

Challenges Schools face in Teaching Literature in a Foreign Language: Case of Luwingu District, Zambia

(Paper-ID: CFP/2348/2021)

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Abstract

Literature in a foreign language is taught as an elective subject at secondary school level. However, learner performance at national has remained poor country wide in general. This was evidenced from the chief examiners reports of 2013 to 2018. According to the Examinations council of Zambia (2018), the lowest mean percentage was recorded in literature in English at 21.78 %. Thus, the study was conducted to investigate into the challenges schools face in teaching literature in a foreign language in Luwingu district of Northern Province in Zambia. The study sought to investigate challenges schools face in teaching literature in a foreign language, explore factors influencing teaching literature in a foreign language and establish possible solutions to the challenges schools face in teaching literature in a foreign language. A descriptive approach, employing a case study strategy of inquiry, was adopted. Data was collected using; classroom observations,

questionnaires and interview schedules. A total of 75 respondents were selected; 60 grade 12 learners taking literature in English, 3 Deputy Head teachers, 3 Literature and languages HODs and 9 teachers teaching literature in English. Data were analyzed quantitatively through coding and identification of emerging themes. The study established that schools faced challenges in teaching literature in a foreign language and the following were the challenges; absenteeism, poor reading culture among learners, poor funding of schools by the government, inadequate literature novels in schools and low learner proficiency levels and so on. The study recommends that schools should be supplied with teaching and learning materials, lobby for funds, donations from well-wishers, come up with fund raising ventures, teachers and learners should be motivated and harmonization of programs in training institutions offering the subject.

Key Words: *teaching, challenges, school, literature, foreign and language*

CHAPTER ONE: INTRODUCTION

Background to the Study

In Zambia today, Literature in a foreign language 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. According to the Curriculum Development Centre (2013), each period lasts forty minutes. In total, the subject has 160 minutes per week.

The teaching of the subject in Zambian schools can be traced back to the colonial period. According to Simuchimba (2016), the subject was introduced by colonialists to equip natives with skills and competences which would enable them communicate effectively using the English Language medium. During the colonial period, all learners were mandated to take the subject. Teachers of Literature in a foreign language 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 in a foreign language final examination, but more so to help them find pleasure in literary texts. Literature in a foreign language 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.

The subject is very important because it helps learners in improving on their acquisition of the English language; develop learners' fluency in language use and builds on their vocabulary. Not only that, the subject offers the learner various benefits and opportunities for development (Sonato 2017). The coverage for the subject is

holistic as it encompasses every aspect of human endeavor. All areas of human existence one can think of have been reflected in literary works. Apart from that, through the study of literary works, learners are availed unique opportunities to develop their intellectual cognitive faculties.

According to EL-Helon (2010), Literature in a foreign language provides learners with comprehension and analysis tools. Through the subject learners learn to identify and analyze conflicts, themes, issues and characters. The subject also helps to develop learners' linguistic performance because it arouses their zeal and keeps in them an ever-ready inclination to read. Literature in a foreign language is an important aid to cultural assimilation or acculturation, language development and competence, conflict resolution, emotional development and stability, development of positive and good- oriented attitudes to life, a good liberal education, entertainment, relaxation and sharing of vicarious experiences of positive value.

According to Briton & Bunda (2016), Literature in English makes people think about themselves and other people who are different from society, it entertains us, and makes us laugh, sometimes literature makes us cry and feel very angry. At the same time, it allows us to enjoy language and beauty. Khan and Alasmari (2018), states that literature in English facilitates the learning of English as a foreign language.

According to Moss (2013), the subject is summative assessed by the Examination Council of Zambia (ECZ) only at the end of grade 12. The formative assessment is done during teaching as the case is with any other subject although this does not add up to the summative examination in form of continuous assessment (CA). The subject is not offered at junior secondary level in Zambia. It is represented as a component of the English subject in form of comprehension or short stories at junior secondary. Literature in English teaching

syllabus has twelve sub-topics and these are; introduction to literature forms of literature, oral, written fact and fiction, stories, drama, poetry, novel and play. (CDC 2013)

Despite the benefits of literature in English talked about, the performance of learners in the subject is very poor at national level for the past five years (Chief Examiner’s Report 2013-2018). Literature in English subject has been yielding poor results for a long period now, not only in Zambia but also in other countries. According to The Ministry of Education Chief Examiners’ reports 2013 to 2018 there has been constant poor performance of literature learners at national level. Western African Examination Council (WAEC) has also noted the poor performance of learners taking literature. Visible teaching and learning can be seen from learners’ performance because performance standards of learners are a key element of visible learning. (Hattie 2009).

TABLE 1: Shows Performance of Learners From 2013 To 2018 In Literature in English at National Level and 2017 To 2018 at District Level

NATIONAL PERFORMANCE		DISTRICT PERFORMANCE		
YEAR	PERCENTAGE (%)	YEAR	SCHOOLS	PERCENTAGE (%)
2013	28			
2014	34.4			
2015	30.3			
2016	VERY POOR			
2017	VERY POOR	2017	1	13
			2	14
2018	21.78	2018	1	29.6
			2	46

1.2 Problem Statement

According to the Examinations Council of Zambia Chief Examiners’ reports (2013 to 2018), the performance of learners has been poor. The 2017, Grade Twelve Examination Highlights by ECZ show poor performance of Grade 12 pupils in Literature in English. According to Chief Examiners’ reports and Examination Council of Zambia ECZ performance reports from 2013 to 2018 show that the performance of learners in Literature in English has remained poor. Due to the high rate of poor performance in the subject, scholars such as Mubita and Mwanza (2020), Simuchimba (2016), Likando (2017) and many others looked at what causes poor performance of learners in the subject at national level and their studies only concentrated on poor performance on the part of learners where various reasons as to why learners fail were given. Although the performance in literature has been low for a number of years as stated above, it is not known the challenges schools face in teaching Literature in a foreign language hence, this research will look at the challenges schools face in teaching the subject in order to bridge the gap which is existing between learner performance and challenges encountered by people directly involved in the delivery of the subject. This will help collect information from learners, teachers and school management to bridge the gap between poor performance and challenges faced so that the performance of learners in the subject improves.

1.3 Research Objectives

General Objective

To investigate Challenges Schools face in teaching literature in a Foreign Language in Luwingu District of Northern Province.

Specific Objectives

1. To investigate challenges schools face in teaching literature in a foreign language
2. To explore factors influencing teaching literature in a foreign language.
3. To find out possible solutions to the challenges schools face in teaching literature in a foreign language.

1.4 Research Questions

The research questions that guided the study were:

1. What challenges do schools face in teaching literature in a foreign language?
2. What factors influence teaching literature in a foreign language?
3. What measures should be put in place in order to address the challenges schools face in teaching literature in a foreign language?

1.5 Significance of the study

The researcher believes that an investigation into the challenges schools face in teaching of literature in a foreign language would assist in so many ways. Firstly, the findings of the study would help teachers of Literature in a foreign language to improve on their teaching strategies. This, in turn, would contribute to the improvement of learner performance in the subject. Additionally, the research findings would be used by the Ministry of General Education (MoGE) standard 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) would use the findings in curriculum development as well as in the selection of texts. The study would also contribute to the available body of Knowledge relating to the teaching and

learning of Literature in a foreign in Zambia and the whole world.

1.6 Theoretical Frame work

The study looked at the three theories and these are; transmission theory, Socio-cultural theory and cognitive theory in relation to the study which the researcher found relevant in guiding teaching and learning in a manner that warrants improved learner performance in public secondary schools in Luwingu District of Northern Province. The researcher believes that the theories provided valuable information that gave an insight into the focus of the study and at the same time, they formed a basis for developing the research questions which guided the research. In particular, the theories related to key factors concerning teaching that could be related to learners' performance which in due course of the investigation revealed the challenges schools faced in the teaching of literature in a foreign language.

1.7 Limitation of the study

Financial and material resources were a problem to access at the right time because of distance where schools and supervisors were located. Having distributed questionnaires to respondents, some of the respondents were not willing to fill in the questionnaires. Some questionnaires were submitted fully filled in with information while others did not submit the questionnaires back. Due to this, the findings delayed. However, the researcher managed to collect data from each school and used time and resources available to make sure that the research was a success.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

Literature in English is an important subject because; it greatly contributes to increasing learners' proficiency in English Language. Deepa and Ilankumaran (2018) attest to the relevance of literature to the enhancement of communication skills.

2.2. Teaching Literature in a Foreign Language at Global Level

At global level the literature review looked at countries such as; United states of America, Singapore and India. In the USA, learners are introduced to the subject at an early stage of formal education e.g., in Grade 8 (Brownlee 2012). Learners encounter local writer who are Americans writing about their own country's heritage. They interpret and analyze the recurring themes and symbolism found in the works of art with deep understanding and appreciation of their heritage.

Literature in English in Singapore is in a state of ambivalence and that the future of the subject is uncertain with the introduction of social studies as a compulsory humanities subject with schools choosing History or Geography as electives instead of literature in English. The call to re-ignite the spark of literature is long standing in Singapore (Liew 2012).

In India, students whose native language is not English have challenges to comprehend the whole body of the British or the American or any other literature. In Line with this, Mujawar (2013) argues that in order for learners to understand the foreign literature, they must know its context and background so that they comprehend the lexical terms carrying thematic meaning of the study text.

Teaching Literature in a Foreign Language at Regional Level.

In West Africa, the performance of learners in literature in English was poor. According to Western African Examination Council (2015), Poor performance was due to language teachers not having relevant educational qualifications and experience to teach the subject. Teaching methods also affect the teaching of the subject of which inadequate teaching and learning materials force the lessons to be teacher centered.

In Hong Kong, literature and English language were taught at the same time by combining English language and literature in English syllabus. A variety of texts were selected and combined in the English language Curriculum. The approach yielded positive results from learners who enjoyed literature as a component of English language. According to Chan (1999), this made literature gain popularity and the performance of learners improved tremendously.

In Botswana, literature and English language are not taught as separate subjects because they complement each other. The subject is taught starting from junior level and learners perform very well since it builds from junior level. When the subject was only offered at junior level starting from 1988 to 1996, literature in the curriculum was declared dead because numbers of learners who opted for the subject dwindled and at the same period some schools in the same period could not register any student for literature in English.

Teaching Literature in a Foreign Language at Local Level (Zambia)

The subject was first introduced by colonialists in Zambia to equip natives with skills and competences which enabled them communicate effectively using English language medium. The performance of learners at national level has been poor for the past five years (ECZ examiner's report

2013-2018). The performance is ganged by performance indicators such as marks scored, grades and divisions obtained by the candidate in respect to standards of examinations council of Zambia (ECZ). A candidate who scores below set standards is regarded as showing poor performance. In 2011 enrolment figures for literature examination stood at 6,558, in 2012 it was at 6,727, in 2013 it was at 6,721, in 2014 it stood at 6,710 while in 2015 it was 6,566. In 2016, the enrolment rose up to 22,455 and in 2017 it went up to 31,605. Despite this increase of number of enrolments, performance continues to be poor posing a serious threat to the continued existence of the subject on the senior secondary school curriculum. (Mwanza 2020). The syllabus is outcome based and recommends the use of different teaching methods. In Zambia teachers of literature in English are not trained separately from English language teachers and the subject has limited time given to it as compared to the number of texts to be read.

2.4.1 Methods used to teach Literature in a Foreign Language

Various methods and strategies of teaching literature have been proposed by different scholars and some of them are; role plays, drama, teacher centered, learner centered, group work, presentations, debate and many more. Other strategies used in the 21st Century include use of combinations of media such as music, video streams, short videos, video games, poems, film, posters, essays, novels and many more. Have learners turn essays into videos into podcasts into simple-coded games into poems into apps. Apart from the above, there are also approaches which can be used to teach literature in English which include; the language-based approach, the personal-response approach, the moral-philosophical approach, the paraphrastic approach

and the information-based approach (Hwang and Embi 2007)

2.4.2 Other Resource Materials

Apart from the set texts, teachers should make use of other resource materials to enhance learning. There is a wealth of readily available material that can be adapted to the teaching of Literature in English such as;

- Film and book reviews in newspapers;
- Literary and film magazines;
- Television programming (films, critics, discussions, etc.);
- The BBC World Service (www.bbc.co.uk/worldservice – mainly drama productions), and BBC Radio 3 (www.bbc.co.uk/radio3 – poetry, talks and drama);
- Short story competitions sponsored by various organisations;
- Cultural activities organized by such bodies as the Hong Kong Arts Centre, the Hong Kong Film Archive, the Academy for Performing Arts, and the Leisure and Cultural Services Department;
- Commercial cinema, and resource materials in public libraries and bookshops; and
- Learning and teaching resource packages produced by the Education Bureau.

2.4.3 Training of Literature in a Foreign Language Teachers

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

not produce Literature in English teachers but English languages teachers. Apart from the above, the University of Zambia offers Literature in a foreign to language as a component. It is assumed that by teaching these students modernistic Literature, students are equipped to teach any type of literature in secondary schools. Nkwame Nkrumah University also offers Literature in a foreign language as a component of English language. This makes it that not every teacher can teach literature in a foreign language in school because only those who majored in English Language course continued with Literature component up to the end of the course.

Sonato (2017) conducted a research on Teaching Literature to English Second Language learners in Botswana Primary Schools: Exploring in-service Education and Training Teachers' Classroom Practices. Mubita (2020) also conducted a research on Factors Contributing to Poor Performance of Grade 12 pupils in Literature in English Examinations in Western Province of Zambia. Therefore, the study will concentrate on the challenges schools face in teaching literature in a foreign language in order to bridge the existing gap existing which other researchers did not look at.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

According to Creswell (2017), research design refers to the plan and structure of investigation used to obtain evidence to answer research questions. The design describes the procedures for conducting the study, including when, from, whom and under what conditions the data will be obtained. The study used a descriptive research design where the quantitative data from the survey and the qualitative data from the interviews were collected and analyzed, then merged and results were compared to each other. The study followed

both qualitative and quantitative approach. Collection of information was done through interview schedule, questionnaires and observations. In depth interviews and observations were carried out on small scale. This study is descriptive in nature. Students and teachers were observed in real classroom environment. Data were gathered from three sources. Qualitative research design was applied. Data was subjected to the content analysis.

3.2 Target population

Kombo and Tromp (2009) define population as “a group of individuals, objects or items from which samples are taken for measurement.” The target population for this study was 1,005 from three selected secondary schools. The study was conducted in Luwingu District specifically; Statistics collected from the District Education Board Secretary's office indicated that there were 13 secondary schools in Luwingu District. 1 is a government boarding secondary school; twelve are day secondary schools of which out of these 2 are mission schools. 3 out of 13 secondary schools offering literature in English participated in the study

3.3 Sample size and Sampling Technique

The number was based on the suggestion by Quinlan (2011) that phenomenological research is detailed in nature and it usually employs a minimal number of participants sometimes referred to as a 'sample'. This is because it is not practical to study everyone or everything, but, rather, a particular site or group of people should be selected from which the required information would be collected (Punch, 2012).

The total sample size was 75 respondents broken down as follows; 3 D/head teachers, 3 literature

and languages Head of Department, 9 teachers of Literature in English teachers and 60 grade 12 learners. HODs, D/Head teachers, teachers, and grade 12 learners were purposively sampled while only learners who were involved in interviews were randomly sampled by using a rating of 1 to 12.

To select these participants, purposive and random sampling techniques were used. Purposive sampling was used to select heads of literature and language (HODs), Deputy Head teachers, teachers of literature in English, Grade twelve (12) learners taking literature in English. Learners who participated in the in the interviews were selected using random sampling with a rating of one to twelve meaning only six learners participated in the interviews out of twenty participants. This was done using lottery techniques where both 'even' and 'odd' numbers were put at random.

Research Instrument

The following instruments were used to collect data; interview schedules, Punch, (2009), states that "The interview is a data collection tool of great flexibility, which can be adopted to suit a wide variety of research situations." Questionnaires and lesson observation check lists were used. Recording gadgets were used to record interviews and lesson observations. A note book was also used to take down important points from both interviews and lesson observations. Collected data was analyzed qualitatively by coming up with themes generated from the findings.

3.5. Data Collection Procedure

In this study, the researcher adopted the five steps in data collection suggested by Creswell, (2012:205): identification of participants and research sites, gaining access to the participants, determining the kind of data to be gathered, development of the instruments and administering

the process of information collection ethically.

Data was collected from four categories of respondents that included; HODs, Literature and Languages Department, teachers and grade 12 learners taking literature in a foreign language. Secondary data was obtained from online sources, journals, books and ordinary publications. Primary data collected was quantitative in nature and was based on the objectives of the study

Data Analysis

This section gives an account of how the collected data were processed or analysed. Flick (2013:3) argues that data analysis is a very important stage in qualitative research because it determines the research outcomes. He further states that qualitative data analysis is said to be the process of classifying and interpreting linguistic material to prove statements regarding "implicit and explicit dimensions and structures of social meaning" After the data had been processed, what followed was analysis and synthesis of the various data sources. At the end of the data collection process, the mass of collected data had to be analyzed and presented in ways that attempted to answer the research questions. 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. Qualitative data was presented using frequencies and descriptive statistics in order to summarize long lists of data so that an overall impression of the distribution was formed more easily. Qualitative data from interviews was analyzed using thematic approach that entails coding data according to emerging categories that form themes. In analyzing data, the across case approach was used where the researcher had to put together the answers from different groups of participants on common questions and

consolidated the different perspectives on challenges.

Descriptive analysis was used to identify categories from data. Frequency distribution and percentages were used to compute for the demographic profile of respondents. While the mean and standard Deviation was used to compute for administration and teaching and learning of Literature in English in Secondary Schools. Pearson correlation was used to compute for the relation in responses between administration, teaching and learning among pupils in secondary schools.

3.7 Ethical Consideration

Walliman (2011:42) advances that ethical issues in research focus on two aspects: the researcher's personal values associated with sincerity, openness and individual integrity; and how the researcher treats the participants in terms of informed consent, confidentiality, anonymity and courtesy. The participants were asked officially and formally to be part of this study and assured them of confidentiality and anonymity by myself before the commencement of the research. In order to ensure participants' confidentiality, no names or personal identifiers were used in the interview guide. All eligible research participants were free to participate or decline from participation. Permission was obtained from the University and the Ministry of General Education through the Office of the District Education Board Secretary (DEBS).

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

The main focus of the study was to establish the challenges schools face in teaching of literature in a foreign language in selected public secondary schools in Northern Province. This was done through interviews with learners taking literature in English, Literature and Languages Head of Departments, teachers of literature in English and Deputy Head teachers, questionnaires with learners and lesson observation with classes taking literature in a foreign Language. The presentations were done in line with the three research questions.

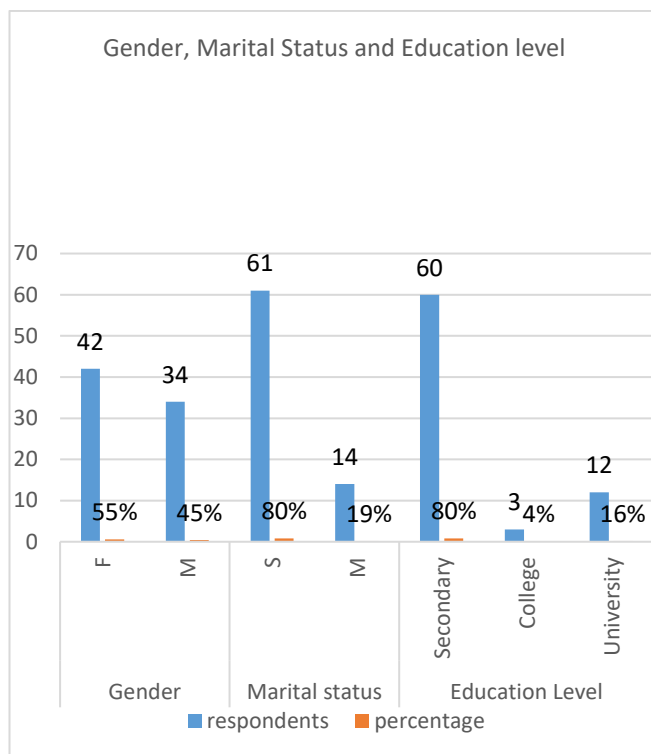
4.2 Gender, Marital status and Education Level

Out of the sample size of 75 respondents, 42 respondents were females representing 55% while 34 were males representing 45% as shown in figure 1.1 below. From the 75 respondents, 61 were single representing 81% while 14 were married representing 19%. Out of the total number of respondents, 60 were still at secondary level representing 80%, 3 attained college qualification representing 4% while 12 attained University qualification representing 16%. Figure 1.1 below summarizes. Gender, marital status and education level of participants

Figure 1.1: Gender, Marital status and Education level

	Gender		Marital status		Education Level		
	F	M	S	M	Secondary	College	University
Respondents	42	34	61	14	60	3	12
Percent	55%	45%	80%	19%	80%	4%	16%

Source: Research Findings 2021



4.3 Length in Service of teachers and HODs and Experience of Teachers of Literature in English in Teaching literature

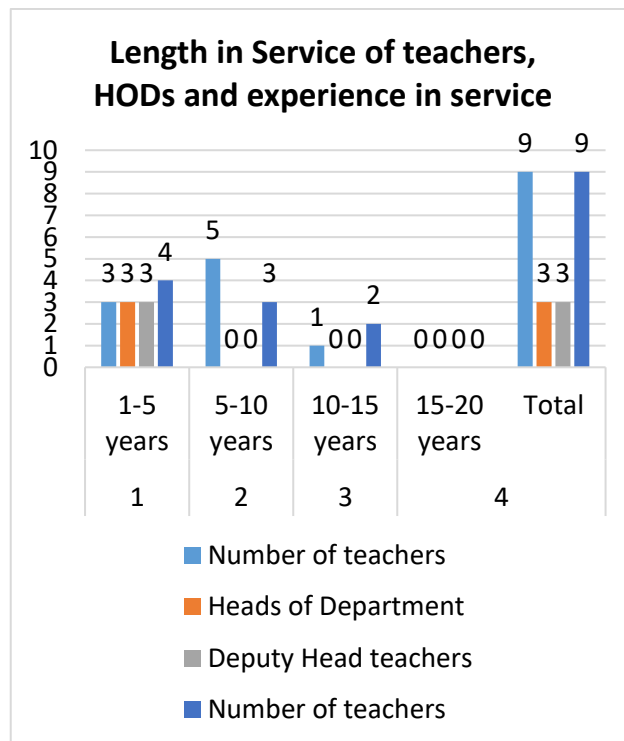
The information given below shows how long teachers of literature in a foreign language have been teaching the subject and how long they have served in the ministry of Education. It also shows the number of years in service in their positions as Deputy Head teachers and Head of Literature and languages Department (HOD). Teachers who worked for a period of 1-5 years were 3 representing 33%, those who worked for a period of 1-5 years were 5 representing 55% while those who worked for a period of 10-15 years was 1 representing 12%. HODs and Deputy Head teachers worked for a period of 1-3 years representing 100% as no one had worked beyond those mentioned years. 4 teachers representing 44% have been teaching the subject for a period of 1-2 year, 3 teachers representing 33% taught for 2-3 years while 2 teachers representing 23% have been teaching the subject for a period of 3-4 years.

The figure below summarizes the above information.

Figure 1.2. Length In Service of Teachers, HODs And Experience of Teachers of Literature in English in Teaching Literature

S / N	No. of Years in Service	No. Of Teachers	Heads of Department	Deputy Head Teachers	No. of Years Teaching Literature	No of Teachers
1	1-5 years	3	03	03	1-2 years	04
2	5-10 years	05	00	00	2-3 years	03
3	10-15 years	01	00	00	3-4 years	02
4	15-20 years	00	00	00	4-5 years	00
	Total	9	03	03	Total	9

Source: Research Findings 2021



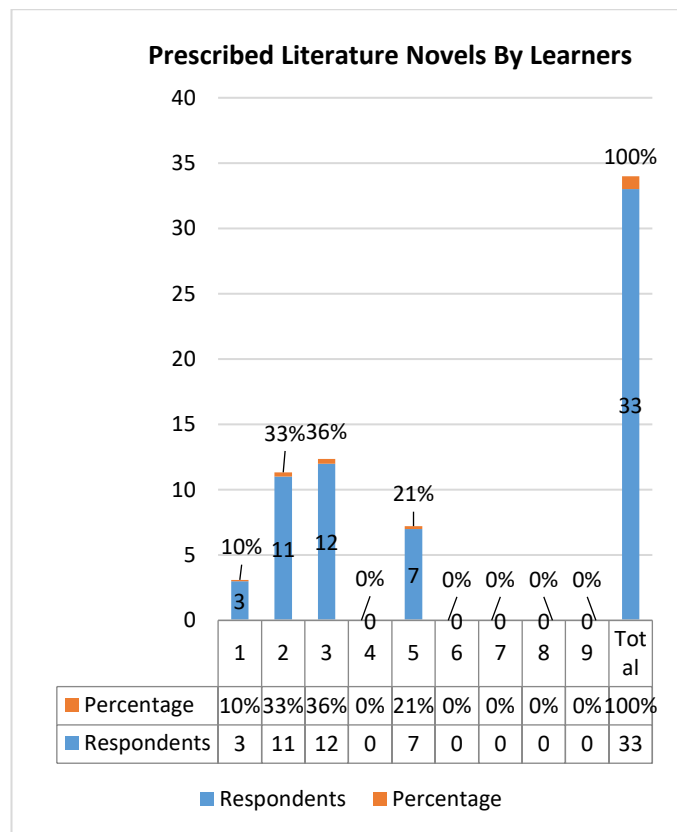
4.4 What Challenges do Schools face in teaching Literature in a Foreign Language?

The study revealed that schools faced a lot of challenges which probably lead to poor performance of learners taking literature in a foreign language at national and district level. Among them were; inadequate prescribed novels by schools and learners.

4.4.1 Prescribed Novels by Schools

Out of 60 learners of literature in a foreign language, only 33 learners representing 55% had the prescribed copies of novels. In this case, 36% of respondents had 3 copies, 33% had two copies each 21% had five copies while 10% had 3 copies each while 45% had no copy of any prescribed novel. The information is summarized in the table below.

Figure 1.3 Prescribed literature novels by learners



Source: Research findings 2021

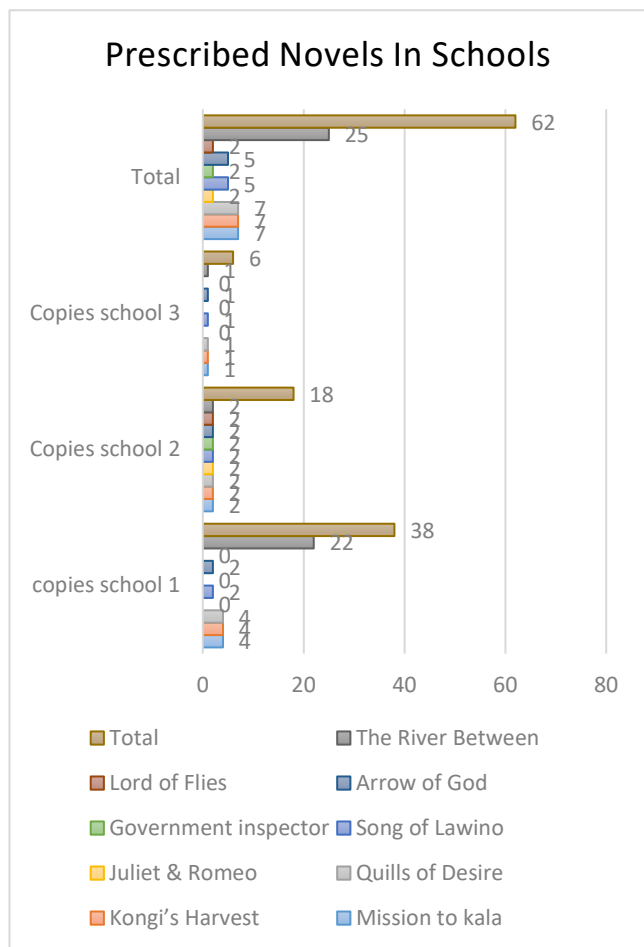
4.4.2 Prescribed Novels in Schools

The study revealed that school one had the largest number of copies available in school which is 38 copies out of 100 expected numbers of copies representing 38% of which 30 were photocopies of original copies representing 30%. The second school had 18 copies out of the 115 expected numbers of novels representing 16% while the third school had 6 copies out of 100 expected copies of novels representing 6%. Figure 1.3 below clearly showed that prescribed novels were a challenge to access in schools because they were inadequate. Below is an illustration of in form of a table.

Figure 1.4 Prescribed novels in schools

Prescribed Novels	No. of Books-school 1	No. of Books-school 2	No. of Books-school 3	Total
Mission to Kala	4	2	1	7
Kongi's Harvest	4	2	1	7
Quills of Desire	4	2	1	7
Juliet & Romeo	0	2	0	2
Song of Lawino	2	2	1	5
Government Inspector	0	2	0	2
Arrow of God	2	2	1	5
Lord of Flies	0	2	0	2
The River Between	22	2	1	25
Total	38	18	6	62

Source: Research findings 2021



Source: Research findings 2021

4.4.3 Poor Reading Culture

Poor reading culture is another challenge the study findings revealed. Some learners could not read and this was evident from the interviews and lesson observation conducted as some learners were not able to read fluently and this challenge has been standing for a long time. Results from the study indicated that school one had 5 participants out of 20 participants representing 10% who could not read completely while school two had 8 participants out of 20 representing 40% who could read with difficulties and school three had all the learners able to read. Reading is very important just as Ogwu (2010), states that reading facilitates and deepens the learning activities and effective

learning results in high academic mind and skills development. The challenge has been long standing as it is evidenced from the News of 14th June 2014 which was headed “Poor Reading Culture Continues Worrying Government” which was read at the launch of **READ ZAMBIA** Campaign by Central Province Minister Obvious Mwaliteta and it read; “Government has noted that Zambia is one of the countries in the region with a number of school-going children who are not able to read completely in commensuration with their age and grade level.

4.2.4 Funding of public Schools by Government

Poor funding of public schools by government is also another challenge which was established by the research findings. It was mentioned that schools are not regularly funded by the government with enough funds to help them buy all the necessary materials required for teaching and learning. 1 deputy head teacher representing 33% from a newly upgraded secondary school said that the school had not yet started receiving funding from the government and those schools depend on school fees paid by learners which is not enough. 2 deputy Head teachers representing 67% stated that their schools receive some grants once in a while and that the grant is not enough to buy the necessary teaching and learning materials. The challenge has also come a long way that is three years down the line the challenge had been there. In line with this, the general news which was updated on July 2018 which was headed; “Government has not funded schools since January 2018” given by Chisanga a Civil Society Constitution Agenda Vice Chairperson proves the challenge.

4.4.5 Time Barrier

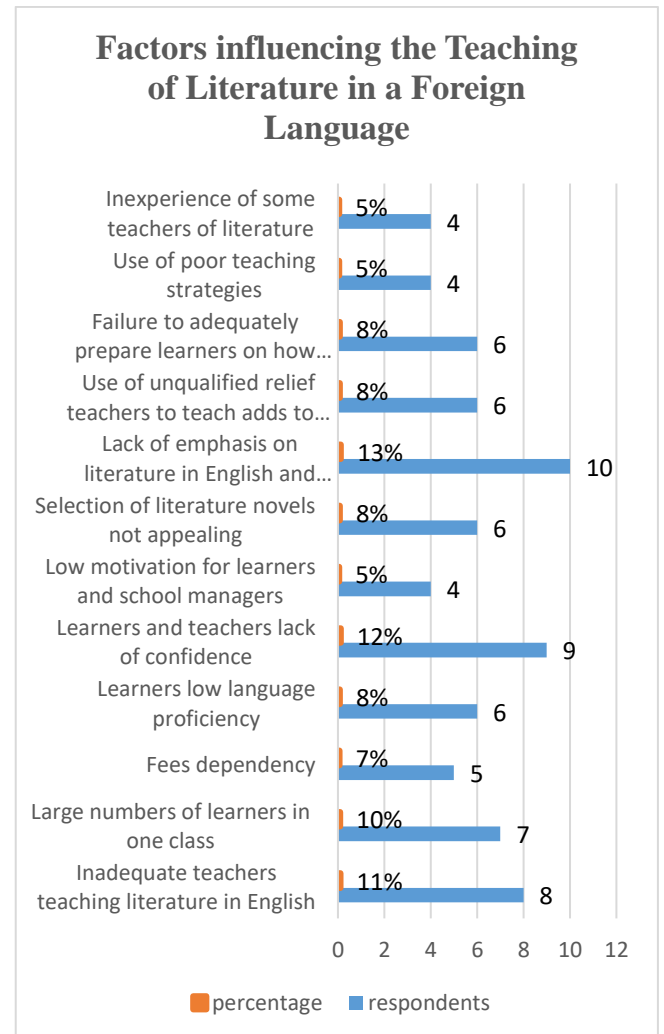
The CDC (2013), states that the subject has four periods per week and 255 hours of total lesson time of senior secondary curriculum of which out of these hours allocated 128 hours is allocated to the

study of texts. The findings revealed that time barrier limits syllabus completion as teachers and learners do not manage to read all the nine prescribed novels but instead, they only read five novels. For the syllabus to be completed Celeste, Bates and Morgan (2020) states that most effective teachers have learners spend fifty Percent of the time engaged in actual reading and writing.

4.5 What Factors influence the Teaching of Literature in a Foreign Language?

Figure 1.5 below clearly shows the factors affecting the teaching of literature in a foreign language. Respondents brought out a number of these factors of which they were rated as follows; Lack of emphasis on literature in a foreign language and overemphasis on other subjects 13%, Learners and teachers lack of confidence 12%, Inadequate teachers teaching literature in English 11%, Large numbers of learners in one class 10%, Learners low language proficiency, Selection of literature novels not appealing, Use of unqualified relief teachers to teach adds to lack of the subjects' credibility and status and Failure to adequately prepare learners on how to tackle Literature in English questions in good time were all at 8%, fees dependency 7% followed by use of poor teaching strategies and inexperience of some teachers of literature in English which stood at 5%.The findings correspond to Chishipula and Simuchimba (2016), Katerega (2014). Low proficiency levels in literature in English among learners were aggravated by lack of teaching and learning resources.

Figure 1.5 Factors influencing the Teaching of Literature in a Foreign Language



Source: Research findings 2021

4.6 What measures should be put in place in order to address the Challenges Schools face in teaching Literature in a Foreign Language.

The study through questionnaires, interview schedules and lesson observations revealed the following measures; Both parents and schools should be providing enough teaching and learning materials for both learners and teachers especially prescribed novels, schools to come up with well stocked libraries with updated books, learners should be given summaries to read before they

read the actual text, teachers and school authorities to work together and download movies of prescribed novels for learners to watch, learners who are not able to read should not be put in literature classes, more teachers of literature in English should be trained in order to reduce on the number of unqualified teachers handling literature in English Classes, teachers to use different teaching methods and techniques, teachers to teach learners essay writing skills and schools to come up with fund raising ventures.

CHAPTER FIVE:

CONCLUSION & RECOMENDATION

5.1 Conclusion

School management and learners face many challenges which impact negatively on the teaching and learning of the subject thereby contributing to poor performance of learners in literature in a foreign language Examination in selected schools of Luwingu District of Northern Province in Zambia.

There were several challenges established and some of them were; inadequate prescribed novels in all the schools. This made teaching of the subject difficult. There were also inadequate updated books and lack of stocked school libraries in selected schools offering the subject. Poor reading culture among learners contributed to poor performance at national level. Lack of stocked libraries contributed to poor reading culture because learners and teachers have nowhere to source for books to read. The government should ensure that schools are well stocked with literature books. Schools also lacked funding from the government which made it difficult for schools to purchase teaching and learning materials for both teachers and learners. Hence, schools should not only rely on funding from the government but also venture in fundraising projects which can bring

money in school such as production unit, tuck shops etc. Poor teaching strategies by teachers was challenge established. Teachers relied on very limited methods of teaching and this brought monotony to learners which made them loose interest in the subject. Teachers should use various methods of teaching in order to attract learner's attention. Not only that, absenteeism contributed to learners' poor performance in the subject because learners rarely attended literature lessons. Finally, Low language proficiency levels were very high in selected schools making learners fail to express themselves properly in English leading them to fail to answer questions appropriately. The administration to ensure that only learners who are able to read fluently are put in Literature classes.

5.2 Recommendations

The Ministry of General Education (MoGE) should ensure that there is harmonization of programs in teacher training Institutions offering Literature in English and that it should be treated as a separate teaching course from English Language. This would help teachers without background knowledge to learn more about the subject and be competent with the subject.

In order to improve on poor reading culture, schools to Introduce Drop Everything And Read (DEAR) in schools so that learners can develop a reading culture. Different books should be read by learners so as to improve on the language proficiency.

Teaching and learning materials are very important in the teaching of the subject because they help improve learners' performance. The study established that teachers faced challenges in terms of teaching and learning resources. Basing on this fact, the Ministry of education should ensure that schools have adequate and authentic teaching and learning materials, Teachers, Heads of departments for literature and Languages

department should be resourceful by making many copies through photocopying of few copies available in schools. Schools should also lobby for funds and donations from well-wishers in order to buy teaching and learning materials in schools. Not only that schools should also affiliate with Zambian Library so that they can benefit from the books donated to schools and finally schools should come up with fund raising ventures.

Motivation played a major role in the teaching and learning of literature in a foreign language 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 a foreign language should be recognized and rewarded accordingly at school, district or provincial levels to inspire or motivate them. For example, letters could be written to outstanding teachers by school administrators and copied to the District Education Board Secretary (DEBS) and the Provincial Education Officer (PEOs) office. Such teachers could be considered for awards during Labour Day celebrations.

Teachers to use various teaching methods in order to motivate learners and to avoid learners getting bored, the study recommends some methods which teachers can use in teaching the subject and some of them are; teachers and the school administrators to encourage learners to buy their own copies of books which can help them read at their own free time, teachers to give learners assignments regularly, conduct one-minute quizzes, have class and group discussions with learners. A teacher should also organize for his class activities such as drama, role plays, watching videos concerning the book being read. And finally, learners should be given more research work.

ACKNOWLEDGEMENTS

I wish to acknowledge the special blessing and favour the Almighty God has bestowed upon my life, career and education without which I would not have managed to achieve anything significant in life. I also wish to recognize and appreciate the services and mentorship of my supervisors, Professor Lufeyo Chitondo, Professor Mwamba Nkonga and Dr. Mwanapabu Neroh for supervising my research project; it was such a privilege and blessing to find myself under their supervision. I need not to overemphasize the professional and scholarly manner with which they mentored me. I also acknowledge the following lecturers for their unique contributions to the successful completion of my degree in Education Administration and Management at Rockview University: Dr. D. Mpolomoka, Dr. S. Banda, Dr. Mabenga and prof. N. Mwamba. From all these lecturers, I gained a world of knowledge, insight and new focus in both coursework and research project.

I also want to thank my fellow students in the programme; Doctor of philosophy in Education Administration and Management for being quite lively and supportive and for all the good times we shared. Special thanks also go to Mr. Mulenga Teddius for his continued encouragement and inspiration from the first day we reported together for the commencement of our programme; I do not wish to forget to appreciate my sister Mrs. Getrude Sijabala for her assistance, support and printing of course materials each time I needed help.

Also acknowledged are my research participants for patiently providing valuable information that laid a foundation to my studies and friends, workmates and relatives who in one way or another supported me in realizing this great go

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