared for the day's lesson as he had no lesson plan for the day/ period in question. Besides, the lesson was heavily teacher-centred, owing to lack of prior preparation on the part of the teacher. The teacher simply glossed over what he had already covered in the previous lesson leaving out some aspects of the lesson that were indicated on the lesson plan. The learners too, did not seem to have done any prior reading. There was only one copy of the text, which is for the teacher.

Other than lectures and explanations, the information based approach which the teacher apparently adopted knowingly or unknowingly, could include activities like reading notes and criticisms in work books (see Hwang and Embi, 2007). Therefore, the teacher could have provided learners with more information in terms of notes for them to read through and critique. From a motivational point of view, the lesson could not be said to have been interactive and motivating as learners mostly remained passive. It was clearly evident that one major contributing factor was the critical shortage of novels as there was only one copy for the teacher. Ithindi (2015) opined that the lack of literature materials threatened the overall teaching of literature. As remedy, a multi modal approach incorporating the use of ICT gadgets such as computers, radios, VCRs and overhead projectors (cf. Poonam 2016; Freyn, 2017; Wlodkowski, 1978 cited in Abubakar et al. 2017) could be one possible way of dealing with the challenge. ICT has potential to make teaching motivating and effective. Thus, teachers ought to be provided with necessary morale and material support by school administrators apart from being shown that their efforts are appreciated (see Silver, 1983 cited in Waweru 2012). This scenario also brings to light the critical role that HoDs ought to play in closely monitoring what goes on in literature classes.

Teacher 4 was teaching the novel *The River Between* by Ngugi Wa Thiong'o. The teacher relied heavily on teacher exposition and questioning techniques. It was a double period lesson. Thus, the over-reliance on teacher exposition technique was improper as learners were mainly passive throughout the lesson. Learner responses were short and quite unclear at times such that the teacher had to request learners to clarify their responses. One instance was when a pupil gave the following response regarding the reactions of Muthoni's mother and sister towards her (Muthoni's)

death: *they wept without showing tears*. The teacher asked, *how do you know they wept?* A similar instance was when another pupil responded as follows: *they wept without speaking?* The teacher asked, *Without speaking? When weeping, people speak?*

Despite the short-comings mentioned, there were some positives. The teacher tried to link the lesson and themes being studied to biblical issues. Certain aspects of the story, i.e. characters names from the text were compared to those found in the Christian Bible. Thus, in this way, the teacher endeavored to make learners grasp the historical background and thematic foundation of the text or story. Furthermore, the teacher attempted to direct learners' attention to language usage in the text. For example, he referred to the use of personification in the story. He gave an example of the following statement: *On the day the General died, the Sun refused to shine*. Thereafter, the teacher explained to the learners where personification was used in the novel. He referred to the following statement as an instance of personification: *The cattle did not make noise as they came home as if they knew what had happened* (cf. the Language based approach). The teacher also asked learners to comment on Muthoni's disobedience. Apparently, he was trying to get learners to explore the moral aspects of the story, hence the moral philosophical approach (cf. Hwang and Embi, 2007).

The class had about 20 copies of the text and learners had access to the novels for them to read in their free time. That being the case, more learner-centred techniques could have been employed. The use of a vast range of teaching methods enhances effective learner performance (see Tomlinson 1999 as cited by Simuchimba, 2016). Another significant finding was the fact that over half of the pupils were missing from the lesson. The reasons for this were unclear especially considering the fact that most learners were boarders. Most likely the absence of some learners could have been as a result of lack of interest.

In conclusion, it can be stated that the lesson was more teacher-centred than learner-centred. Though the teacher was quite enthusiastic, his lesson lacked variety. Besides that, the class was given no practical exercise to complete in class or as a take home exercise.

Teacher 5 was teaching the Play *Kongi's Harvest* by Wole Soyinka. She had another female teacher as co-teacher. The reason for having a co-teacher was unclear, but it appeared that the teacher was not quite conversant with the text that was being taught. She began by asking the learners some questions to ascertain what they still remembered about some characters like *Daodu*, *Segi* and *the Aweris*. The learners had difficulty answering the questions. Then the teacher assigned two learners, a girl and a boy, to read lines of characters from the photocopies of the play. Their reading was characterized by a lot of mistakes as the learners had serious problems with the pronunciation of words and names. The teachers had to frequently assist the learners on this aspect. After the reading by the pair, the teacher posed some questions to the class which the learners had challenges answering correctly. The two teachers struggled to get the learners to give correct responses by means of cues. At one time the teacher had to request the learners to re-read the portion they had read. Apart from the reading part, learner participation was marked by challenges; learners were unable to correctly answer the questions posed by the teacher let alone engage in any meaningful discussion. Though the lesson was supposed to be a double period, it only lasted for about a quarter of an hour.

The teacher then apologized to the learners for not having had literature lessons for a long time. She explained that it was due to the non-availability of novels (apparently, the class had not been learning the subject for close to a term). This apparently accounted for the challenges the teacher was facing in the delivery of the lesson. This corresponds to Ithindi (2015). The teacher also explained that they would complete the analysis of *Kongi's Harvest* by the end of the term. This was the second text they were covering out of the expected five (learners have to thoroughly analyse at least five texts if they are to do well in the final literature examinations). It appeared that there was little or no support from the administration otherwise the learners would not have stayed that long without learning the subject. The teacher would also not have become despondent to the extent of almost suggesting that the subject be abandoned. Administrators need to ensure that teachers are supported to enhance their feeling of self-efficacy (see 3.2.1) to enhance teacher performance. One other observation was that there were only ten learners who had attended the lesson. More than two thirds of the learners were missing.

### **6.3.1 Summary**

Lesson observation among other things revealed that teachers heavily relied on teacher-centred strategies. This was so even in lessons which were meant to use learner-centred strategies such as discussion, debate and role-play. In instances where role-play technique was attempted, for instance, learners were simply made to read characters lines from the play, *Kongi's Harvest*. Lesson observations also revealed that in most schools, learners only got to read or listen to the texts being read in the literature lessons and that a number of schools were experiencing serious shortages of set novels. This was what probably led to the over-reliance on teacher-centred techniques. Some teachers made use of photocopies of the set texts. In all the observed lessons, ICT was hardly utilized. Thus, of the five lessons described above, only 'lesson two' could be said to have incorporated really interactive activities. Lesson 'three' and 'five' were poorly implemented. The two lessons had one thing in common; the serious shortage of texts.

### **6.4 The attitude of teachers and learners towards the teaching and learning of Literature in English**

The third question was to establish the attitude of teachers and learners towards the teaching and learning of Literature in English. This was mainly achieved by the use of face to face interviews with teachers of Literature in English, focus group discussions with Grade 12 pupils taking the subject and face to face interviews with former learners who failed Literature in English. Data collected revealed that both teachers and learners held different attitudes towards literature.

Face to face interviews with teachers of literature for example, revealed that teachers held different attitudes towards the subject. While a number of teachers revealed that they enjoyed teaching the subject, a few others indicated that they had been forced to teach the subject and that they were just beginning to enjoy teaching it. Some teachers indicated that they had volunteered to teach the subject because other teachers in the Literature and Language departments were shunning teaching it. The findings implied that negative attitudes existed among teachers. The findings correspond to (Simuchimba, 2016; Sanoto, 2017). The findings also show that attitudes do not remain static but can change based on the use of appropriate teaching materials and techniques as well as exposure to the subject (cf. Ghazali, 2008).



Additionally, some teachers indicated that they were adequately prepared to teach literature and that they had the passion for the subject. One of the teachers even indicated that without a positive attitude, it was difficult to teach literature because it involved reading extensively (see Sanoto, 2017).

Yet other teachers expressed conditional attitudes by indicating that they would enjoy teaching the subject if only enough teaching and learning materials were made available. Furthermore, teachers' attitudes seemed to correlate with the way they delivered their lessons as most lessons were mainly characterized by use of teacher-centred techniques. The findings correspond to (Al-Magid, 2006; Mwanza, 2016) who established that effective implementation of the CLT and the eclectic approaches respectively, was dependent on teachers' positive attitudes. Giuria (2015) also established a connection between a teacher's views about literature and their implementation of the curriculum resulting in very different practices.

The findings also showed that teachers' attitudes towards Literature in English were a factor in the performance of both teachers and learners in the subject (cf. Sanoto, 2017). From a motivational point of view, the findings suggest that with encouragement and assistance, teachers of literature can develop positive attitudes. This could be done through holding of Continuous Professional Development (CPD) sessions at school and inter-school, district or even provincial levels. Additionally, the findings show that motivation can play a significant role in improving the attitudes and performance of teachers. As such, teachers of literature should be made to appreciate the importance of the subject and consequently to see why the subject must be taught to learners. School administrators and supervisors can play a significant role in building teachers' self-efficacy as far as the teaching of the subject is concerned.

Data from focus group discussions with Grade 12 learners revealed that they too held different attitudes towards Literature in English. Some learners indicated that they enjoyed learning the subject while others stated that they did not willingly decide to learn the subject, implying that they had held negative attitudes before. Though a few other learners felt that literature was a simple subject, there were some who openly pointed out that it was difficult. Lesson observations held also revealed that even fewer learners were passionate about learning the subject as most learners remained

passive during lessons. This could be attributed to a number of factors including the methods used in the lessons. Many learners neither asked questions nor volunteered to answer questions. (Ghazali, 2008) established that students with positive attitudes spend more effort to learn by using strategies such as asking questions, volunteering information and answering questions.

The use of strategies employing interactive activities can change the way learners relate to the subject. Humanistic approaches create stronger, healthier people who are able to take control of their lives (Maslow, 1971 cited by McLeod, 2018). Additionally, a more humanistic approach to education in which participants are valued can help develop and fulfil the affective needs of learners which relate to their attitudes. Betz (2010) opined that the level of motivation a student exhibited in his or her learning depended on the three perceptual relationships of expectancy theory. This entails that apart from using humanistic approaches, learners ought to be aware of the benefits that can accrue to them from learning literature.

Interviews with former learners who failed literature revealed that they too had held different attitudes towards the subject. Some former learners stated that they used to enjoy the subject though they admitted experiencing some challenges such as the way questions were asked and problems related to understanding English language. Yet other former learners openly stated that literature was a difficult subject. This entailed that they used to hold negative attitudes towards the subject. The reasons cited were the number of books that they had to study and the fact that some of them were from rural areas where exposure to the English Language was limited (see Kateregga, 2014; Ithindi, 2015 on the effect of language difficulties on learner attitude to literature). Such challenges can be tackled through the use of the scaffolding technique (cf. Lewis, 2017) which is in line with the paraphrastic approach (see Hwang and Embi 2007). Additionally, some former learners indicated that they did not enjoy learning the subject because they were not fans of reading.

These findings also indicate that attitudes were a significant factor in the teaching and learning of literature. The findings further revealed that some former learners found literature interesting except for the fact that they faced certain challenges which hindered them from fully appreciating the subject. Additionally, the findings revealed that motivation was a significant factor in teaching and learning of

Literature in English (cf. Munsaka 2011). Kochhar (1985) opined that all methodological challenges were problems of motivation and learning, perception and thought. In view of this, teachers can do much to ensure learner engagement and motivation in the subject. Thus, the challenge is for the teacher to create conducive learning environments for all learners through the use of a variety of learner-centred strategies that engage them in communicative discourses with the teacher and with each other (Tomlinson 1999 as cited by Simuchimba, 2016). Use of such strategies results in learners becoming more confident and communicatively competent (Lazar 1993; El Helou 2010).

In conclusion, data from interviews with teachers and focus group discussions with Grade 12 pupils as well as face to face interviews with former learners who failed the subject revealed that both teachers and learners held different attitudes towards the subject. Both positive and negative attitudes towards the subject were recorded among the teachers and pupils. The findings also showed that both methodological and motivational factors were at play. Furthermore, the findings revealed that attitudes of teachers and learners towards Literature could change given the use of interactive strategies and supportive conditions. Therefore, teachers and learners should be helped to appreciate the value of Literature in English. For that reason, school administrators, supervisors and teachers should ensure that the affective needs of both teachers and pupils are attended to. Once teachers and pupils understand that their efforts are valued and will be rewarded, they will strive to overcome all odds to get tasks done (Abubakar et al. 2017; Bauer 2016). Consequently, they would strive towards self-actualization (see Maslow 1943; McLeod 2018) to become all that they wish to become.

### **6.5 Factors contributing to poor performance of Grade 12 pupils in Literature in English examinations in Western Province of Zambia**

The fourth question was to establish factors contributing to the poor performance of Grade 12 learners in Literature in English examinations in Western Province of Zambia. This was accomplished through face to face interviews with teachers of Literature in English; focus group discussions with Grade 12 learners; lesson observation and face to face interviews with former learners who failed the subject. The findings revealed that teachers and learners faced many challenges which

probably contributed to the poor performance of Grade 12 pupils in Literature in English national examinations in Western Province of Zambia. The findings correspond to other studies on factors contributing to poor performance in English language and literature (cf. Işıklı & Tarakçıoğlu, 2017; Anwar, 2017; Chazangwe, 2011).

One of the findings was that a number of teachers of Literature in English were not adequately prepared to teach the subject. The finding corresponds to Işıklı & Tarakçıoğlu, (2017) who observed that teacher incompetence was one of the many challenges that were being faced following the introduction of literature as a separate subject into Turkish High School curriculum. Manchishi and Mwanza (2016) suggested that for teachers to be adequately prepared, both the in college peer teaching and school based teaching should be practical. They believed teacher training was key to the quality of teachers who would eventually be teaching in secondary schools. Furthermore, the findings revealed that more than half of the teachers of Literature in English lacked subject background knowledge as they did not take the subject during their secondary school education. The need for teachers to possess both the content and methodological knowledge is crucial to the success of a teacher. Thus the findings have implications on teacher training in Zambia where teacher training institutions have to ensure that teacher training especially for teachers of Literature in English is responsive to the needs of teachers upon graduation (Manchishi and Mwanza, 2013, Manchishi and Mwanza, 2018). The findings correspond to (Sanoto, 2017). Wampembe (2016) opined that the move which was taken making literature an optional subject deprived both teachers and learners opportunities for further, future development in the subject. Findings also revealed that some teachers had recently been promoted from primary schools to teach secondary school subjects such as English language and Literature in English. The study also established that seventeen out of the twenty teachers of Literature in English interviewed had less than five years' experience of teaching the subject. These factors probably accounted for the teachers' inability to use appropriate interactive teaching strategies. Although the study noted that no single method is simply the best in as far as the teaching of the subject is concerned, it was evident that a number of teachers lacked in terms of subject background knowledge,

knowledge of pedagogy and experience. However, the fact that some teachers taught the subject out of passion implied that motivation played a significant role.

The study also established that some teachers held negative attitudes towards literature leading to inappropriate strategies (cf. Mwanza, 2017; Zulu, 2016; Chishipula, 2016; Simbeye, 2016) which in turn contributed to poor or negative attitudes on the part of learners. This was particularly noticed in literature lessons where a number of learners remained passive. Furthermore, some teachers claimed that they were forced to teach literature by their administrators, implying that some teachers viewed the subject negatively. Nonetheless, some teachers indicated that they had passion for teaching the subject though they did not have much subject background knowledge. Thus, it can be argued that there is a close connection between methodology in literature classes and motivational factors (cf. Kochhar, 1985). Thus, there is need for schools and zone coordinators to hold seminars with teachers in order to motivate them. As Mwanza (2017) puts it, the attitudes of teachers often directly impact the implementation of curriculum such as the teaching of Literature in the context of this study. Another study by Mwanza (2017) revealed that teachers in fact need both thorough understanding of the subject and hold positive attitudes towards the subject in order to yield positive results.

Another aspect worth discussing and probably related to the aspect of negative attitudes is the question of poor reading culture of some teachers and learners. Some teachers and some former learners of literature indicated that they were not fans of reading implying that they did not read extensively. This corresponds to (Simbeye, 2016) who established that lack of a reading culture among teachers and learners was one of the contributing factors to the challenges observed in the writing of English composition by Grade 12 learners. Equally, extensive reading is considered a pre-requisite for a successful Literature programme (see Sanoto, 2017). As remedy, Kateregga (2014) suggested the enhancement of a reading culture in learners early in the education system. The poor reading culture of some teachers was also evidenced by the fact that they only read the study texts at the same time as their pupils (during literature lessons) instead of doing so well in advance. Teachers with negative attitudes to literature would not love to read extensively resulting in their teaching methods suffering significantly as they would be limited in their knowledge and understanding of the texts. Consequently, it was highly likely that they transferred

the same negativity to their pupils (cf. Sanoto, 2017). Learners with negative attitudes would normally remain passive in literature lessons (cf. Ghazali, 2008), exhibit poor reading culture and ultimately perform poorly in examinations. This finding entails that both teachers and learners require motivating. It is crucial that teachers demonstrate a love for reading to their learners because without it, they would only transfer negative attitudes. As hinted above, while Kombe and Mwanza (2019) emphasize the need for teacher preparedness, Mwanza (2017) argued that teachers need both competence and positive attitudes in order for them to carry out their duties efficiently and effectively.

The study further established that low literacy levels among learners were another challenge teachers faced. The findings correspond to (Chishipula, 2016; Ghazali, 2008; Simuchimba, 2016; Kateregga, 2014). This factor was also corroborated by former learners who failed the subject. Some former learners stated that they could not understand English as they were from rural areas. Kateregga (2014) suggests that teachers can speak to such learners using simple sentences while Ghazali (2008) recommends the use of various approaches such as extra classes or tuitions, organizing talks by speakers from similar backgrounds and getting support from the corporate sector to increase students' proficiency levels. Teachers who are well motivated are able to expend their energies to help learners facing difficulties if they are convinced that their efforts would be appreciated and yield positive results (cf. Maslow 1943; McLeod 2018).

The study also established that the problem of low proficiency levels in English among learners was aggravated by the lack of teaching and learning resources. A number of schools were experiencing serious shortage of texts under study. Four out of the ten study schools had only single copies of the texts being studied. The following were the texts that learners in the affected schools were studying: *Song of Lawino*, *Mission to Kala*, *Romeo and Juliet* and *Kongi's Harvest*. These are some of the texts that are usually considered quite difficult by teachers and learners. The finding concerning lack of teaching and learning materials corresponds to Simuchimba, (2016) who identified the scarcity of teaching and learning materials and negative attitudes to the subject to be equally critical factors. Mwanza (2012) and Mwanza (2020) also found that lack of suitable and adequate teaching materials are a big contributors to low literacy levels and generally low academic achievements by

pupils in schools. Most likely this (the scarcity of novels) impacted negatively on the choice of teaching strategies leading to poor lesson implementation. This is what probably led to teachers resorting to the use of teacher-centred techniques such as reading out to the learners since the learners did not have access to the novels for them to read in their spare time. Mwanza (2016) argued that availability or lack of teaching materials have a huge influence on the methodological choices made by a teacher. As such, teaching strategies were greatly affected leading to negative attitudes by both teachers and learners. Additionally, in some institutions teachers seemed left alone to fend for themselves in as far as the search of set texts was concerned. It is important that teachers are supported by their administrators as this would make have a sense of belonging thereby contributing to their motivation (cf. Maslow's Hierarchy of needs). Motivated teachers would be able to diligently apply themselves to their tasks defying such odds (cf. Bauer, 2016).

Another finding identified by the study which is probably linked to the use of inappropriate or poor strategies and attitudes was absenteeism and late coming by some Grade 12 learners. This problem was identified in at least three out of the ten literature lessons the researcher observed. In one of the classes, more than three quarters of the pupils were missing from the lesson when the lesson commenced. At the end of the period which was a double, only half of the learners were in class. The learners were probably not very passionate about learning the subject. Some former learners indicated that they used to dodge lessons owing to the fact that they found literature difficult and uninteresting. Poonam (2014) and Lewis (2017) propose the use of a multimodal approach involving the inclusion of ICT in literature lessons as a way of enhancing learner engagement and motivation. It has been established that the use of appropriate methods by teachers can help enhance learner engagement and interest in literature lessons thereby enhancing learner performance (see Ghazali, 2008, Mwanza, 2020 ).

The study further established that some teachers failed to complete the analysis of set texts in good time. By the end of Term One of Grade 12, one literature class at a certain school had barely commenced the analysis of the second set text implying that three texts had to be covered in the remaining two terms of Grade 12. It is very unlikely that learners can perform very well in such circumstances. Apparently, this could be attributed to the serious shortage of set texts. This factor was also noted by

some former learners who failed literature. Most likely failure to complete the analysis of set texts in good time was one of the contributing factors to the poor performance of Grade 12 pupils in Literature in English examinations in some schools in the province. The study also established that another possible cause for the failure to finish the analysis of texts was the transfer or movement of teachers from one school to another.

Yet another factor that was identified was the failure to expose learners to examination type of questions in good time. This challenge was highlighted by former learners who failed literature. Some former learners attributed their failure to challenges they faced answering final examination questions. They indicated that learners should be exposed to examination type questions in good time. This finding somehow corresponds to (Mudenda, 1987; Simuchimba, 2016). Mudenda (1987) identified teachers' poor questioning technique as a factor affecting learner performance in literature. That study noted that teachers tended to use lower order type of questions in literature lessons. On the other hand, Simuchimba (2016) established that learners lacked adequate training in English academic writing. This can be attributed to teachers lacking adequate teacher preparation or training, basic subject background knowledge and experience.

In summary, there are a number of challenges or factors accounting for the low performance of grade 12 pupils in Literature in English. As stated above, this has implications on teacher training for both pre-service and in-service. Those who are college need to be trained in the right methodologies and prepare them adequately for the job of teaching literature. Those who are already teaching need refresher courses through workshops and CPDs in order for them to improve their capacity to teach literature in English. Banda and Mwanza (2020) as well as Mwanza (2016) argue that the successful implementation of any curriculum depends on the adequately prepared and informed teachers.

## **6.6 Summary of findings**

The study has established that teachers and learners of Literature in English face many challenges which impact negatively on the teaching and learning of the subject thereby contributing to poor performance of learners in Literature in English



examinations in Western Province of Zambia. The challenges include inadequate teacher preparation; lack of subject background knowledge among most teachers; inexperience of some teachers; use of inappropriate teaching strategies; negative attitudes of teachers and learners towards the subject; poor reading culture among teachers and learners; low learner proficiency levels in English; lack of teaching and learning materials; absenteeism and late-coming among learners; failure to complete the analysis of set texts and failure to expose learners to examination type of questions in good time. The study contends that motivation is another key factor that influences the performance of teachers and learners in Literature in English.

## **CHAPTER SEVEN: CONCLUSION AND RECOMMENDATIONS**

### **7.1 Introduction**

This chapter presets the main research findings in reference to the research questions. The chapter further makes recommendations for the possible remedial measures to be taken by respective persons, organizations and key stake holders in the Ministry of General Education (MoGE). The chapter further suggests areas for further future research in the field of Literature in English.

### **7.2 How prepared are the teachers to teach Literature in English in Western Province?**

To answer this question, face to face interviews were conducted with twenty (20) teachers of Literature in English. The study revealed that while a number of the teachers claimed that they were adequately prepared to teach Literature in English because they took some literature courses at tertiary level, other teachers regretted the fact that the subject was treated as a component of English language. This entailed that the teachers felt that the training they received was inadequate. Yet other teachers however, indicated that since they had the passion, they could teach Literature in English because it involved reading extensively. The study further revealed that some teachers of Literature in English did not have adequate subject background knowledge as they did not take the subject (literature) at secondary school level implying that some of the teachers lacked what can be termed Pedagogical Content Knowledge (PCK). In addition, the study revealed that a number of teachers of Literature in English had little experience of teaching the subject; some of the teachers had barely one year's experience of teaching literature and yet they were handling examination classes. In conclusion, the study established that a number of teachers of Literature in English were inadequately prepared to teach the subject.

### **7.3 What are the methods teachers of Literature employ to teach Literature in English?**

To answer this question, face to face interviews were conducted with Heads of Literature and Language departments and teachers of Literature in English. Lesson

observations were also carried out to triangulate the interview data. The findings revealed that though teachers of Literature in English seemed to have basic knowledge of some strategies used in teaching literature, a number of them mistook techniques for methods. The confusion could be attributed to lack of adequate teacher preparation resulting in gaps in the knowledge received. Another reason was that many of the teachers of literature were inexperienced and lacked subject background knowledge in literature. Furthermore, the inadequate understanding that teachers exhibited could have been due to the fact that teachers were mostly familiar with the activities which they implemented in literature lessons as opposed to methods which are abstract. Yet another possible explanation could be that they had forgotten most of the things they had learnt at tertiary level especially given the fact that some of them might have held negative attitudes towards literature studies whilst doing their teacher training programmes.

Besides that it should be noted that the Literature in English syllabus is silent on the aspect of methods. It (the syllabus) only presents suggestions of steps and activities to be taken in presenting literature lessons in a comprehensive manner. Despite the fact that a number of teachers were unable to correctly mention the different methods used in the teaching of Literature in English, they seemed to have basic knowledge of some learner-centred techniques that could be used to present literature lessons. None-the-less, what was surprising was that lesson observations revealed that most lessons were more teacher-centred than learner-centred leading to most learners remaining passive in the lessons. This too could be attributed to lack of firm grounding in the area of literature teaching pedagogy.

The study also revealed that though some teachers included some learner-centred activities on their lesson plans, the lessons still remained chiefly teacher-centred as teachers still exerted control on the interactions in the lessons. The study further established that negative attitudes to the subject can be linked to the use of inappropriate teaching and learning strategies and that the use of more interactive techniques could improve learner motivation. Therefore, the study affirmed that methodological challenges faced in Literature in English were mainly motivational in nature.

#### **7.4 What are the attitudes of teachers and learners towards teaching and learning Literature?**

To answer this question, face to face interviews were conducted with teachers of Literature in English and former learners who failed the subject. Focus group discussions were also held with Grade 12 pupils taking Literature in English. Findings revealed that both teachers and learners held different attitudes towards Literature in English. While a number of teachers claimed that they enjoyed teaching the subject, other teachers held conditional attitudes. They stated that they would enjoy teaching literature if enough teaching and learning materials were made available. Yet other teachers of literature indicated that they had been forced by their superiors to start teaching the subject. They stated that their superiors' argument was that since they had been trained as teachers of English, they could also handle the subject. This implied that negative attitudes still persisted among teachers trained to teach English language some of whom often shunned teaching literature. One teacher indicated that she was not a fan of reading.

The findings further revealed that learners too held different attitudes towards the subject. While a number of learners stated that they enjoyed learning literature, there were some who openly expressed negative attitudes towards the subject. Some of these learners indicated that Literature in English was a difficult subject which involved reading too many books. Additionally, some learners stated that the subject was difficult because of the difficult English words used in some prescribed texts. Most of these findings were corroborated by former learners who failed the subject. In fact, the study revealed that the former learners who failed the subject also had held different attitudes towards the subject. Some former learners indicated that they used to enjoy learning literature though they found literature difficult because of a number of factors such as the way questions were asked in the examinations, language problems and shortage of novels. Other former learners who failed the subject openly stated that they did not like literature as they found it boring and that they were not fans of reading.

All in all, the findings revealed that both teachers and learners held different attitudes towards the teaching and learning of Literature in English. The study also established that attitudes were not static as some teachers who initially held negative attitudes

towards the subject had started developing interest in it. The study holds that use of interactive strategies and inclusion of ICT in literature lessons can help improve attitudes towards the subject.

### **7.5 What are the factors that contribute to the poor performance of Grade 12 pupils in Literature in English examinations in Western Province of Zambia?**

To answer this question, face to face interviews were conducted with HoDs, teachers of Literature in English as well as former learners who failed the subject. Additionally, focus group discussions were held with Grade 12 pupils taking Literature in English. Lesson observations were also conducted. The multi-method approach was used to triangulate the research findings. The study revealed that both teachers and learners of Literature in English faced a number of challenges which most probably contributed to the poor performance of Grade 12 pupils in Literature in English examinations in Western Province of Zambia. The study also established that apart from being inadequately prepared, some teachers of Literature in English lacked subject background knowledge as they did not take the subject during their secondary school education and that a number of them were inexperienced; most of them had literature teaching experience of five years or less. The findings further revealed that as a result, a number of teachers employed inappropriate teaching and learning strategies which probably contributed to some pupils developing negative attitudes towards the subject. The findings further revealed that teachers and learners held different attitudes towards Literature in English. Apart from that, the findings revealed that both teachers and learners exhibited poor reading culture another effect and evidence of their negative attitudes towards the subject. This challenge was compounded by low learner proficiency levels in English language. Yet another related factor was the fact that some institutions were experiencing serious or acute shortage of teaching and learning materials. The study also revealed that other factors such as absenteeism and late coming of learners, failure to complete the analysis of set texts in good time as well as not exposing learners to examination type questions early enough were possible contributing factors to the poor performance of Grade 12 pupils in Literature in English examinations in the Western Province of Zambia.

The study concludes that most challenges were methodological in nature and thus, they could be tackled using motivation strategies that enhance the interest and

engagement of teachers and learners thereby improving learner performance in Literature in English examinations in Western Province in particular and Zambia in general.

## **7.6 Recommendations**

This study makes the following recommendations as a consequence of the research findings discussed and presented in chapter five and six:

- (1) The study established that a number of teachers of Literature in English were inadequately prepared, inexperienced and lacked subject background knowledge in Literature in English. Consequently, the study recommends the holding of Continuous Professional Development (CPD) programmes at school, district and provincial levels to enhance teachers' knowledge and competences thereby improving their self-efficacy as far as the teaching of Literature in English is concerned.
- (2) The study also established that teachers faced challenges in terms of teaching strategies used in teaching different set texts. Coupled with the fact that most of them were inexperienced and lacking in subject background knowledge, the study suggests that teachers of Literature in English should specialize in the teaching of set texts. For example, one teacher could handle two texts; another teacher could also handle two of the set texts while the last text could be tackled by yet another teacher. This would avail the teachers (especially novice teachers) adequate time to prepare lessons as well as teaching and learning resources. Teachers would also not be faced with the challenge of reading too many books some of which they may not understand very well. Alternating in handling a given class of learners taking Literature would also expose learners to a variety of learning modes thereby increasing motivation.
- (3) The study further established that motivation played a major role in the teaching and learning of Literature in English and that teachers and learners held different attitudes towards Literature in English. Therefore, the study recommends that hardworking or outstanding teachers and pupils of Literature in English should be recognized and rewarded accordingly at school, district or provincial levels to inspire or motivate them. For example, congratulatory letters could be written to outstanding teachers by school administrators and copied to the DEBS and PEOs offices. Such teachers

could also be considered for awards during Labour Day or World Teachers' Day celebrations. Furthermore, such teachers could be sponsored to attend subject association meetings or even sponsored to undertake short or long term studies in their teaching area. On the other hand, outstanding learners could be rewarded by being given partial or full time scholarships at secondary school or tertiary levels.

- (4) The study further noted that there was no uniformity regarding the Literature curricula offered by different tertiary institutions in the country. As a result, the study recommends that the Ministry of General Education (MoGE) should ensure harmonization of programmes in teacher training institutions offering Literature and that it (Literature) should be treated as a separate teaching course from English language.

### **7.7 Proposals for future research**

Literature in English is a subject that is beneficial to learners who diligently attend to it. Notwithstanding this, learner performance in the subject in Western Province leaves much to be desired. As such, a lot of research is still required to establish the state of the subject in the province and in Zambia, and what needs to be done to remedy the situation. This study has shed some light on a number of issues and especially on the role of motivation in the teaching and learning of Literature in English in Western Province of Zambia. Nonetheless, much more still needs to be done in terms of research in the area of literature teaching and learning in the country. Therefore, this study proposes the following topics for further research on the subject:

- The Preparedness of 4<sup>th</sup> Year English language students at selected universities in Zambia to teach Literature in English.
- The effect of motivational strategies on learner performance in Literature in English: A comparative study of Grade Eleven literature classes.
- An Analysis of the Junior Secondary English language Text book contents to establish their suitability for introducing Pre-literature content.

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## APPENDICES

### **Appendix A: Interview guide for Heads of Literature & Language departments and teachers of Literature in English**

School of Education

Department of Languages and social science Education

Dear respondents,

I am a post graduate student at the University of Zambia pursuing a Master of Education degree in Applied Linguistics. I am conducting a research on the '*factors contributing to learners' poor performance of grade 12 Pupils in Literature in English: focusing on Western Province of Zambia*'. The purpose of the study is to isolate and analyze the factors affecting learner performance in Literature in English.' Feel free to express your views as honestly as you can as your contributions or response will be treated with confidentiality. Note that should you, at any point during the course of the interview, feel that you cannot continue you are free to withdraw. The interview will be in two parts; the first part will require you to give biographical information. The second part will seek to get your opinion on literature in English.

#### Part 1.

1. Where were you trained?
2. What qualifications do you hold?
3. Do you have any background knowledge in literature at secondary school level?
4. How long have you taught English language?
5. How long have you taught Literature in English?

#### Part 2

6. Who should teach Literature in English?
7. What can you say regarding learner performance in Literature in English at your school?
8. What methods do you use to teach Literature in English?
9. Do you enjoy teaching the subject?
10. What attitudes do your learners have towards learning Literature in English?
11. What challenges do you and your learners face in teaching and learning Literature in English?
12. What do you think should be done to improve the performance of learners in Literature in English?

THANK YOU FOR YOUR CONTRIBUTIONS!!!

## **Appendix B: Focus group discussion guide for learners of Literature in English**

School of Education

Department of Languages and social science Education

Dear pupils,

I am a post graduate student at the University of Zambia pursuing a Master of Education degree in Applied Linguistics. I am conducting a research on the '*factors contributing to learners' poor performance of grade 12 Pupils in Literature in English: focusing on Western Province of Zambia*'. The purpose of the study is to isolate and analyze the factors affecting learner performance in Literature in English.' Feel free to express your views as honestly as you can as your contributions or response will be treated with confidentiality. Note that should you, at any point during the course of the interview, feel that you cannot continue you are free to withdraw.

Instructions: Our discussion will be on the teaching and learning of Literature in English. I have a few questions to guide the discussion. As stated earlier, feel free to express your views as honestly as you can.

1. What are your views regarding the performance of pupils in Literature in English at your school?
2. What do you think are the reasons or causes for the way learners are performing in Literature in English at your school?
3. Do you find Literature in English enjoyable? Explain.
4. Do you have access to the set texts to read in your spare time?
5. In what ways do you learn Literature in English?
6. What challenges do you face in learning Literature in English?

**THANK YOU FOR YOUR CONTRIBUTIONS!!!**

## **Appendix C: Semi-structured interview guide for learners who failed Literature in English**

School of Education

Department of Languages and social science Education

Dear respondent,

I am a post graduate student at the University of Zambia pursuing a Master of Education degree in Applied Linguistics. I am conducting a research on the '*factors contributing to learners' poor performance of grade 12 Pupils in Literature in English: focusing on Western Province of Zambia*'. The purpose of the study is to isolate and analyze the factors affecting learner performance in Literature in English.' Feel free to express your views as honestly as you can as your contributions or response will be treated with confidentiality. Note that should you, at any point during the course of the interview, feel that you cannot continue you are free to withdraw.

Instructions: Our discussion will be on the teaching and learning of Literature in English. I have a few questions to guide the discussion. As stated earlier, feel free to express your views as honestly as you can.

1. What is your name?
2. When and where did you complete your secondary school education?
3. How did you perform in Literature in English final examination?
4. What reasons can you give for your poor performance in the subject?
5. Did you enjoy taking the subject?
6. Do you enjoy reading?
7. How was literature taught?

**THANK YOU FOR YOUR CONTRIBUTIONS!!!**

## Appendix D: Lesson observation checklist

School: ..... District: ..... Date: .....

No: of pupils in class:.....; Boys:..... Girls:..... Duration:.....

Text being studied:.....Topic / lesson:.....

Lesson objectives:

- i. ....
- ii. ....
- iii. ....
- iv. ....

Teaching and learning aids:

Charts [ ] Pictures [ ] Commentaries [ ] ICT [ ]

Blackboard [ ]

No: of Books (Text being studied) :..... Pupil – book ratio:.....

### Comments on lesson:

**Introduction:** (Methods/ activities)

Question & Answer [ ] Recapping previous lesson [ ] Revising exercises [ ]  
other.....

Duration (in mins): Up to 5 mins. [ ]. 5 – 10 mins. [ ]

### Lesson development:

Methods/activities:

Teacher reading to pupils [ ] Teacher Exposition [ ] Pupil reading to class [ ]

Silent reading [ ] Class discussion [ ] Group work [ ]

Pair work [ ] Dramatization [ ] Debate [ ] Exercise [ ]

Comment on methods / activities:

.....  
.....  
.....  
.....

Duration: 10 – 20 mins.[ ] 20 – 30 mins. [ ] 40 mins. [ ].

**Conclusion:**

Methods/ Activities:

Teacher Exposition [   ]      Q &amp; A [   ]      Revision of exercise [   ]

other.....

Homework given [   ]

Duration: 5 – 10 mins. [   ]      10 – 15 mins [   ]

**General impression:**

(i). Achievement of objectives:

Excellent	Above average	Average	Below average	Poor

(ii). Level of learner participation:

Excellent	Above average	Average	Below average	Poor

(iii). Level of learner interest.

Excellent	Above average	Average	Below average	Poor

Summary:.....  
.....  
.....  
.....



U immerse.  
 - A young woman has run off with a man from another village/tribe. Medza is entrusted with the delicate task of retrieving her.  
 - When he reaches her village he has to wait for her return from another adventure, so he stays with the man, who passes him on as a prodigy of learning.  
 - Medza is entertained,

#### Class Exercise

oral work - Trepidation, delicate, retrieving prodigy

- write notes

#### written work

Pupils to describe the main character in the story.

#### Lesson Conclusion

Teacher gives quick summary of the points.

#### Lesson Evaluation by the Teacher:

The lesson was well delivered with very good pupil participation.

#### H.O.D's Remarks/Comments:

Lesson observed.

A. PLATO

07 FEB 2019

School Date Stamp

05 FEB 2019



# LESSON PLAN

## LANGUAGES DEPARTMENT

NAME: [REDACTED] TIME: 40 MINUTES  
 SCHOOL: [REDACTED] SUBJECT: LITERATURE  
 CLASS: 12 A DATE: 12/02/19  
 LESSON: CHARACTER AND CHARACTERISATION  
 OBJECTIVES; PSBAT: Define Characterisation and Character and  
 then analyse some of the characters in "The Government Inspector."  
 L/T AIDS: "The Government Inspector," Chalk & Chalkboard  
 INTRODUCTION: Brief review of the previous lesson and  
 an introduction to characterisation and character in  
 "The Government Inspector" through brainstorming.  
 DEVELOPMENT: The teacher asks the learners to recall  
 some of the characters encountered in the other set books read

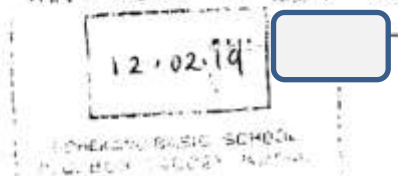
TEACHER ACTIVITY	LEARNER ACTIVITY
<p>- The teacher defines characterisation as a literary device that is used step-by-step in literature to highlight and explain the details about a character in a story. It is a way that the author makes characters in a book or play seem real.</p>	<p>- The learners ask and answer questions.</p> <p>- The learners discuss in pairs how authors use characterisation to accomplish their mission in a given text.</p>

<ul style="list-style-type: none"> <li>- The teacher asks the learners to define a character.</li> <li>- The teacher then defines a character as a person who takes part in a story.</li> <li>- The teacher asks the learners in pairs to discuss the character of Anton Antonovich (the mayor) and Hlestakov the impostor government inspector.</li> <li>- The teacher comments on the presentations and the importance of the two discussed characters in the play.</li> </ul>	<ul style="list-style-type: none"> <li>- Learners define a character</li> <li>- Learners mention the types of characters they know.</li> <li>- In pairs the learners discuss the character of Anton Antonovich and Hlestakov.</li> <li>- Learners at random mention any other characters in the play.</li> </ul>
--	--


CONCLUSION: The lesson will be concluded through the question and answer technique.


FOLLOW UP/HOMEWORK: Analyse any two major characters and another two minor characters in the play.

EVALUATION: The lesson was taught and the objectives of the lesson were met. The learners participated actively in the lesson and proved to follow the story line of the play.



**Appendix F: Endorsed introductory letters from Assistant Dean, Postgraduate  
Studies – School of Education**

  
**THE UNIVERSITY OF ZAMBIA**  
**SCHOOL OF EDUCATION**



Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

Date: 13<sup>th</sup> DECEMBER, 2018

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

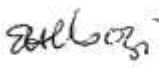
**RE: FIELD WORK FOR MASTERS/ PhD STUDENTS**

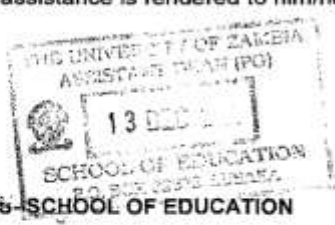
The bearer of this letter Mr./Ms. EDDIE S. MURITA Computer  
number 2016145320 is a duly registered student at the University of  
Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a  
fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

  
Emmy Mbozi (Dr)  
ASSISTANT DEAN POSTGRADUATE STUDIES - SCHOOL OF EDUCATION



cc: Dean-Education  
Director-DRGS



THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION

Telephone: 291381  
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Lusaka, Zambia  
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*To: Head teachers  
Kindly attend  
to him.*

Date: 13<sup>th</sup> DECEMBER, 2018



**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

**RE: FIELD WORK FOR MASTERS/ PHD STUDENTS**

The bearer of this letter Mr./Ms. EDDIE S. MURITA..... Computer number 2016145320..... is a duly registered student at the University of Zambia, School of Education.

He/She is taking a Masters/PhD programme in Education. The programme has a fieldwork component which he/she has to complete.

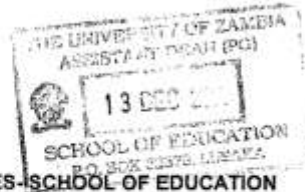
We shall greatly appreciate if the necessary assistance is rendered to him/her/.

Yours faithfully

*Emmy Mbozi*

Emmy Mbozi (Dr)

ASSISTANT DEAN POSTGRADUATE STUDIES-SCHOOL OF EDUCATION



cc: Dean-Education  
Director-DRGS

