



## What is the role of the government in motivating students to learn and teach English Literature? South Sudan, Juba

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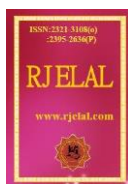
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### Abstract

South Sudan education system has been described as demotivated system in which the motivation is lacking compared to Sudan. The teachers are demotivated by national, state and local government. The teachers in Sudan are motivated, resulted is seen in better education system compare to South Sudan. It was argued that South Sudan universities are not among best two hundred universities in Africa. Sudanese universities are among two hundred best universities, but due to war there is are no country or even universities.

The Sudanese academies were performing better than South Sudan experts due to demotivation, low salaries, unregular salaries for civil servants and among others. It was argued that the massive displacement to South Sudan and Egypt is regarded as a chance for the government of South Sudan to utilize the expertise of Sudanese professionals. The motivation of teachers or academia is interlinked with the result of teaching quality and motivation of students of English Language and Literature. It was argued that the teachers who are qualified trained and motivated can be inspired by students. The students are the future teachers and academia if there are provided with feeding, accommodation, allowances, social welfare compare to Sudan. It was argued that education has affected in South Sudan. It was observed that Sudan education has been characterized that teaches deployed in rural area and marginalized.

The result productivity and quality of education system in the country can be only improved through teachers and academia. The South Sudan teachers have been complaining that there is no motivation from the government, teachers are only motivated by the parents. The schools are only functioning through contributions of the parents. The contributions which were donated by parents have played a vital role in teachers well-being. Majority of the teachers have abandoned teaching career for greener pasture, or join politics, UN, NGOs, and international organizations.

The education experts, linguists and critics blamed the government and specially the Legislature of not funding education in the country. The South Sudan quality of education and particular Literature has deteriorated, due demotivation, and unregular payment. It was argued that government has no clear policy on motivation, the leaners and teachers have been complaining about motivation and improved salaries. The experts of education, literary writers argued that the quality of English Language and Literature cannot be improved unless the students and teachers are not motivated. There are accusations that Ministry of General and Instruction did not setup a clear policy of sponsoring students performed in English Literature.

**Keywords:** Motivation, scholarship, government, Literature, Language.

## **1. Introduction**

### **A. Background**

South Sudan education system has been fronting with numerous challenges, firstly, it inherited deterioration of English Literature from an old Sudan. It was argued that English Literature deteriorating is due to shift from English to Arabic. The National Congress Party NCP was blamed of politicization of Arabization and Islamization by replaced English Literature. The policy has triggered a severe damage in English teaching across two Sudans (Sudan and South Sudan). It was argued that it was due to exclusion of English Literature by NCP elites when they overthrow elected civilian government in 1989. (Deng, 2023)

Literature became victim of exclusion and Islamization and Arabization in Sudan society during 19<sup>th</sup> and 20<sup>th</sup> centuries. The linguists, educationists and literary writers from two Sudans (Sudan and South Sudan) believe that the Arabic culture and Islam should not be politized by the elites of National Congress Party (NPC). It was noticed that their children were sent to speaking natives, but the children of masses are denied to learn English Language and Literature as well as some countries which their official language is English. The NCP were knowledgably that Arabic Language will not develop their children skills and knowledge. (Deng, 2023)

The study looked at the four years examination performance of four selected schools in Juba Council. The study discovered that teachers of English Language and Literature were largely

unqualified, untrained and they were underpaid, therefore, they did not put more efforts in improving a good quality of English Literature. Khatib et al., 2011 (102), Ghosn (2002) and Shrestha (2008: 11), argued that Ministry of General Education and Instruction is employing graduates from different specializations who were not graduates of English Literature. They are trained on how teach and evaluated the Students. It was argued that they were not trained to be teachers at the any level of education. (Deng, 2023)

The employment of non- educationists graduates students is due to demotivation, welfare, accommodation, transport among others. It was argued that two ministries of General and Higher education did not set up policies and top priorities of the education needs that can contribute to betterment of South Sudan society. It claimed by educationists, linguists, policy makers and literary writers that the three levels (pre -school, primary and secondary) of education did not produce the quality students who can be future teachers and experts in all education subjects. (Khatib et al., 2011: 102). Ghosn (2002: 175). (Deng, 2023)

### **B. Study Objective**

1. To access motivation of teachers and learners.
2. To find out demotivation in South Sudan at the secondary schools
3. To investigate and generate the new approaches can be adopted to motive the students and teachers.

4. To look at possibilities of state authorizes to encourage teachers who are teaching at the public schools
5. To find out the reasons that contribute into demotivation of students and teachers at the secondary schools. Technique

### **C. Significance of the Research**

## **2. METHOD**

### **A. Statistics Study system**

The two approaches were used in order to produce a mixed approach results know as narrative and statistic research results. The objective of the study was to establish a new approach that can contribute in Teaching English through Literature. It attempts to find the resolutions. mixed approach was applied to address the issues of English Language and Literature. A study was conducted in four selected schools in Juba City Council, Central Equatoria state. The research has reflected on the challenges of the Literature and attempts to address the issues. (Deng, 2023)

It was argued that South Sudan English Literature has been affected by the polices of Arabization and Islamization that exclude the teaching and learning English Literature at the secondary school level. They believe that it disseminates the foreign Literature into Sudanese society instead of Arabization and Islamization are political tools to win the Muslims majority of Sudan, but English Literature is merely language and culture. It was argued that Scheeren's model (1990), said Literature and Theoretical have been tested to prove whether the mixed approach is successful or not. The challenges and deterioration have been explored at the secondary level. (Deng, 2023)

### **2.1 Procedure of statistics examination**

#### **Description system**

Description is based on interviews approach in order to analysis narrative data which were collected through interviews and interpreted. The researcher, firstly, developed discussion query, it is edited and offered. The Assistant Professor approved the interview method in order for researcher to conduct the qualitative data. The

statistical data was also included such as the results of four years student's performance. The research was conducted in four selected schools in Juba. Maykut and Morehouse (1994: 127) suggested that " themes and categories are not prearranged, they happened from data." They argued that the data analysis is based on statistic and narrative analysis. Qualitative produced in-depth analysis. The quantitative and qualitative analysis were collected from professors, Associate professors, Assistant professors, senior lecturers, assistant teaching staff and students of department of English Language. (Deng, 2023)

### **2.2 Statistic method**

Statistic approach is more successful research results because it is balanced, it avoids biased results of the research. Henning, et al. (2004: 3) qualitative approach is regarded differently from quantitative method. Mouton, et al. (1993:155) argued that quantitative method is based on numeric statistics results, Vockell and Asher (1995: 131). Tashakkori and Teddlie (1998:2). Tashakkori and Teddlie (1998:2) claimed that the best research approach is mixed approach because it balanced the research's outcomes. The research questions are properly explained. (Deng, 2023)

#### **2.2.1 Structural and authentication of the narrative**

Aiasian (2000: 280) argued that the questionnaire /interview is regarded as tool that attempts to attain data from participants or respondents through interviews or questionnaire, among teachers, students, professors, associate professors, senior lectures, lectures, observations and performance of the secondary schools for last four years. The researcher used closed -ended questions (interviews). It argued that interviews were interviewed free and it was open question as well as quality method. It restricted the respondents with single phrase, and it does give an option to the respondents. Lamonski (1999: 125) argued that it is measurement of the validity of questions. Ary, et al (1985: 357) supported the concept of "Lamonsk. Ary, et al. (1985:357)." (Deng, 2023)

### 2.2.2 Quantitative Analysis

The study adopted four years performance of the students in four selected schools such as Juba Day, Juba Girls, St. Daniel Comboni and Juba Diocesan schools. The performances were from 2018-2021. It focuses on the quality of English Teaching through Literature and quality of students at the secondary schools. It was observed that the students have performed better in English Literature than English Language. It has raised some questions on how comes they can perform in English Literature while Literature is considered as difficult than Language. The views of the students were incorporated in the study. The research questions were tested by the study. (Deng, 2023).

### 2.3 APPLICATION OF THE INTERVIEWS

It was argued that MacMillan and Schumacher (267) believe that interview is considered as "flexible, adoptable and comprises" that "it is directly involves the interaction between individuals for common good of the study." The researcher was unable to interview the Members of the Parliament (MPs) and specially the members of the Committee of General Education and Instruction, and Research and Technology at the Council of States. It was observed that the Chairpersons were not vast in the field of English Language and Literature, therefore, they decline to be interviewed. (Deng, 2023)

### 2.4 SUMMARY OF DATA ANALYSIS

A researcher interviewed 51 respondents who were students of four selected school in Juba. It was argued that ten students have participated in interview, they were from Juba Day. The five students were girls and ten were boys. The researcher interviewed 10 girls of the Juba Girls. The 10 ten students were interviewed at the St. Daniel Comboni. A researcher interviewed 21 students among them ten girls and eleven boys at the Juba Diocesan Model Secondary School. University of Juba professors, associate professors, senior lecturers and lecturers and students of Postgraduate students of school of Education, department of English Language and Literature. (Deng, 2023)

## 3. RESULT AND DISCUSSION

**The views of the professors/ associated professors, senior lectures on English Literature and English Language in English Teaching at secondary school level.**

### Respondent no. 1

The researcher has raised a question why English Literature is deteriorating at Secondary school level? The answered is that schools lack qualified and trained teachers, low salaries, social benefits such as social insurance, the good packages for retirement and lack of textbooks at schools. Researcher raised a second question whether South Sudan can develop without English Literature and English Language, some of the respondents stated that said "yes for those who did not believe in English Literature, but those who have faith in English Literature and English Language said no. A researcher argued that a language is very essential for communications. Researcher raised third question to respondents " Do you think students at the Secondary school and primary level have strong knowledge and skills in English Literature and English Language before they join secondary school level?" (Deng, 2023).

The answer was no, not all. Fourth question was raised by a researcher, do respondents think that it is good to teach English Literature at primary school level? One of the respondents answered it is true. " Of course, literature enriches language." The researcher raised a fifth question to respondent, if he thinks the teachers of English Literature and English Language are qualified to teach English Literature and English Language or not? The respondent answered and argued that they were not qualified. Researcher also raised a sixth question to respondent, if he thinks that the method of teaching English Literature is a correct method of teaching or not.? The respondent stated that methods are good, but should be used by qualified teachers. (Deng, 2023).

Researcher asked a seventh question to respondent: What can be done to improve and encourage the students to learn and teach English Literature and English Language? The answered He

said that it is essential to train more teachers and providing teaching materials for effectiveness of English teaching. The Researcher has raised eighth question about why the students are declining to take English Literature and English Language as subject of specialization at Higher Education? (Deng, 2023)

He stated that they lacked good knowledge of English language and Literature. Researcher asked a ninth question which is vital question, why is the current generation of the twenty first century, not writing literary works? He stated that " they lack language of doing it." The researcher raised a tenth question to respondent that if he agrees with concept that English Literature is dying in South Sudan or not. He strongly agrees. Researcher elevated an eleventh question to respondent about what he thinks or his advice to students, teachers, Ministry of General Education and Instruction and policy makers to improve teaching and learning English Literature and English Language. He called on government and specially Ministry of General Education and Instruction to train more teachers and increased salaries of teachers to attracts more people into teaching career. (Deng, 2023).

### **3.1. The challenges of English Language in Sudan and South Sudan**

Firstly, argued that, it has Indicated that students or learners in Saudi environment has described Arabic language as origins and place of Arabic language or conservative environment in which Arab and Muslim, are known as birthplace of Islam and custodian. They are known as residences. They believe on Islam traditions. They are imposing certain restrictions on foreign cultures therefore; it affects English Literature and Language. The Foreign cultures are restricted and segregated. (Glasze & Alkhayyal, 2002, p.321). Learners or students who ignored the foreign or undermine foreign cultures always faced language barrier that make it , to unlearn the language and Literature in Kingdom of Saudi Arabia (KSA). (Deng, 2023).

Secondly, it was observed that Saudi Arabia students who were trained through insufficient curriculum and textbooks, automatically leads to a poor quality of literature and language. There are

numbers of scholars and critics that the policy of selection of Islam traditions such as literary texts which are merely from Islamic and Arabic background do not contribute effectively into good quality of English Literature and Language. (Alamir, 2006). The Saudi textbooks which were selected by educationists, linguists and education policy makers to be taught in secondary schools were not more effective. Zaalah (2010), (Deng, 2023) It was argued that English Literature should be separate from the language and culture (Deng, 2023).

Thirdly, Arab world and specially, Kingdom of Saudi Arabi KSA has dropped the English Literature and language because they think that it is a tool of colonization's culture. It is considered as a national threat to Muslim and Arabic identity. Cai (2002) argued that English in Kingdom of Saudi Arabi is taught at the standard four, but Literature is totally absence. English is compulsory in standard four at primary school. Exclusion of foreign Literature in education system create lack of multicultural literature, imposing Islam and Arabization in learners (Ibrahim, 2015). Literature improves linguistic and language skills, if it in education system of any country. The high or good quality of language and Literature is learned in English Literature. (Deng, 2023).

Fourth, it is commonly known that Arab educational institutions focused on memorization, it is believed to practice in Arab world. The students are focusing on the examination results. (Matson, 2016). (Alkubaidi, 2014) and (Elyas, 2008) argued that critical thinking, text analyze, and creativity is regarded as a foreign culture or education system. They capitalized on memorization and passing exams. (Deng, 2023).

Fifth, it was argued that the English Language and Literature in KSA is very weak due to poor learning and teaching. 57.4% of students have dropped out from secondary schools. They are interested or motivated in learning English Literature and Language. It was argued that speaking countries such as US, UK, Canada, Australia and New Zealand were performing better than third world countries. It was argued that education lacks resources in some countries. The linguists and



educationists confirmed that English Language teaching in the KSA is faced with several challenges such as very poor quality of English Literature and Language, in spite of highest budget for education in the world still education but English language and Literature still deteriorated due culture barriers and lack of interest in learning foreign language or second language. (Deng, 2023).

Sixth, it was observed by linguists and educationists that students from KSA do not considered the linguistic, cultural and intellectual concepts, therefore, the results of learning are very low or poor. In Britain and US and North America, universities have introduced African Literature, World literature, Arab Literature, women literature, Latin American Literature and postcolonial Literature. It was established as curricula of the English departments in western universities. Aida Al-Emami and Elham Hussein (December,2016). (Deng, 2023).

It was reportedly that the Turkey students have no interest in learning and teaching English through Literature. It suggested that most Turkey were not trained, it was argued that they used the wrong methods to teach English language and Literature. The wrong method resulted in producing a poor or low quality. The students who have been taught receive insufficient number of lessons. A researcher thinks that South Sudan stands positive chance than Sudan. Gulf Countries such Saudi might have difficulties in learning English Language and Literature compared to some Christian countries. They hardly embrace British and American Cultures. There is a big Language barrier for them. The challenges of the language and Literature are seen in quality teachers who were train and untrain in English Teaching. Aida Al-Emami and Elham Hussein (December,2016) (Deng, 2023).

#### **A. Nurturing language skills**

The language skills are gradually improving as student or learner is deeply engaged in Literature. The skills are developed students are focused on text. The learners enjoyed lexical and grammatical structures in literature study through reading and writing. It is believed that the writing reading, are

effetely leaned through Literature described " that involves the language. (Deng, 2023).

It focuses on literature an encourage learners. It is very common around the world. (Hall, 2015). Literature plays a vital role in English teaching particularly in reading, writing, it is named as umbrella. Naji et al. (2019) argues that Learning language through Literature is enjoyable for students and it improves their language skills. Through Literature students can be engaged with a diversity of real-life stories and contributes in creativity writings. (Deng, 2023)

Literature improves reading skills; it is about opening a door to the world and broaden horizons of the students and learners. It develops both low- and high-level reading skills through active reading literary texts, it is very useful for triggering students and leaners of English language. Teaching Literature to learners offer valuable linguistic input that enriches English language. (Naji et al., 2019, p. 46). (Deng, 2023). (Deng, 2023).

" I do agree with scholars and linguists that English Literature is only source in which a language can be enriched. Literature is soul of the language." (Naji et al., 2019, p. 46). It is mirror of the society. Only poets, playwrights, novels, criticsists, journalists and activist as well as philosophers can enrich the language through their writings. Language is enriching by Literary works. (Naji et al., 2019, p. 46). (Deng, 2023).

A researcher observed that there are insufficient reviews on English Literature in South Sudan context. There are sufficient Literature on Sudan. It is good to encourage the students and lecturers to conduct academic researches on English Literature and language. University of Juba and specially school of Education lack a journal that reflects the challenges of the English Literature in the country. (Deng, 2023).

#### **4. CONCLUSION**

South Sudan government through Ministry of General Education and Instruction must work very closely with education experts and education policy makers to ensure that the issues of motivation, increase of the salaries, qualified, training and

admission policies are designed to meet the country for instance, the government should encourage the current generation to enroll at the school of education. Education is backbone of any country the world. It was argued that number of students is very low compared to other specializations. The study discovered that the national and state governments have been neglecting the motivation and encourage of the students and teachers in order to improve education quality in South Sudan. It was observed that state and local authorities did not have a clear policy of motivating students and teachers at the primary level and secondary level comparing to Sudan. It was argued that Sudan local, state and national governments do support and motivate learners and teachers. The support and motivation of the local, state and national government contributes effectively in good quality of education.

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