

CASE STUDY



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**Why English literature is unpopular in secondary schools?
A case study of Juba City Council in Four Selected schools
South Sudan (CES) – Juba**

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English Language and Literature has been deteriorating under leadership of National Congress Party (NCP) particularly when the government decided to impose Arabic and Islamization on Sudan people and particularly upon African ethnic group in Sudan. The people of Darfur, Blue Nile, Nuba Mountains, East of Sudan, Nubian of Northern Sudan, the central and people of Omdurman and Khartoum were forced to learn Arabic Language. Arabization and Islamization were used as political tool in Sudan. The government in Sudan worked very hard to ensure that the education is Arabized and Islamized. The quality English Language and Literature has been reduced due to Arabization and Islamization policy of replacing English Language and Literature. The deterioration of English Language and Literature is attributed to poor standard of English Language due to policy of Arabization and Islamization when Sudan government decided to drops English Language and Literature. The deterioration of English Language and Literature is also attributed to lack of textbooks, low salaries, unqualified, untrained teachers, demotivation and lack of basic knowledge and skills in primary school level. There was no clear education policy that makes it a top priority in South Sudan. English enriches English Language and exporting their cultures to the world.

Keywords: Exclusion, unqualified, untrained, unattractive salaries.

I. INTRODUCTION

A. Background

South Sudan has undergone decline in standard of English literature due to Arabization and Islamization policy which imposed Arabic as an official language in Sudan. The policy of National Congress Party was of exclusion of English language

as medium of education. Education system in Sudan from 1960s - 1970s was very good compared to twenty first century. The graduates of Khartoum University were admitted easily to UK Universities due to High standard of English Language in Sudan. In South Sudan deterioration or decline in English Literature came as result of low or unattractive salaries to the teachers, lack of motivation among

others. In recent results of Certificate for Primary Schools Examinations (CPE) which was announced by Hon. Martin Tako, deputy minister of General Education and Instruction indicated that English Language and Mathematics were the worst performed subjects in 2021/22 primary examinations. (The Dawn daily newspaper, (2022 July 16, vol. 7 issue 107).

Several writers of English Literature such as Chan (15) argued that Literature should be taught in secondary schools since it enriches the language. Colins (22) indicates that "it is vital" to humans' pre-knowledge tendency to interpret things."

"Literature is linked to reading skills that can be only achieved through Literature". "Literature provides authenticity to language learning. Moreover, Literature improves and develops language skills such as writing, speaking and reading." (Khatib 102). Ghosn (175) and Shrestha (11), They further said that "Literature is a complex structure."

It was observed that Sudan and South Sudan have been experiencing deterioration in English Literature. This was observed since National Congress Party took power in 1989. It was seen that there was deterioration in quality of knowledge and skills in English language and Literature. The standard of English literature and Language among students and teachers have declined due to Arabization and Islamization curriculum based on rejection of English Language and National languages. However," the Ministry of General Education and Instruction is attempting to improve the standard of all subjects and specially the Science subjects but the ministry lacks resources to implement its policies of educational programme." (Khatib 102). Ghosn (175) and Shrestha (11)

It was observed by teachers, linguists, educationists and policy makers that students in secondary schools are getting very low marks in English language and Literature. The students were seen perform badly in English Language and Literature. The teachers argued that performances of the students in English language in the classroom was very poor. The weakness of English language came as a result of a variety of factors e.g., teachers

'low qualification, students' "low motivation for learning English language and the absence of good literature English language syllabus." Among these is "the absence of literature syllabus in primary schools." Khatib (102). Ghosn (175) and Shrestha (11).

No doubt that there is a strong bond between literature and language learning because literature is like a mirror that reflects the language identity. For instance, through literature, we can see the history, culture and the place of a language among other languages. Henceforth the researcher suggests that "literature and language can never be separated at any level of language learning." Therefore, "if literature was separated from language, this would cause a big damage in the learning of that language." Ali (2001) Khartoum University – Sudan.

B. Research Objective

1. To examine the role of Literature in Facilitating language Teaching and learning at Secondary level.
2. To explore the importance of the English Literature in English teaching and learning at secondary schools.
3. To discover challenges faced by teachers and learners of English Literature and English Language.
4. To research on the deterioration of knowledge and skills of English Language teachers and learners at Secondary schools.
5. To look at the English Literature syllabus at secondary schools.
6. To look at the results of students of English Literature and English language

C. Significance of the Research

The study has looked on deterioration of English Literature in English Teaching at Secondary Schools. It looked at the results or examinations of three years of secondary schools, the two books of English Literature syllabus ARMS AND MAN A PLEASANT PLAY by George Bernard Shaw Literature and English Language decline or deteriorating across Sudan in

which Southern Sudan was part and partial of Sudan educational system. and Cry, the Beloved Country by Alan Paton a novel. "The study looked at existing evidence that support the importance of English Literature in English teaching in South Sudan." The research looked at the Widdowson (1983) Brumfit and Ronald (1986) who argued that "English as Second Language or English Foreign Language can be more effective if it is not taught through Literature," they stated that "the role of Literature in English plays very vital role in ESL/EFL."

2 METHODOLOGY

The research introduced two approaches which were described as qualitative and quantitative. Qualitative was used to explore and investigate the challenges as well as to discover the new ideas that support the importance of English Literature in English Teaching. Quantitative approach was used to explain the results of English Literature and English Language in Secondary schools' level at Juba City Council in four schools in Juba Town. The research has advantages and disadvantages. The positive and negative aspects of the research will be explained or explored. The research attempted to contribute in the field of English Literature and English Language in South Sudan, particularly at second secondary school level. "The study has used both two methods of the qualitative and quantitative research to provide better understanding and answering some issues related to the questions of the research and Problems." Scheerens' model (1990). Theoretical framework and Literature study investigation were used or applied in the study to tested the two approaches such as qualitatively and quantitatively. The two approaches were applied to investigate and explored the issues of the deterioration of English Literature at secondary school level.

A. Data Analysis Technique

1. Process of data analysis

The researcher final stage in the interviews process, it is process of which data is analyzed, it deals with interpretation of data collected. The interviews were written by the researcher and typed into laptop for modern writing skills in which it can

be research standard. The four pages interview document was approved by the supervisor of the researcher before the researcher is granted approval by the supervisor to go for field for data collection. According to "Maykut and Morehouse" (127) that "themes and categories are not predetermined but emerge from data itself."

The data analysis in this qualitative research was done simultaneously in themes with the quantitative one in the proceeding section with an aim of shaping this study as it unfolds. The researcher conducted the data analysis by using qualitative method which was done simultaneously to obtain qualitative or descriptive in-depth analysis of the data collected from respondents.

2. Construction and content validation of the interview

According to Gay and Airasian (280), "a questionnaire/ interview is an instrument that attempts to obtain comparable data from all members of a sample, because the same questions which were asked to all research participants." In other words, the information given by respondents is converted into data and this information makes it possible to measure what respondents think. It was based on interviews. The interviews were conducted by the researcher among students, teachers, professors at University of Juba, officials of the Ministry General Education and Instruction and specially department of Examinations at State Ministry of General Education and Instruction were accessed to obtain the academic results of four or three years. In this study, a structured and unstructured interview were conducted in order to obtain data from the sample population selected. The researcher preferred a close-ended questionnaire which called for brief answers and had been chosen because all the respondents received the same set of questions, and it was easy to score data. The disadvantage of a structured interviews is that respondents are restricted to a single phrase and, therefore, the researcher employed standardized interviews in order to combat the disadvantages of the interview.

Questions included in "the interview were the ones that were related to the topic as mentioned

in the previous sections, in order to measure what it was supposed to measure." Keeves and Lamonski (125) refer to this type of measurement as "validity questions." Therefore, "the question items should measure exactly variables under investigation. " "This is supported by Ary," (357) when stating that "in order to ensure validity of interview."

"The theoretical assumptions contained in the literature have to be contained in the interview." Three sets of interviews were designed as a means of answering the research questions formulated in chapter one. These interviews shared the same themes and statements, but they only differed slightly in as much as they addressed different respondents. Based on these ideas A researcher claimed that they were valid as far as content is concerned, and the researcher administered the interviews personally with an aim of striving towards the maximum responses.

The validation of research instruments is therefore important for both qualitative and quantitative study during the process of collecting evidence. In this regard, validity in qualitative studies should attempt to cover the scope of the data, by including both objectivity and triangulation in the research, with an aim of reducing a degree of biasness. In this research, the content validity of the interviews used to collect data for this study was verified and accepted by my supervisor and the Department of English Language and Literature of the University of Juba, regarding variables contributing towards the culture of teaching and learning in high schools.

"The verification is important as stated by Vockell and Asher." (92) that "it is always the first section of the interviews, contained the biographical information where the respondents were asked to provide information by marking the appropriate number with an X-symbol in the space provided, such as: gender, age, marital status and highest qualification." "Biographical information is important according to my views, because it provides both quantitative data and comparisons within the sample."

"It is supported by Houser" (99) when reporting that "demographic characteristics

influence the outcome or dependent variable." i.e., for biographic information used in this study, therefore, ensure content validity." These questions focused on five main areas from the literature and theoretical framework of the previous two chapters. They are: the role of teachers and School Management Team in the teaching and learning situation, teaching in powerful learning environments, teaching strategies and methods, parental involvement / support, and addition of any information based on the culture of teaching and learning in high schools.

An advantage to have someone else to look at the interviews "thus justifying validity Questions on the importance of English Literature in English Teaching in secondary school in South Sudan." *Gazette*. (9-14) and Sharp and Cowie (133), who stated that "one of the teacher's role is to establish a strong pastoral system within the school." " Questions dealing with teaching in powerful learning environments were based on the studies obtained from Kniker and Naylor." (118), thy argued that (287), Harlen and Osborne (266), and Campbell (37) when mentioning that "instruction will be better in a modern well-equipped school than in an old poorly furnished facility."

The questions were drawn from teaching strategies and methods is related to the views of Jacobs and Gawe (209), Malan (22) and Steyn, Du Plessis and De Klerk (90), indicates that "it is vital to introduce the participative methods, where productive interaction between the teacher and the pupil experienced." The questions which were parental, may be involved / supported, relevant information from studies by Borich (83), Morgan (11), Ryna (43-44), Lemmer (61) and Munn (1). "It is parental involvement, means parents and teachers are working in a close partnership for the benefit of the child." The last question in all three appendices was asked to" allow the respondents to provide more information based on the variables contributing towards a culture of teaching and learning in high schools."

3. Statistical procedure applied in the investigation

The researcher has used statistical to investigate and Analysis the results obtained by students, it looked at the English Language and English Literature at four selected schools in Juba City Council Central Equatoria State (CE). The quantitative method is used to reflect the status of English Literature and English Language. The results of four years will be generalized to population of students in South Sudan.

4. APPLICATION OF THE INTERVIEWS

The researcher designed qualitative method to obtain data from respondents by introducing interview approach. The researcher managed to interview 51 students from four selected schools, 10 officials of the Ministry of General Education and Instruction as well as teachers and professors at University of Juba.

5. SUMMARY OF DATA ANALYSIS

The researcher observed that English Language and English Literature was deteriorating at secondary schools since the South Sudan emerged from Arabic background, the majority of South Sudan students were schooling or rather using Arabic as medium of instruction. The shifting education system from Arabic to English caused some challenges and weakness in English language and English Literature to the extent that the graduates of Universities have challenges in four skills of English language such as Listening, speaking, reading and writing. English Literature has deteriorating due to untrain teachers, lack of textbooks, unattractive salaries, abandonment of teaching career for Green pastures. The chapter four will be based on data Analysis discussion of findings and chapter five will be exploring recommendations of the research.

3. RESULT AND DISCUSSION

1.0. Explanation of the table 2.

40% of the respondents said that teachers who were teaching at secondary schools have experiences in teaching, but 60 % of the respondents indicated that indicated that the teachers who were teaching have unexperienced. 30 % of the respondents stated that teachers who were teaching have qualifications to teach English Literature at secondary level. 70% of the respondents said that teachers were unqualified. 25% of the respondents indicated that teachers were motivated, but 75% of the respondents said that the teachers who were teaching, they were demotivated. 30 % of the respondents said that trainings were sufficient, but 70% of the respondents said that trainings were insufficient. 20% of the respondents indicated said that English Literature is simple to learn, but 80% of the respondents said that English Literature is too difficult to learn. 70% of the respondents said that schools lack English Literature textbooks, but 30% of the respondents indicated that the schools have sufficient English Literature textbooks. 30% of the respondents said that schools have conducive environment, but 70% of the respondents said that schools have no conducive environment. 80% of the respondents indicated that students at secondary lack basic knowledge and skills English Literature, but 20% of the respondents said that students at secondary schools have basic knowledge and skills in English Literature. 90% of the respondents supported idea of reintroducing English Literature in Primary level, but 10 % of the respondents rejected the idea of introducing English Literature at primary level. These are some of narrative explanation results which were found by the researcher.

1.1. Table 2 - The views of the students on the importance of English Literature in English Teaching at secondary school level.

Table: 2

Serial no.	The area of the concern	Frequency	Respondents	Percentage
01.	Teaching experience	51	51	40 %
02.	Unexperienced teachers	51	51	60%
03.	Qualification	51	51	30%
04.	Unqualified	51	51	70%
05.	Motivation	51	51	25%
06.	Demotivated	51	51	75%
07.	Training is sufficient	51	51	30%
08.	Training are insufficient	51	51	70%
09.	English Literature is simple	51	51	20 %
10.	English Literature is very difficult	51	51	80%
11.	Lack of English Literature textbooks	51	51	70%
12.	English Literature textbooks are sufficient	51	51	30%
13.	There is conducive environment	51	51	30%
14.	There is no conducive environment	51	51	70%
15.	Students lack basic knowledge and skills in English Literature at primary level	51	51	80%
16.	Students who have basic knowledge and skills in English Literature	51	51	20%
17.	Respondents who supported the idea of introducing English Literature at primary school.	51	51	90%
18.	Respondents who rejected to introduce English Literature	51	51	10%

2.0. Explanation of the table 2 (the views of learners at the. Secondary schools)

It was argued that 40% of the participants who were students stated the teachers who were teaching were experience in English Teaching and Literature, but the 60% of the students argued that teachers who were teaching at the secondary schools were unexperienced. 70 % of the respondents who were learners at the secondary schools said that teachers were unqualified to teaching English Literature and English Language. It was argued that only 30% of the. Teachers were qualified to teach English Literature and English Language. The learners. Who were interviewed said that 25% of the teachers were motivated, the students who were interviewed indicated that 75 % of the teachers were demotivated. The learners

were asked to give their views about the training of teachers, they argued that 30% of the teachers’ trainings were sufficient and 70 % said it was insufficient. The learners who learning English Language and Literature argued that 20% of the participants said English Literature and language is very simple to learn and understand, but 80 % stated that English Language and Literature is too difficult to learn English Literature. The 70% of the learners who were learning English Language at secondary schools argued that there is no conducive environment in learning English Language and Literature, but 30% of the students said there is conducive environment in learning English Language and Literature. The 70% of the respondents who were students at the secondary schools confirmed that there is no conducive environment to learn English Language and Literature at the secondary

level. 80% of the learners stated that they do not have basic knowledge in English Language and Literature, therefore, they cannot learn effectively. Only 20% said they are knowledgeable to learn English Language and Literature. 90% of the students who were learning English language and Literature supported the idea of reintroducing English Literature at the primary level for more successful learning of English Literature. The 10% of the participants rejected the idea of reintroducing English Literature at the primary, they believe that English Literature is unnecessary in real life, these are the groups who are natural science compare to social science. It is believed that English is science like Physics, Biology, Chemistry and Mathematic is a mother of science.

A. The Problems of Teaching Literature

"George Sampson and Newbolt" (1921) "opposed the idea that English literature should be taught in schools as though it was a branch of knowledge and warned of the danger of its being subsumed with history or sociology." In 1910 the board of education circular on teaching English in secondary schools took a very similar line when it observed that the real teachers of literature were the great writers themselves and warned teachers against coming between them and young readers." " All three were reacting against an academic factually based on tradition which was by then well entrenched in the classroom reinforced by the public examination system and has been ousted from the curriculum only relatively recently ". Brumfit & Carter, (179). Brumfit & Carter, (179) argue that Literary texts is based on perform, it is a functional commend of language and it is about novel, poems and Drama.

B. The deterioration of knowledge and skills of English Language teachers and learners at Secondary schools

Mohammed Ali (2001) explained that "Literature has been neglected in Sudan therefore it effected English language." Tasneen (4) claims that there were views from linguistics, educationists and writers of Literary works that is vital and significance of using Literature as a language teaching resource. There were arguments about using literature that

can be explained into two elements, firstly, "there are some linguists who think that Literature cannot be taught to teach Language in classroom." "Secondly, they argued that learners require a lot background knowledge about English language and culture to interpret some text." Saed _(24) argued that" some policy makers do support the concept of teaching English Language through Literature since it can help non-speaking English countries in learning English Language." According to Saed "non - speaking countries consider Literature as a tool of culture colonization."

Turker (1) stated that "through Literature the English Language is taught effectively than teaching Language through English Language." (Widdowesn , 1982) and Topping (1968) argued that "Literature should be excluded from the foreign language curriculum because complex and lack of conformity to standard grammatical rules and students' ability to learn linguistic proficiency." Abdelrahman (2) argued that "Sudan has drastic change educational system in 1995 from 6x3x3 Primary school was six years, three for intermediate and three for secondary school." " But Sudan education system was 6X3X3 when Hamdok led the government in 2018 - 2019 known as Sudanese transition to democracy." " National Congress Government had changed education system to 8 x3 which caused huge damaged on educational system in Sudan."

"Literature was dropped at primary level and at secondary school." Mohamed Ali, 2010 stated that "absence of intermediate level contributes negatively in educational system in Sudan which resulted in poor English Literature and Language." Abdelrahman (3) argued that "the new system of education has increased subjects from ten to seventeen in which the literature and language lost the ground of improvement because it was not given sufficient space in learning and teaching literature and language." "The curriculum was heavy loaded with so many subjects that not science subjects." Abdelrahman (3) argues that" English Literature was used as part and partial of the curriculum in Sudanese secondary schools." "He said tackling the problem of English Literature requires collective responsibility from education policy makers,

linguists and teachers of English literature as well as the community members who are interested in developing English Literature." Mahgoub (3) stated that "the Spine series that starts from four, five and six doesn't help students to learn English Literature and Language at secondary school level."

He called on supplementary educational programme to enrich the language and Literature. Albusairi (2008: 6) stated that students can achieve high desirable results if the learners or students are taught literary works such novel, poet and drama and language use and form. He said that text books must be made attractive by using attractive colours and photographers. He said that more than 83% of the names and topics are local therefore the learners are not learning English Literature and Language because the culture of native speaking of English language is excluded or censored by Spine. He said that Spine does not widen student's knowledge of the world, broadening their cultural horizons and critical thinking without ribbing them. It stated that literary texts are not taught that can develop students' knowledge and skills in learning English Language.

Abdelrahman (4) discovered 'the empirical evidence that teaching English language and Literature has been neglected therefore, English Literature deteriorated at secondary level which affected higher education level.' "He conducted test of the two group those took or taught literature were found doing well in English language but second group who did not take or taught literature performed poorly in test." "Ali stated that there are two group who view Literature differently first group think that Literature is less important compared to English language therefore should be taught at secondary school level." "The second group believe that should be discouraged since it is about culture of foreign language." A researcher believes that "the motivation of teachers and student of English Literature is vital in promotion English Literature and Language in South Sudan." "South Sudan cannot contribute in literary works unless education in general and in particular English language and Literature is supported." "The researcher observed that the current youth do not have interest in

studying and teaching English Literature and Language due to low salaries."

C. Pre-service teacher training curriculum for literary

Ministry of General Education and Instruction have designed or developed a policy in which each primary teacher must completed secondary school with secondary school certificate or Diploma from recognized Teacher Training Institute TTI). It was indicated on South Sudan Constitution which was presented by Ministry of Justice and Constitutional Development in 2012. It was reported by the Ministry of Education that only 38% of all primary school teachers met these minimum qualification requirements (Republic of South Sudan MoGEL,2017). The baseline study by Room to Learn (2016) found that 21.7% of classroom. Teachers only had a primary education. (Winrock International, 2017b). Ministry of General Education and Instruction planned a strategic plan (GESP), 2017 - 2022. The teacher Training Institute (TTI) was instructed to conduct both pre-service and in-service training to train. Global Partnership for Education, n.d.) developed plan of training those teachers who completed primary school to go for three years for pre-service teacher training and in - service training for those who completed three years. (Republic of South Sudan MoGEI, 2021).

D. Why Literary Texts are Used in EFL Classes?

Bottino (1999 :1) argued that " Literature is commonly used to teach English Language through poem, drama and fiction and non- fiction." " Literature enriches foreign language or second language in English Teaching. " " It is vital course in English language." Bottino, (1)." Literature is regarded as a good tool that can be taught to produce, Poems, drama, novel is enjoyable when language is taught through Literature." According to Hismanglo, (3). "Literature supplies learners with a wide range of individual or syntactic items." " Through Literature students can be familiar with many features of the written language, reading a substantial and contextualized body of text." "Literature improves syntax and discourse functions of sentences. Students became productive and adventurous when they learn Literature. "

"Literature enriches culture, language, communicative skills and critical thinking of the students." Hismanglo, (3).

4. CONCLUSION

The researcher managed to interview 51 students from four selected schools in Juba, these schools were named as Juba Day Secondary School, the number of students interviewed were only ten (10) students, five of them were girls and other five (5) were boys. Juba Girls Secondary School were ten (10) girls' students, Juba Diocesan Model Secondary School since it was a quality school in Juba City Council, the researcher interviewed 21 students and Juba Girls. The researcher also interviewed 10 senior officials at the Ministry of General Education and Instruction, who were education policy makers. The researcher planned to interview the members of two houses namely National Legislative Assembly and South Sudan Council of States, the objective of the interviews was to seek their views since they were members of Specialized Committees of Education in different two committees of General Education and Instruction and Higher Education, the two chairpersons of National Legislative Assembly of Generation Education and Higher Education decline to be interviewed. The deputy chairlady Committee of Education, Research and Technology at the South Sudan Council of Stats decline to be interviewed. The researcher found that the challenges were attributed to unattractive salaries, demotivation, unqualified and untrained teachers, lack of textbooks, unconducive environment, lack basic knowledge and skills in English Language and Literature among others.

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