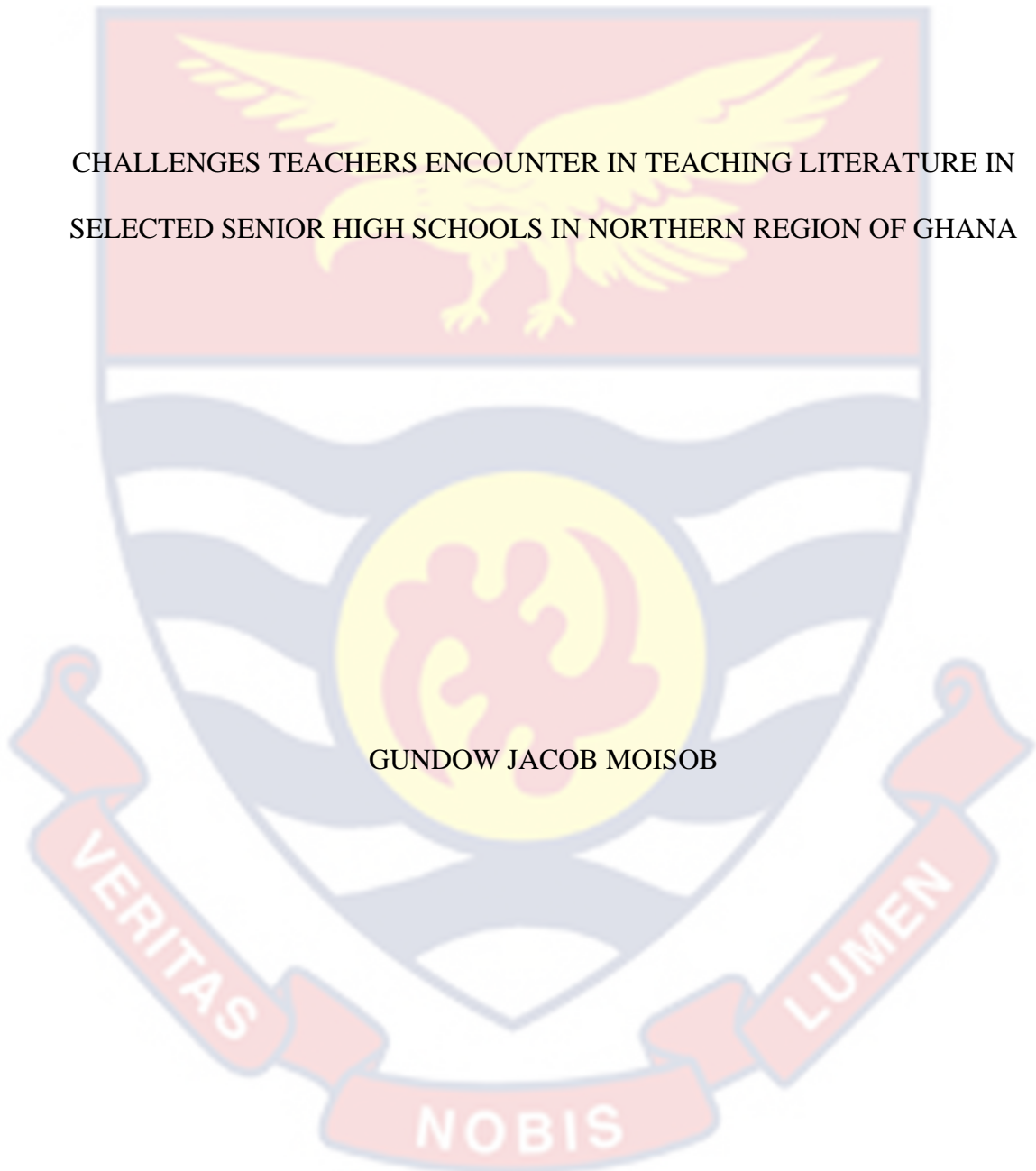


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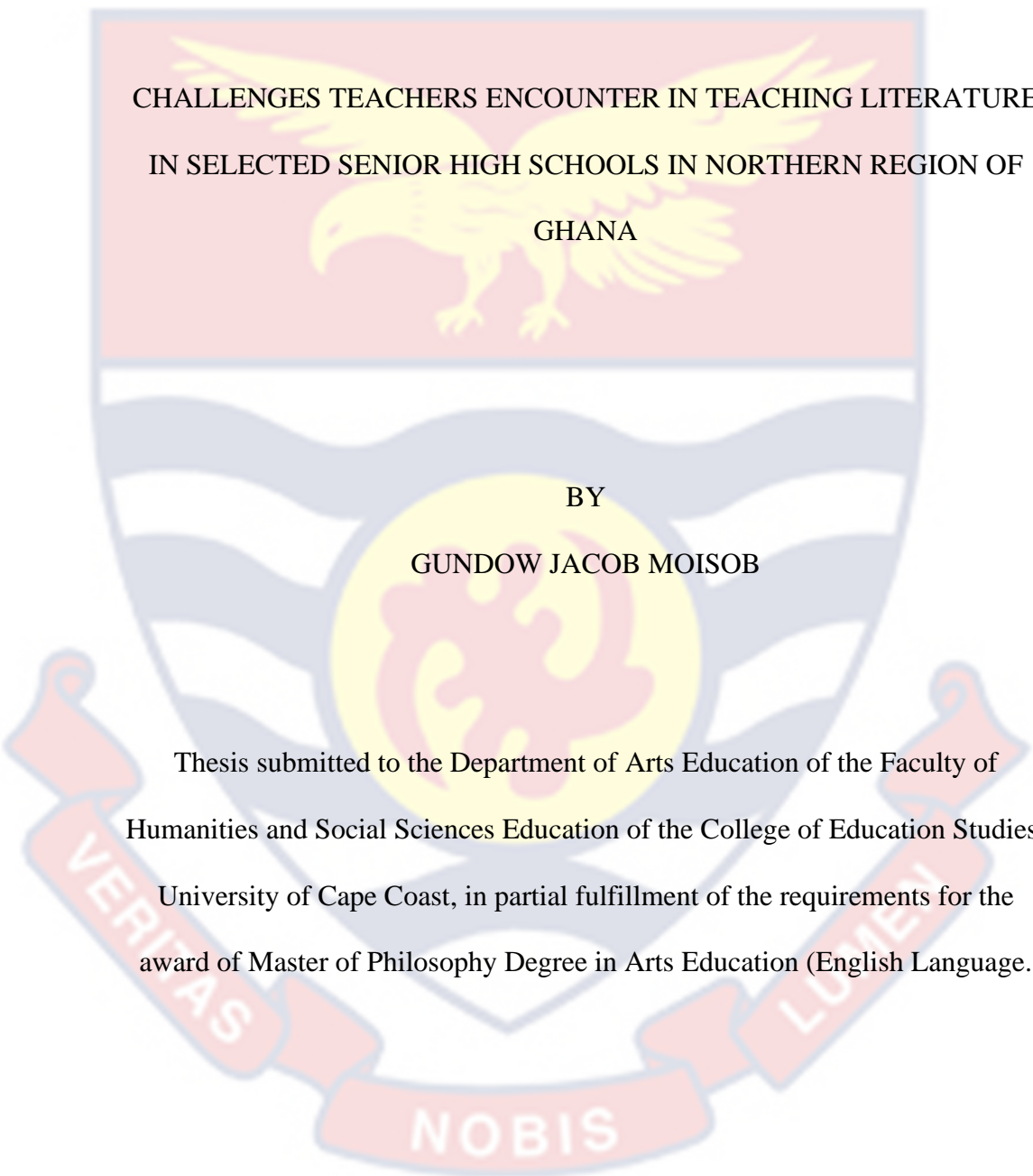
CHALLENGES TEACHERS ENCOUNTER IN TEACHING LITERATURE IN
SELECTED SENIOR HIGH SCHOOLS IN NORTHERN REGION OF GHANA

GUNDOW JACOB MOISOB



2024

UNIVERSITY OF CAPE COAST



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GHANA

BY
GUNDOW JACOB MOISOB

Thesis submitted to the Department of Arts Education of the Faculty of
Humanities and Social Sciences Education of the College of Education Studies,
University of Cape Coast, in partial fulfillment of the requirements for the
award of Master of Philosophy Degree in Arts Education (English Language.

MARCH, 2024

DECLARATION

Candidate's Declaration

I hereby declare that this thesis is the result of my own original research and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:..... Date:

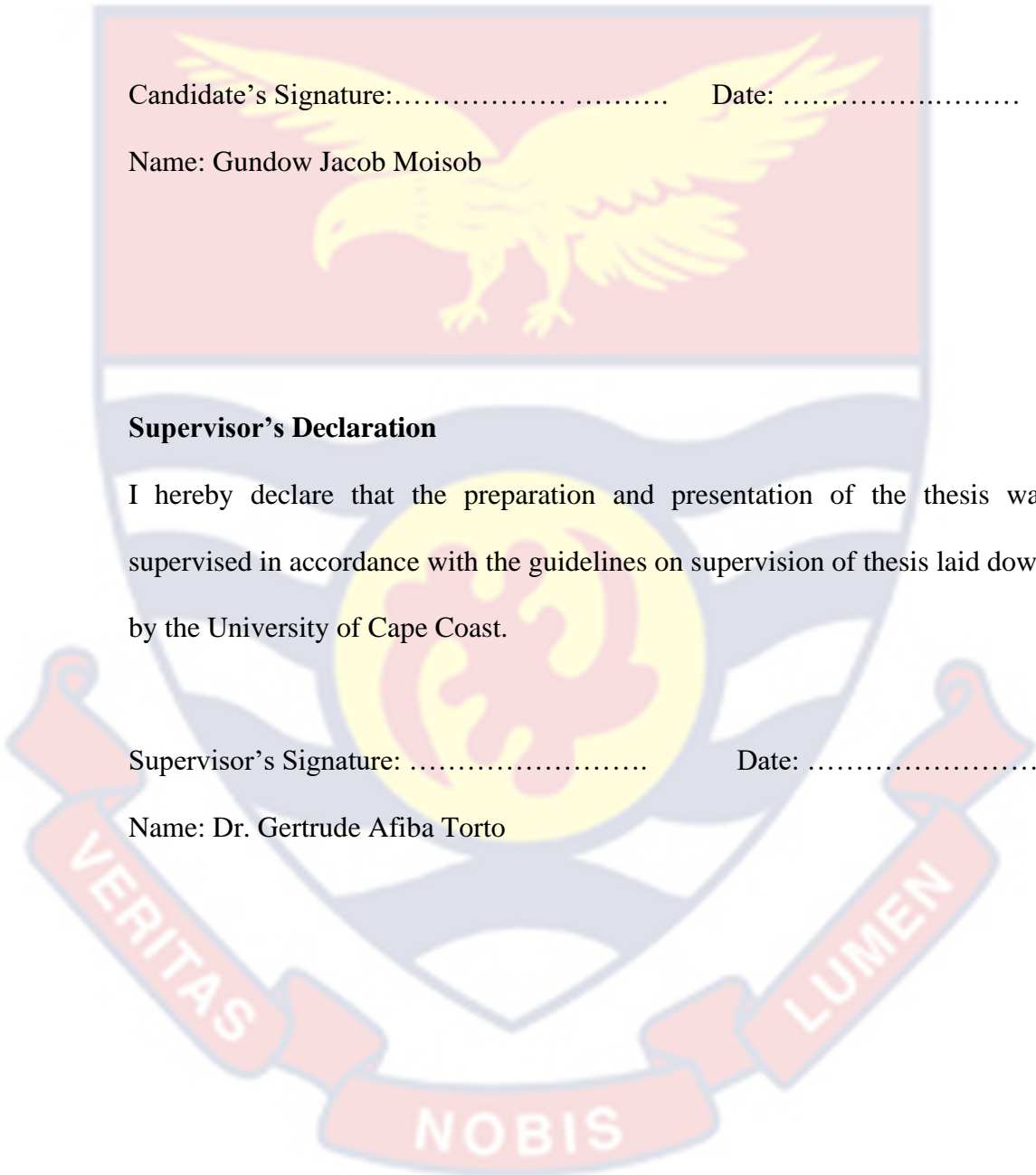
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Supervisor's Declaration

I hereby declare that the preparation and presentation of the thesis was supervised in accordance with the guidelines on supervision of thesis laid down by the University of Cape Coast.

Supervisor's Signature: Date:

Name: Dr. Gertrude Afiba Torto



ABSTRACT

Literature in English is a highly beneficial academic subject to both teachers and students in schools. However, some students and teachers seem not to be interested in literature as they think they do not have the complex skill needed to read literary texts. Thus, students' general performance in the subject over the years is far from encouraging. Therefore, this study was conducted to find out the challenges teachers encounter in teaching literature-in English in some selected senior high schools in the Northern Region of Ghana. The study aimed at soliciting teachers' views towards the teaching of literature. The researcher took a descriptive technique to answering the study's questions. A case study which adopted both qualitative and quantitative methods was used in analyzing the data. The target group was all Literature-in-English / English Language teachers from the selected schools. The population size of the teachers comprised fourteen (14) teachers of Literature-in-English in ZAM SHS, eleven (11) teachers of Literature-in-English in YAM SHS and 10 teachers of Literature-in-English in TAM SHS. In sum, the total population of teachers for the study was thirty-five (35) teachers. Data was collected through questionnaires, interviews and observation of classroom lessons. Interestingly, one of the key findings in this study was that Literature in English teachers are not well prepared or trained to teach the subject. They teach literature not because they are experts, but probably because there are few trained teachers to handle it. The study also found out that students' overall lack of English language abilities makes it difficult for them to comprehend literature-in English. Teachers were also of the view that literature lessons in senior high schools are mostly taught using the teacher-centered method. It was recommended that the teaching of English language in basic schools should be strengthened and strictly enforced. Reading skills should be effectively taught and schools should be encouraged to form reading clubs. Similarly, Ministry of Education (MOE), Ghana Education Service (GES) and Heads of Schools should organize periodic workshops to train in-service English Language and Literature in English teachers on how to tackle possible challenges they might encounter while teaching literature.

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DEDICATION

To the memory of my late father, Binsat Dubong Gundow, to my mother, Kantam Bogir, to my dearest Pius Yennukwa Jacob Junior, Penial Timok-Yennu Jacob, and to Mama Tessy.

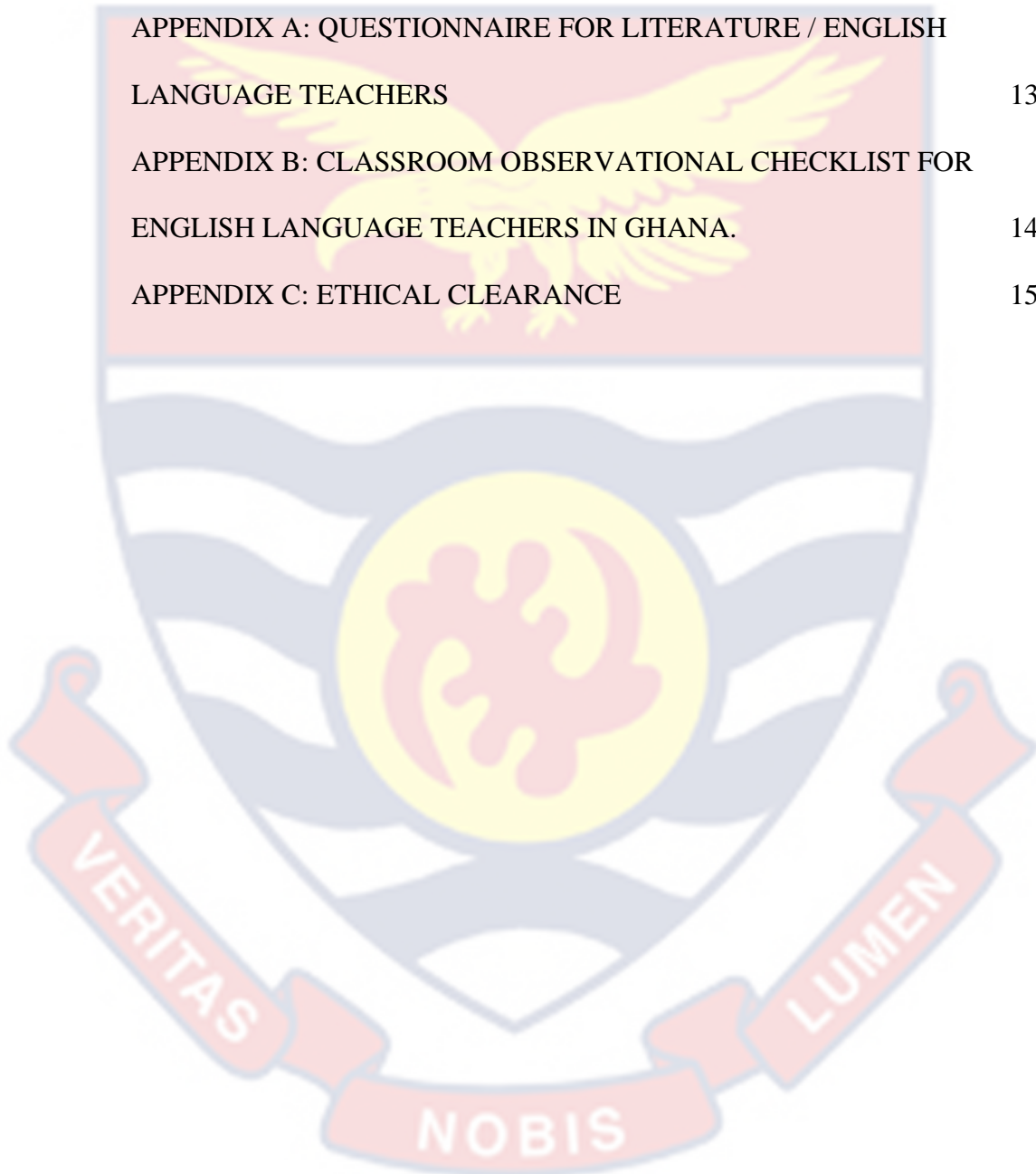


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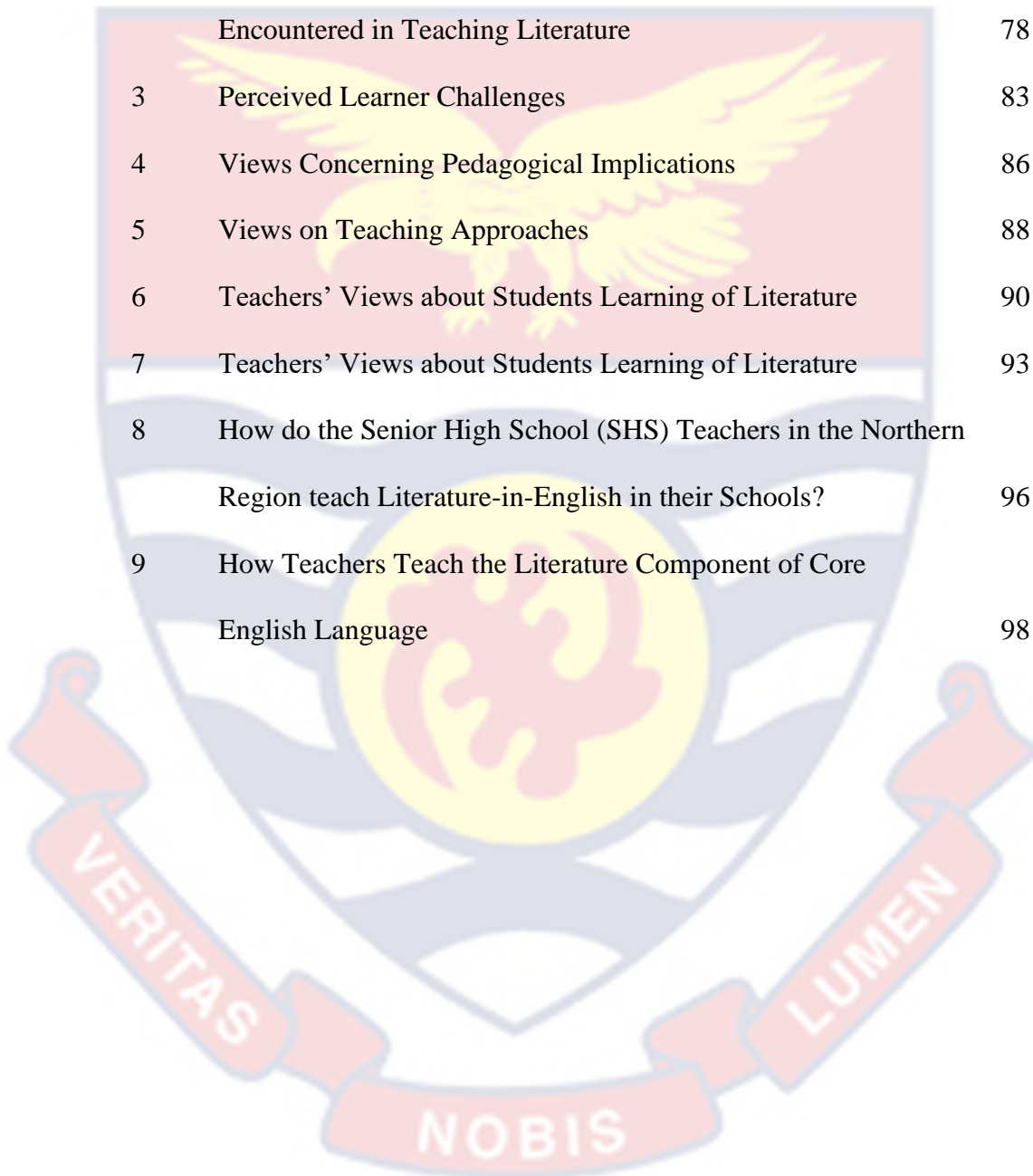
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CHAPTER ONE

INTRODUCTION

Background to the Study

Ghana is a multilingual nation, yet none of its many indigenous languages serves as the official language of the nation (Adika, 2012). Since the days of colonisation, the English language has occupied that space due to its use in administration, trading, law, education, and as a lingua franca (Sey, 1973; Sackey, 1997, Adika, 2012). English's influence as a neutral language among people who do not share a first language can be attributed to the role it performs. Today, English's dominance as a language is strongly felt on a global scale. With its use as the primary method of instruction in early elementary schools, the English language has quickly become a potent tool for interpersonal and communal interaction, inter-ethnic communication, discussion of majority rule practice and administration, and a source of debate among academics, decision-makers, and legislators.

According to Adams and Keene (2000), a considerable portion of education is spent learning the English language, hence it is expected of students to be able to “communicate effectively” in English in settings where this language is the primary “medium of instruction”. Students must learn the subject matter, for instance, in programmes like business, social studies, science, and mathematics, which are taught using the objective language (English). In these situations, English instruction and learning can help students meet their academic obligations, excel in their fields, and function well in the workplace. In order to follow this course, the Ghanaian government believes that teaching and mastering the English language should be included as a subject

and a system for guiding students. Every formal sector of Ghana's economy uses English language as its primary means of communication. Because English language is taught as a fundamental subject and is utilized as the language of instruction at the primary, junior high, and senior high school levels in Ghanaian schools, it plays a significant role in the academic pursuits of students. Additionally, it plays a significant role because majority of educational materials, including syllabuses and teachers' manuals, are published in English language. Thus, English language is crucial for someone to advance from one academic level to another.

English Language in the senior high schools includes reading comprehension, vocabulary, essay writing, grammar, speech work and Literature. These subject areas revolve around the four language skills of speaking, listening, reading, and writing. Reading and writing are secondary skills whereas speaking and listening are the primary skills. Reading, which is a secondary skill could be in the form of casual reading, extensive reading and study reading. It is a complex skill involving the process of making meaning out of symbols backed by experiences and background. Therefore, it is more than merely decoding symbols on a page of a book, or memorizing or reciting a text (Obah, 2002). The product of every reading task is the reader's ability to assign meaning to the text. Therefore, effective reading is productive reading.

Reading, similar to its connected language abilities (listening, speaking, and writing), frames a piece of an intricate data preparing framework" (Obah, 2002,p 87). According to Obah, reading works at two levels. These two levels are the levels of images or symbols and the levels of ideas or concepts. On the former level, the reader's primary tasks involve perceiving words, grouping the

words and interpreting them. On the latter degree of reading, the words which were perceived by the reader are retrieved from the reader's memory to make meaning in appropriate contexts. The reader follows the writer's line of thought, reproducing in the reader, the psychological pictures and thoughts sent by the author (Obah, 2002). This means that readers often try to find out the motivation behind any literary piece and also provide their own interpretation of texts different from the author's intention. According to Etsey, Smith, Gyamera, Koka, Boer, Havi, and Heyneman (2009), reading, seen as the ability to understand a book is an important skill. As stated by Durkin (1981), teachers merely assess students' understanding during reading lessons rather than teaching them how to extrapolate meaning from texts. All reading instruction, however, aims to at least help a reader understand the information. The reader and the author are at least two people that are involved in reading comprehension. Decoding the writer's words and then using background information to develop a rough understanding of the author's message are both steps in the comprehension process (Dechant, 2013). The study of Literature-in-English makes use of this ability. Literature-in-English could be seen either as an elective subject or as a component of the core English language in the SHS Curriculum.

The literature component was added to the English Language syllabus more than ten years ago with the intention of improving students' language skills (Rashid, Vethamani, & Rahman, 2010). There were initially conflicting opinions among teachers, parents, and students about the addition of the literature component. With its full implementation, teachers' and students' reactions have improved (Vethamani, 2004). The literature component could be

an added advantage to students who already have the English Language proficiency background. For them, the literature will step ahead to whip their interest in the English Language and end up sharpening their language skills.

It is well-known that reading literary texts requires complex skills and tools of inquiry which includes the gathering of information related to an issue or problem, an analysis of one's own values as they relate to the issue or problem, reflecting on various options for solution, and choosing and applying the most appropriate option available to the reader (Hwang & Embi, 2007).

On the other hand, some students and teachers do not seem to be in favour of it since they believe they lack the complex skills required to read literary works. Many teachers assert that most students find it challenging to understand the linguistic level of the assigned literary books. As a result, they neglect the literature component of the English language, which has an impact on student achievement. Literature-in-English serves as a lens through which individuals perceive the world around them. Their comprehension of this world serves as the foundation upon which they evaluate the significance of their own existence and attain a deeper insight into both themselves and their societies. The significant contribution of literature in language teaching and curriculum cannot be over emphasised.

Bell, (2013) argued that, to achieve the goal of teaching English, Literature-in-English should be properly considered. Since Literature-in-English is socially distant from students, learning it may be a difficult task for most learners. It is up to teachers to put forth countless efforts to make literary teaching and learning simpler, more enjoyable and more advantageous.

Literature-in-English gives students the opportunity to find new ways of learning English language from authentic real-life situations instead of learning from any abstract medium. Since Literature-in-English demands extensive reading as well as appreciating and analyzing literary texts, it is worth saying that when the literature-in-English language is taught well, it can facilitate the language development of learners and boost their confidence towards the English language.

The study of Literature-in-English has the potential to encourage students in the interpretation and expansion of their linguistic comprehension while also fostering a deeper understanding (Adama, 2023). Alim and Pennycook (2008) further affirm that exposure to literature in this domain can serve as a catalyst for students' enhancement in various facets such as vocabulary enrichment, grammatical proficiency, critical thinking aptitude, analytical skills, and cultural awareness.

Several scholars, including Ezenadu, (2012); Aluko (1990) ; Ogunsiji (2003) ; Reeves (2004) and Anyaniyi (2009), have identified that engagement with literature not only facilitates the advancement of language competencies but also offers readers a deeper understanding of themselves and their societal interactions. Consequently, the significance of literature instruction is underscored in both junior and senior secondary education settings. At the senior level, literature is typically offered as an elective course, whereas at the junior level, it is seamlessly integrated into the English language curriculum.

Due to the disparate attitudes and beliefs associated with Literature-in-English, teachers are expected to adopt new pedagogical concepts when teaching it. When this is not done, poor performance of students in this critical

aspect of language learning becomes imminent. As a result, there is a strong correlation between senior high school students' consistently reported low English language performance and their proficiency with the literature component of the English language. There is a common phenomena in senior high schools in Ghana that equates English language teachers to being experts in Literature-in-English. Therefore, most core English language teachers teach all aspects of the language including Literature-in-English.

However, literature is considered as a special area that requires special training and expertise (Labo-Popoola, 2010). As such, if teachers who handle this aspect have not acquired the requisite training, their competence cannot be guaranteed. Once their competence is doubtful, they are likely to avoid areas that they feel handicapped or they may misapply pedagogy and concepts, which invariably, will end in misleading learners, leading to poor performance.

Granath(2017) as cited in Fatimayin,(2022) conducted a study which indicates that teachers perceive literature as instrumental in augmenting students' understanding of social and cultural dynamics alongside their linguistic proficiency. Nonetheless, Granath also noted that teachers identified disinterested and unmotivated students as the principal impediment to the efficacious instruction and learning of literature. Extensive literature examining the utilization of literary texts within the ESL classroom underscores its significance in fostering critical thinking and creativity among language learners (Ghosn, 2002). This implies that teachers should encourage students to read the prescribed literary texts before reading commentaries on them.

There is a perception among teachers from the senior high schools, colleges of education up to the universities that increasing number of students

entering institutions of learning lack reading culture, a skill that is employed in the study of literature. This is an evidence that there are myriad challenges that may hinder the effective teaching of Literature-in-English in the senior high schools.

Statement of the Problem

The objective of education is to empower students to cultivate their capabilities and harness their full potentials for practical application, thereby influencing everyday life (Adeosun, 2020). Achieving this goal requires teachers' to effectively support learners to think innovatively, which is inherent in the teaching of Literature-in-English. This probably, could be due to the fact that, teachers play a pivotal role as valuable assets in fostering optimal learning experiences for students and nurturing their potential within the classroom. Literature-in-English teachers are therefore tasked with formulating efficacious methodologies to nurture their personal creativity and the literary capacities of their students by providing diverse opportunities for creative and critical writing in both fiction and non-fiction genres.

However, it is frequently observed that teachers lack sufficient proficiency in employing creative teaching methods in Literature-in-English lessons, thereby limiting students' opportunities to explore their creative capabilities. As the adage goes, one cannot impart what one lacks; therefore, teachers must actively engage in the realm of creativity for effective Literature-in-English lesson delivery. Among all academic disciplines, the Literature-in-English classroom is widely regarded as a fertile environment conducive to cultivating students' creative thinking and abilities.

Lewis (2013) posits that Literature-in-English primarily embodies the extensive reading facet of language, as opposed to the intensive aspect. Other scholars (Arthur, 2019; Bell, 2013; MacConn, 2016) have proposed that an effective approach to teaching Literature-in-English involves both comprehensive and intensive reading. Consequently, a failure to adequately address both elements, and an undue emphasis on one at the expense of the other, may adversely affect students' performance in the process of language acquisition.

The essential foundational knowledge and competencies expected in the teaching and learning of Literature-in-English at the secondary school level encompass the ability to read and analyse the form and content of diverse literary works, including novels, short stories, plays, and poetry. Additionally, teachers are expected to guide students interpret and assess the contemporary societal relevance of texts derived from literary works. Furthermore, the development of self-understanding and the proficiency to express oneself through the composition of coherent and logical essays are deemed integral components of Literature –in-English education (Mugolozzi, Caroline, and Nimehi, 2019).

Hussein and Al-Emami (2016) conducted an investigation into the challenges encountered in teaching Literature-in-English at the University of Hail. These challenges were analyzed from the perspective of instructors, revealing that both educators and students may encounter obstacles in the teaching and learning of Literature-in-English due to various factors. One prominent factor identified is cultural barriers stemming from students' insufficient familiarity with the cultural and social contexts depicted in the

literary works. Also, students' lack of initiative and enthusiasm to actively connect with the literary texts was a barrier.

Mubita and Sing'alamba (2020) also carried out a study to investigate the factors responsible for the poor academic performance of 12th-grade students in Literature-in-English examinations. The study's conclusions showed that most Literature-in-English teachers were undertrained, lacked experience and therefore did not possess appropriate subject matter competence, and had limited access to instructional approaches.

In the Ghanaian context, Tei (2019) conducted a study investigating the perspectives of senior high school students regarding the study of literature in English. The research aimed to examine the impact of Senior High students' perceptions of literature on their attitudes toward the subject. Findings from the study indicated that the majority of Senior High students in the Eastern Region of Ghana exhibited a negative attitude towards literature due to dissatisfaction with the instructional methods employed in their schools. Factors contributing to this sentiment included elements of their home environment, the selection of textbooks, and the teaching methodologies employed by their teachers. On the contrary, most teachers voiced their dissatisfaction, pointing out that they use instructional strategies that should ideally deepen students' understanding. Therefore, such teachers think it is mystifying why students perform poorly in Literature-in-English.

Similarly, Adama (2020) conducted an investigation into the determinants impacting the attitudes of undergraduate English language students towards literature studies, with the objective of enhancing pedagogical approaches in ESL classes. Findings revealed that a considerable proportion of

the university's undergraduate cohort held unfavorable views regarding the study of literature. These perspectives were influenced by factors such as familial background, concerns pertaining to teaching methodologies or instructors, and pre-existing educational conditions.

Ankrah, Kwasi, and Nyanta (2017) conducted an investigation into the teaching of poetry within junior high schools in Ghana. Their study underscored the significant role of poetry in the development of a child. They argued that poetry improves students' sense of responsibility and decision making and develops their skills of literary appreciation and content analysis of literary texts. This among others justifies the importance of integrating poetry instruction into the Literature-in-English. It also provided a comprehensive guide for teachers, outlining steps to facilitate the teaching of poetry effectively and to cultivate students' interest at this educational level.

Yaw-kan, Gambil, Akor and Donwaazum (2022) conducted research focusing on a Computer-Assisted Language Learning (CALL)-based approach aimed at comprehending the concept of character and characterization in literary texts within the North East Region. The researchers examined the pedagogical implications of incorporating CALL into the teaching of character and characterization in literary texts. Their study unveiled that CALL integrated Literature-in-English lessons demonstrated greater informativeness compared to non-CALL-based lessons. Additionally, CALL integrated lessons exhibited audio-visual appeal, and importantly, fostered the development of critical thinking skills among learners when engaging with literary texts.

Aside these few studies that specifically focused on Literature-in-English, the myriad of studies that flood the literature space related to challenges

have focused mostly on English Language learning such as grammar, vocabulary, composition (Baido, 2018; Abudu, 2017; Naafan 2018). While these many studies are neglecting the challenges of teaching Literature-in-English, the problems that it brings to students overall English Language education and invariably learners performance in the subject incessantly lingers on.

In fact, the West African Senior Secondary School Certificate Examination (WASSCE) has shown an overall decline in student performance, particularly in Literature-in-English. According to the 2020 Chief Examiner's Report, students are not proficient in accurately answering Literature-in-English questions. As a matter of fact, the report bemoaned that most candidates have very poor vocabulary and are not able to express themselves clearly and logically in Literature-in-English and even English language in general.

Similarly, as a teacher of Literature-in-English and English language in one of the institutions, the researcher's teaching experience supports the evidence that students are not doing well in Literature-in-English at all, despite the attention teachers give to the subject. The outcomes of students' results in Literature-in-English to date have not been very outstanding. Unfortunately, this problem even presents a regional twist. The case of Northern region seems to be one of the worst. The general regional ranking of performance in Literature-in-English and English Language over the years revealed that Northern region often ranked 10th (out of the then ten regions of Ghana). In all these cases, the Chief Examiner's reports cited challenges relating to literature aspect of the English Language as a bane to students.

However, there is a paucity or absence of studies in the Northern Region of Ghana that have specifically investigated issues associated with teaching Literature-in-English in senior high schools. Therefore, it is essential to carry out this study to investigate the challenges teachers encounter in teaching Literature-in-English in some selected senior high schools in the Northern Region of Ghana.

Purpose of the Study

This study's major goal is to identify the difficulties teachers face when they are teaching Literature-in-English/ literature component of the Core English language in some senior high schools in the Northern region of Ghana. The study as well, has the aim of soliciting teachers' views towards the teaching of the core literature in senior high schools and find out how they teach Literature-in-English in their schools in Ghana.

Objectives of the Study

The study aims to:

1. Identify the challenges Senior High School(SHS) teachers in Northern Region of Ghana encounter in teaching literature-in-English
2. Find out the Senior High School (SHS) teachers' views towards the teaching of Literature-in-English
3. Find out how the Senior High School (SHS) teachers teach Literature-in-English in their schools

Research Questions

The study will be guided by the following research questions:

1. What are the challenges Senior High School (SHS) teachers in the Northern Region of Ghana encounter in teaching Literature-in English?

2. What are the views of the Senior High School (SHS) teachers in the Northern Region towards the teaching of Literature-in English?
3. How do the Senior High School (SHS) teachers in the Northern Region teach Literature-in-English in their schools?

Significance of the Study

Because it exposes students to both the functional and communicative uses of the English language through extensive engagement with texts in all genres, literature-in-English and the literature component of the English language are crucial because they give students the chance to actually experience language use.

In addition to its linguistic advantages, literature may enhance students' imaginations, critical thinking skills and develop the emotional intelligence of learners. It is my expectation that, findings from this study will help the English Language teachers not only in Ghana but beyond to give equal attention to the literature component of the English Language. The outcome of the study could inform policy makers and stakeholders in District Education Offices to organize in-service training and seminars for teachers on effective teaching of literature at the basic level especially the junior high level. Stakeholders in education might consider the outcome of this study to ensure that the literature aspect of the core English language across all levels is given equal attention like other aspects by both teachers and pupils.

Again, the results from this study might inform Coordinators of Professional Learning Communities (PLCs) to organize workshops to train English Language teachers and Literature in English teachers on how to tackle possible challenges they might encounter while teaching literature. Not only

that, Ministry of Education (MOE) in collaboration with Ghana Education Service (GES) could review the literature syllabus to take into consideration the competence of the learners, the aims and objectives, current critical theories etc. and provide all schools with copies of the syllabus. The study will again serve as a basis for further research.

Delimitation of the Study

The study's main focus was on Literature-in-English in some selected senior high schools in Ghana's Northern region. Due to time and resource constraints, this study was only able to focus on some of the Northern Ghanaian senior high schools of ZAM, YAM, and LAM. Because of the nature of the research and the limitations of a sandwich programme, no other senior high schools in the area could participate.

Limitation of the Study

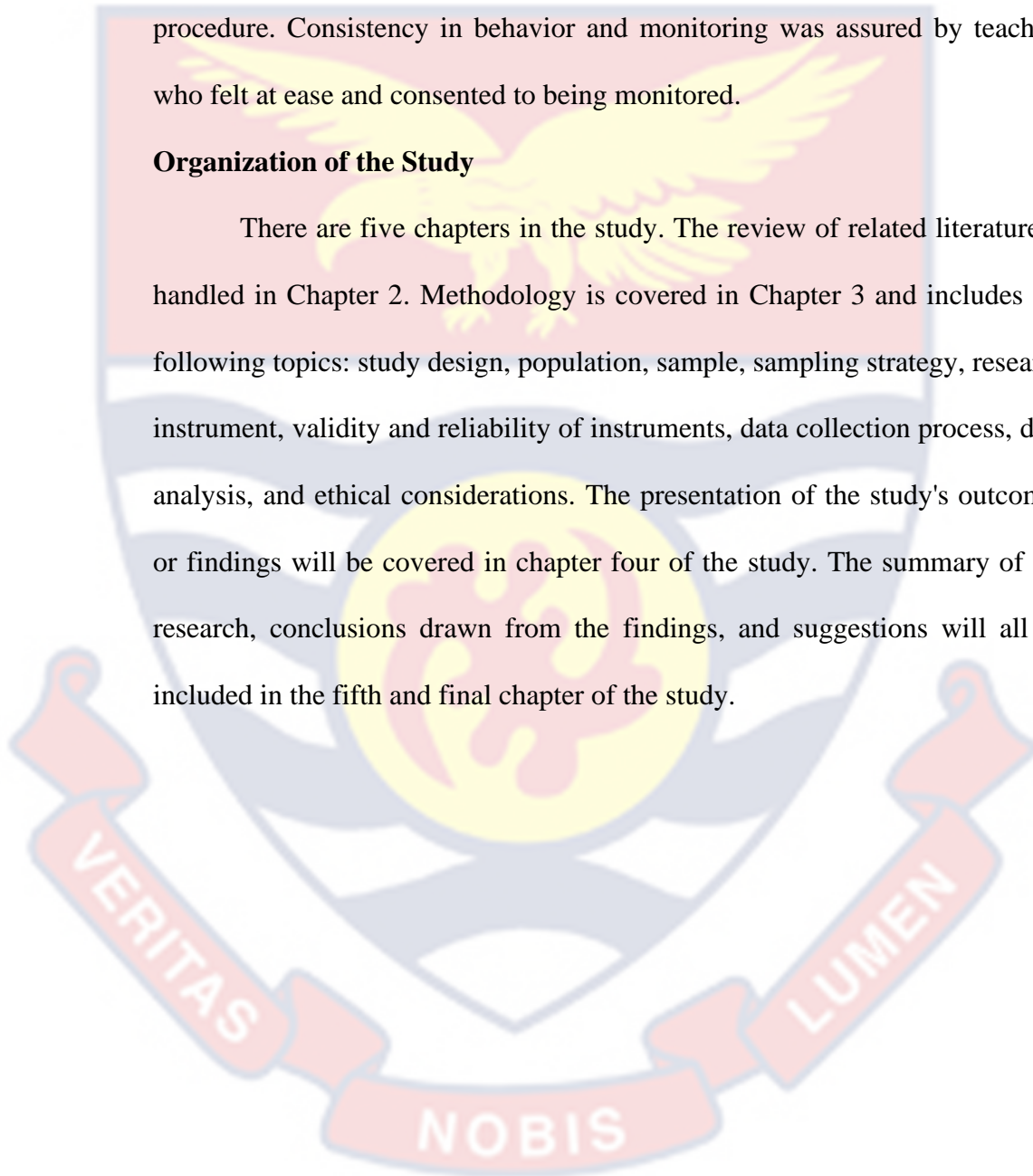
The study had some difficulties that might have impacted its generalizability and dependability. When the researcher asked the respondents for their thoughts on the posed research topics, some of them refused to collaborate and support the study. There was a chance that some of the respondents' answers would not accurately describe the circumstances in the investigated schools. This can limit how the study can be concluded as well as how the conclusions might be applied.

The instruments used in collecting the data limited the study. For instance, structured questionnaires probably did not do the study a good job. The researcher could have also used focus group discussions. Also, once the participants knew that they were going to be observed, they could behave differently. This could lead to “hawthorn effect” where participants might fake

behaviours for knowing that they were going to be observed. The teachers were observed twice to find patterns in their behaviour to support their actions in order to overcome these difficulties. Once more, teachers who felt awkward about having their lessons observed were excluded from the observation procedure. Consistency in behavior and monitoring was assured by teachers who felt at ease and consented to being monitored.

Organization of the Study

There are five chapters in the study. The review of related literature is handled in Chapter 2. Methodology is covered in Chapter 3 and includes the following topics: study design, population, sample, sampling strategy, research instrument, validity and reliability of instruments, data collection process, data analysis, and ethical considerations. The presentation of the study's outcomes or findings will be covered in chapter four of the study. The summary of the research, conclusions drawn from the findings, and suggestions will all be included in the fifth and final chapter of the study.



CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

It is important to note that literature has recently become more important in the subject of language instruction (Bobkina, J., & Dominguez, E. 2014). Despite the conventional objections against literature's inclusion in English as a Foreign Language (EFL) classes, a rising number of educationalists and professionals have recently come to understand literature's specific relevance as a hub for social and linguistic advancement. The purpose of this study is to look into challenges that teachers face when Literature-in-English in some senior high schools in Ghana.

Theoretical Review

The social constructivism theory has influenced the theoretical review of this investigation. Literature-in-English teachers can apply this theory by guiding learners build knowledge through their experiences. The social constructivists go even further, emphasizing how a learner's environment, including society, culture, and connections with others, affects him (Hiebert & Rapheal, 1996, Torto, 2014). In social constructivism, teachers and experienced adults see every learner as an individual with distinct needs and a unique history (Torto, 2014). Every individual has distinct perspectives and experiences that distinguish them from others. As a result, social constructivism admonishes teachers to encourage students to reach their own judgments about the truth, based on their own background, society, and pre-existing worldview. This theory holds that social interactions that take place in the “Zone of Proximal Development” (Z. P. D.) lead to learning (Vygotsky, 1978). “The Zone of

Proximal Growth is the range between a person's anticipated development and their actual developmental level as shown by problem-solving under adult supervision or in collaboration with more advanced peers” (Vygotsky, 1978). According to the Z.P.D. ideology, students or learners can accomplish their objectives with the help of teachers (adults) or other positively excellent students. Literature-in-English teachers can apply this through rigorous assessment of students’ prior knowledge before introducing a new literary text or concept for discussion.

Language is viewed as a “social activity rather than a solitary one, and learning is an ongoing/active creation process”. Literature-in-English or language learning is also seen as a social activity in which students, with the aid of classmates and teachers, get access to a professional discussion. The constructivist educational philosophy holds that students should be able to use reading and writing (literature) in a social context in addition to knowing how to read, write, enjoy, and analyze Literature-in-English texts. Teachers need to shoulder the responsibility of urging students to actively direct their learning, to adopt their own learning strategies, and to take ownership of their education based on self-reflection and social interaction. Having conversations with individuals of various learning abilities is necessary for collaboration, a goal-directed social activity (Vygotsky, 1962). Collaboration benefits English literature in three ways: idea generation, meaning construction during literary appreciation, and peer review.

The social constructivist theory influences how Literature-in-English is taught, particularly the integrated approach, in that it actively involves the student in the learning process. This learner-centered approach lets students

compose essays and offer analyses of texts from English literature at their own pace. Along with choosing essay topics, the students also participate in some vocabulary building. To enhance their essay and their comprehension of the texts, they investigate texts and topics, write several drafts, and solicit feedback from peers and teachers. Adults and more competent peers can help students' complete tasks, according to social constructivists. "This happens in an integrated approach classroom, where teachers and peers meet to discuss and provide feedback on students' written essays as well as their appreciation of the prescribed literary texts. By putting the student in difficult activities, social constructivism asserts that the learner will be able to function in their environment at the end of the learning process. As a result, learners have a strong sense of ownership over the learning or problem-solving process, as well as the problem itself" (Graves, 1983). Students engage in challenging activities in the integrated approach classroom as well. Learners are able to appreciate literary books and write in a familiar atmosphere while learning essential literature, writing, grammar, and vocabulary in context. They have the freedom to learn on their own and claim ownership of their work in the real world if only teachers are able to scaffold them well.

Grammar and vocabulary expertise as well as an understanding of the process-genre will be very helpful because English as Second Language students are not native speakers and may thus have limited vocabulary and grammar intuition. Teachers must employ advantageous teaching strategies and procedures to help this student develop autonomous reading skills. Due to social constructivism's influence, it is a fundamental component of the integrated approach to teaching Literature-in-English.

The ramifications of constructivism, on the other hand, vary depending on one's point of view and stance. There are philosophical implications of constructivism in instructive settings, similar to Piaget's (1967) personal constructivism, (Vygotsky's 1978, Appiah Baidoo, 2018) social constructivism, von Glasersfeld's (1995) revolutionary constructivism, constructivist epistemologies, and Mathews' (1998) instructive constructivism

Teaching and learning, according to Li (2005) is a working cycle in which pupils are guided to develop their own insights and understanding. In other words, although the value of the teacher's instruction cannot be understated, the focus of instruction should always be the pupils. According to Freiberg (1999), Reigeluth (1999), and von Glasersfeld (1995), constructivism views learning as a process of dynamic information production rather than passive knowledge retention. Students integrate new information into earlier mental models and alter their individual interpretation as a result of acquiring new information and experience (Jonassen, Davidson, Collins, Campbell and Haag, 1995).

Smith and Elley (1995) cited in Baidoo (2018), said that constructivism places more emphasis on the learning processes than the results of those processes. The process by which a student chooses a certain response is given more weight than the obvious recovery of objective solutions. In order to understand how children organize their experiential environment, student error is seen as a necessary component. According to constructivist theory, all students actively participate in the development of their own understanding, and the more learning occurs in a context relevant to real-world situations, the more significant the understanding will be. The idea is also a useful framework for

considering the connections between individual vocabulary skills and reading comprehension ability (Woolfolk, 2010).

The work of Vygostky surely had an impact on Brunner's conception of scaffolding. According to Vygotsky (1978), "we learn best in a welcoming environment where we can engage with others and create meaning". The framework for Brunner's approach was inspired by his "zone of proximal development hypothesis", which states that we learn more when we are in the presence of someone who is more experienced. Brunner believed that when students are starting to understand a concept, they require active help from teachers and other adults. This means that while students may initially depend on more knowledgeable people to help them understand a concept or idea, as they gain independence in their reasoning and gain new skills and knowledge, the lines between the two can gradually blur. This kind of organized association between the students and the adults (more experienced people) is suggestive of the scaffolding that supports the construction of a structure. It is gradually destroyed as the work is finished (Wheeler, 2017).

The importance of Brunner's theory implies that scaffolding can be applied across all areas, for all ages and for all subjects of teaching. It is significant for teachers of English language and Literature-in-English to give freedoms to students to continually acquire new ways and abilities that will empower students to read literary texts on their own and give their own understandings. Literature-in-English teachers should know about the developmental condition of students under their consideration comparable to their intellectual development. For instance, teachers are supposed to allow students provide their personal responses to the literary texts that are prescribed

to them. Therefore, if a teacher does not know how to scaffold the learner to take responsibility of the learning process, it makes teaching and learning more challenging.

Some activities encouraged in constructivist classrooms according to Duffy, Jonassen, and Lowyck (1993) are:

1. Experimentation in which students execute separately before gathering as a class to review the outcome.
2. Learners investigate a theme and present their results to their colleagues.
3. Field visits that allow learners to apply classroom theories and ideas in a real-life setting. Class discussions would frequently precede field visits.
4. Films that provide learners with a visual or audio-visual backdrop, allowing them to engage their senses of vision and sound in the learning process.
5. Discussions in class. All of the methods listed above use this methodology. One of the key differentiators between constructivist and non-constructivist teaching methods is this.

Conceptual Study

Definition of Literature

“Literature-in-English in its broadest sense can be characterized as innovative or inventive work or writing, particularly of perceived creative worth. It includes verse, dramatization, exposition (books), papers, and so on, and described by greatness of style and articulation and by themes of general or enduring interest (El Helou, 2010, p. 16). Encyclopedia of World Biography

(2009:527) argued that literature contains "writings that are valued as works of art, especially fiction, drama, and poetry".

Personally, these works, which are exhibited in a variety of different contexts, including happiness, distress, mental viewpoint, social transformation, and educational progress, have been accepted by some scholars as the declaration of the peoples' voice. Literature therefore offers intellectual and emotional pleasure. The researcher also have similar believe that literature is a piece of work that has form, beauty, real-like events and aesthetic relevance to life. It touches emotions, projects value, motivates virtues and discourages vices. Diyanni (2002:2) held the personal belief that:

Literature transports us to the world” conceived by the creative mind, arouses our emotions of love, loss, joy, elation, and pity, and so improves our perception and understanding of life. Literature also entertains, deepens and modifies understanding, and serves as a constant critique of ideals. Literature provides information and comprehension while also cleansing the emotions and ethics and enlightening the intellect.

Literature in English is a discipline that necessitates close reading of texts and an understanding of literary strategies in order to support the development of a variety of skills and competences. The researcher has found that teaching and learning English literature to pupils effectively will improve and expedite their language proficiency.

Kramsch and Kramsch (2000: 553) asserted that literature possesses symbolic significance, artistic and cultural importance, as well as entertainment and educational value. Moody (1981) posited that the principal objective of

literature is to provide pleasure and enjoyment to its readers. He further emphasized that literature is most gratifying when it intricately connects with the realities of human conditions, issues, emotions, and relationships.

Literature in EFL classes: The debate

The use of literature in EFL classrooms has long been a topic of controversy in the field of language instruction. In reality, the case for using literature in language instruction and learning has been the subject of fervent debate among academics up until recently.

Two main competing points of view are at the heart of the disagreement. The first one supports and encourages reading. The latter, on the other hand, disregards and rejects it as a resource for language instruction and learning. It seems important to consider both perspectives.

Literature as seen by the Proposers

The authors of the proposal asserted that literature has “a legitimate position in language teaching”. They acknowledged that reading literature can help students learn in academic, intellectual, cultural, linguistic, and motivational ways (Kheladi, 2021).

Apparently, McKay (1982:531) stated that "literature can be effective in increasing language understanding both on a usage and use knowledge level. If individuals love reading, this may motivate them to engage with texts more frequently, which will ultimately improve their reading proficiency. Additionally, it can deepen the comprehension of a different culture in the minds of the pupils and potentially inspire them to produce their own inventive works”.

Judging from the above, the enjoyment of reading can act as a motivating factor, leading individuals to engage with texts more frequently and thereby enhancing their reading proficiency. Furthermore, literature has the potential to deepen students' understanding of different cultures and may inspire them to create their own creative works.

Elliot (1990) stressed the importance of literature in increasing language learners' skills, much like Mohammed (2013). She sees literature as the most effective and enjoyable way to learn a language since a learner of a foreign language is most likely to encounter terminology used in a wide variety of circumstances in literature. According to Eliot, the learner will also discover words in literature that will enable him or her to expressively convey feelings and attitudes. Literature can be a rich source of real language in several registers. In line with this, Goatly (2000:112) argued that “literature can help with the development of all linguistic abilities because it is based on linguistic knowledge and, as a result, uses subtle vocabulary and complex syntax; in other words, literature covers the most diverse range of linguistic variations”.

Lazar (1993:19) as cited in Mohammed (2013) argued for the inclusion of literature in EFL teaching, highlighting its significance in educating the whole person. She claimed literature may have a wider educational function in the classroom in that it can help to stimulate students' imaginations, develop their critical thinking skills, and raise their emotional awareness. Students will gain more self-assurance in expressing their own thoughts and feelings in English if we ask them to individually respond to the texts we assign.

Because of its various complicated components, literature, which is a true example of the target language, is an instrument that increases pupils'

phonetic capacities. The language student's semantic information would be expanded if he or she was exposed to literary works. Literature, being an artifact, is also a valuable source of information about the target culture. Through studying literature, students learn how to see the world from the perspective of others, observing human attributes and a different way of life, as well as identifying individuals who live in a different social order. They will understand and develop a keen awareness of the social, political, genuine, and social events occurring in a specific culture. By reading literature, students can increase their societal consciousness (El-Helou, 2010). As a result, the main goal of writing is to entertain and captivate its audience. Indeed, the employment of literature as a tool for teaching a second language has gained popularity. The best educational programmes must be used by English teachers and students who have dedicated their life to teaching and learning.

The Opposers View of Literature

Some critics of literature used in language instruction, such as Rivers (1981) and Littlewood (1986), who are cited in Mohammed (2013), are dubious about the value of literature. They saw literature as a dangerous endeavor. They disregarded it as a tool for teaching and learning languages. Littlewood (1986:177) emphasized this idea and asserted that “there is currently disagreement regarding the use of literature in the teaching of foreign languages”. The fact that literature depends on imagination is one of the primary causes of such rejection (Rivers 1981, cited in Mohammed, 2013). As a result, the true portrait of the target language community remains hidden. Furthermore, because Literature-in-English is very culturally tinged, it may appear strange to non-native speakers, making it difficult for them to grasp the intellectual

concepts conveyed by literature, (Savvidou, 2004, Mohammed 2013). According to McKay (1986), one major drawback of employing literature in language classes is that it will not help our students reach their academic and/or professional goals (McKay, 1986).

According to Hall (2005:52), "if language is logically at the heart of the language syllabus, literary syllabuses for language learners failed to interact with or at least to overtly express their connection to language acquisition and language abilities." The observation that literary language dramatically differs from the everyday language that foreign language learners need for effective communication supports Hall's argument. He asserts that literature can only go so far in satisfying this urge.

Regardless of the opposing viewpoints on Literature-in-English, the importance of language and literature cannot be emphasized. Language is a way of communication (Labo-Popoola, 2010). Literature is a component of language that enhances a variety of skills, according to Vethamani et al. (2010). Reading literary works will make learning a language more engaging. Reading may be the simplest way to learn a language if literature is used to teach it because it will enrich vocabulary and language content (Oster, 1989, Lazar, 1993 & Vethamani, 2004).

Because of this, it is crucial to recognize that literature teaches and supports a learner's whole development. Youngsters' creative thinking can be revitalized, their basic reasoning skills can be strengthened, and their capacity for intense attention can be increased. If teachers ask students to independently respond to the texts they are given, students will gain confidence in expressing their own views and feelings in English (Lazar 1993).

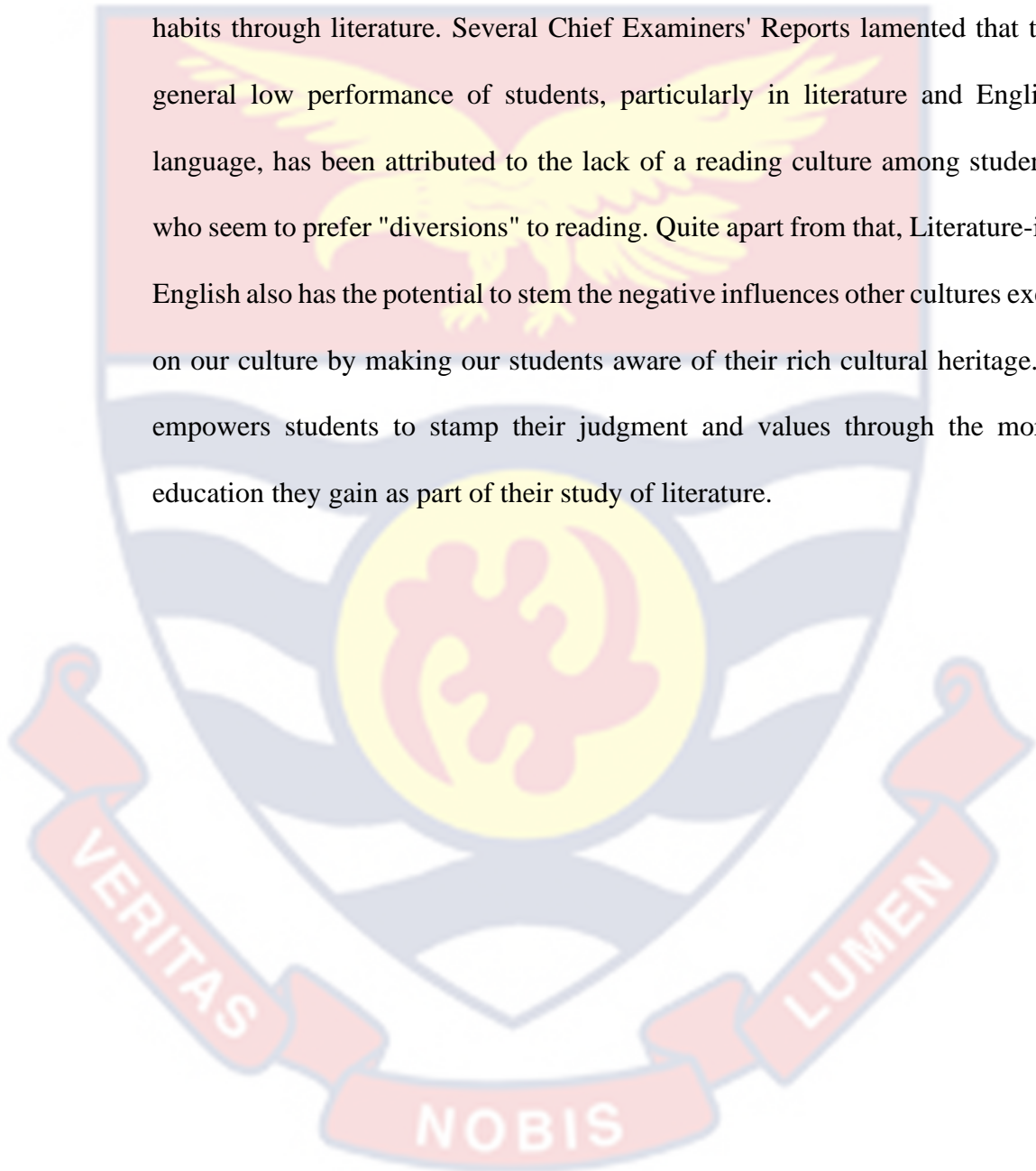
Besides, students' reasoning abilities are energised and sharpened when they respond to texts. Students should be encouraged to compare and contrast other texts or publications. Students should be exposed to the language's socio-cultural norms if Literature-in-English and the literature component of the English Language are taught to them. It will improve their communicative abilities and provide them with the necessary knowledge and skills to pass the English Language exam. It will bring about social economy and common sense. Some authors did not waste any time in emphasizing the limitless potential of English literature in assisting students with language acquisition. Widdowson (1975) and Collie and Slater (1987) discussed the literature's ability to address the issue of client communication.

Much of literature is written as language in real life, and this experience or openness to examples of language use offers the students with the chance to learn language in genuine situational settings. Widdowson (1994), focused on communicative values in texts, the communicative acts that underlined the ability to use language for different situations for different purposes in varying contexts. According to him, the study of literature-in-English is the field in which all the uses of language and all the elements of meaning are put to work.

To have the option to perform and convey genuinely in a given language, communicative competence is fundamental, and students can accomplish this sort of competence through the study of English literature. The use of literary works carefully selected, which is language in real life may facilitate language development. Informative capability is the fundamental frameworks of information and ability needed for viable communication (Canale, 1983). These fundamental abilities include information on phonetic/syntactic principles,

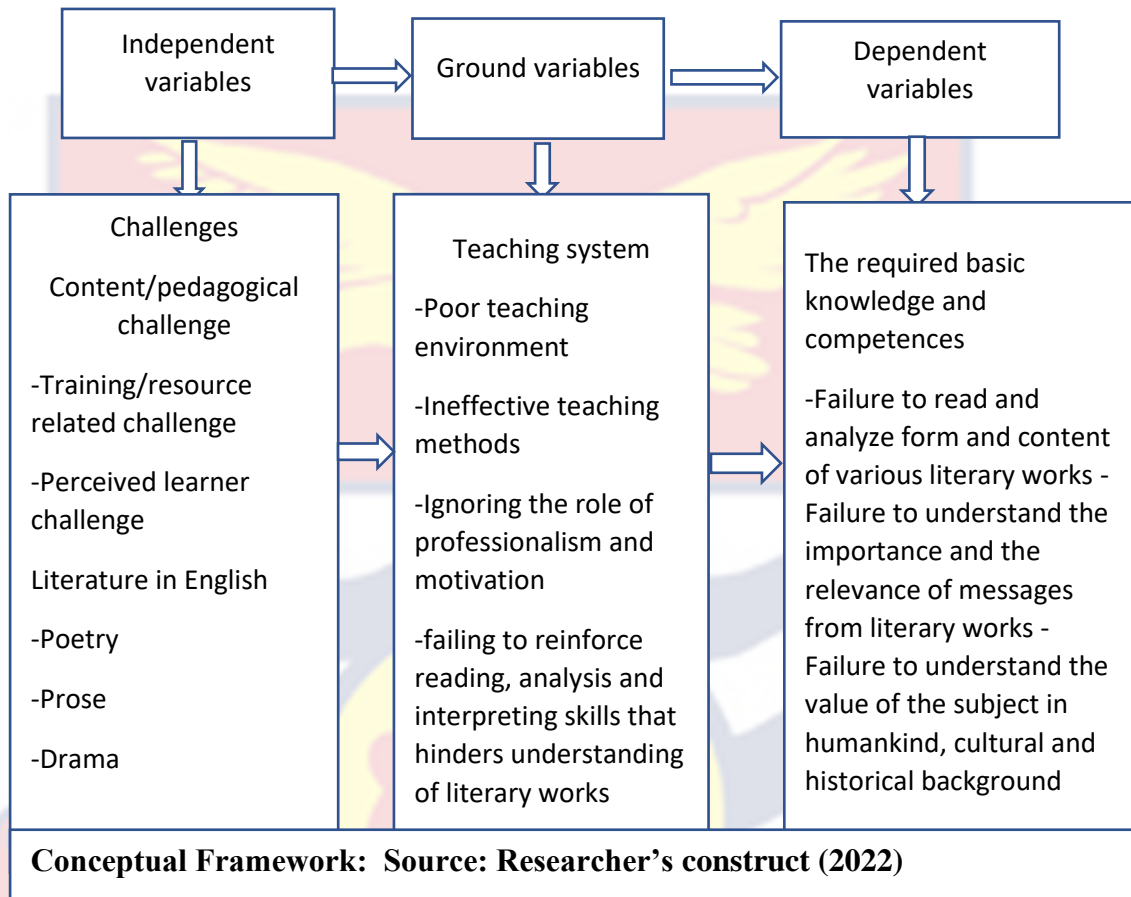
information on socio-cultural standards and the abilities to utilize this information in socially suitable manners in genuine socio-cultural contexts.

In as much as the researcher agrees with the above advantages of literature, the researcher would also like to add that students acquire reading habits through literature. Several Chief Examiners' Reports lamented that the general low performance of students, particularly in literature and English language, has been attributed to the lack of a reading culture among students who seem to prefer "diversions" to reading. Quite apart from that, Literature-in-English also has the potential to stem the negative influences other cultures exert on our culture by making our students aware of their rich cultural heritage. It empowers students to stamp their judgment and values through the moral education they gain as part of their study of literature.



Conceptual Framework

Below is a visual representation of the researcher's conceptual framework



Teachers/Students Attitude towards the Teaching/Study of Literature-in-English

It is an established fact that attitudes towards overall teaching and learning can be positive or negative depending upon the view of the teacher and the student. Depending upon how it is seen, teachers and students might have either of the two. Thus, when a teacher creates positive attitude towards literature, he or she becomes psychologically prepared for the subject. Then again, teachers who have a negative demeanor towards literature would not be mentally prepared to teach learn and literature. Most teachers provide the correct content and some even the appropriate methodology.

Still, the students' performance is endangered by a small but seemingly important component of the teacher. One element that affects how well students do is the personality of the teacher. Temperament and personality qualities influence human behavior (Stretcher, 2010). The way a teacher behaves, in this case in teaching, and consequently how well students achieve, is therefore also determined by their personality. Understanding the influence that our temperament has on our behavior is crucial, Liu, Yin, Wang, Niu, Zhen, Xie, & Cheng, H. M. (2012) elucidates.

Many scholars have emphasized how important attitudes are to the process of teaching and learning.

According to Pappamihel (2007), cited by Correll (2016), although teacher preparation programs aim to increase teachers' knowledge, academics, psychologists, and researchers suggest that beliefs are so powerful that they have a greater influence on behavior than knowledge. In this situation, attitudes and academic achievement can be connected. Therefore, teachers who have a positive attitude are more likely to get better results from their students than teachers who have a negative attitude (see Sanoto, 2016). Moreover, a teacher's final delivery of teachings is influenced by their perspective on the subject. According to Ghazali (2008), utilizing a variety of engaging teaching techniques is an additional way to help students' attitudes.

In a qualitative investigation on 'Learner Background and their Attitudes towards studying literature,' Ghazali (2008) aimed to collect data on students' background factors, including gender, socio-economic status, and school location. The objective was to discern which variables influenced students' attitudes toward Literature-in-English syllabus in Malaysia. The study revealed

that while factors like family background and socio-economic status were not easily changeable, certain measures could be implemented to complement students' backgrounds and enhance their attitudes toward English and Literature-in-English.

Additionally, the research highlighted that students with positive attitudes tended to invest more effort in language learning, employing strategies such as posing questions, volunteering information, and participating in discussions. The study concluded by demonstrating the impact of attitudes on the rate of development and ultimate level of proficiency attained in the target language. But attitudes are not static; they can be altered during the learning process by employing effective teaching strategies and the right resources.

As a researcher, I find the emphasis on the proactive role of educators and institutions intriguing. Ghazali suggests that while certain aspects of a student's background may be beyond immediate control, targeted interventions can be employed to create a conducive learning environment. This aligns with the idea that educators possess the agency to shape the educational experience and mitigate the impact of external factors on students' attitudes. This study will unravel whether attitudes of teachers and students towards Literature-in-English poses a threat in the classroom delivery of teachers of Literature-in-English.

In order to better understand third-year English as a Foreign Language (EFL) students' perspectives regarding the teaching of African literature, Chekroun (2014) carried out a case study. According to the study's findings, students' attitudes regarding the teaching of African literature in EFL classes were overwhelmingly positive. The research revealed a notably positive reception from students, largely attributed to the incorporation of texts

addressing culturally familiar themes. Chekroun emphasized that students found literature with recognizable African content to be motivating. The study suggested that leveraging literary texts with local themes could effectively engage students in literature studies, allowing them to identify with the content and themes.

Similar to El Helou's (2010) findings, Chekroun's study appears to endorse the use of literary texts with predominantly local content. However, it raises a question about potential challenges faced by teachers when introducing foreign cultures through Literature-in-English, which remains an unresolved aspect in the academic discourse.

In Nigerian junior secondary schools, Emodi (2015) aimed to look into the attitudes of teachers on the usage of the integrative approach in teaching literature-in-English language as a subject (English studies). The findings indicated that teachers knew that literary texts were effective and beneficial for second language acquisition because they helped students advance their language skills, expose them to authentic language, and encourage active engagement in the classroom. The survey also found that factors such as students' interests, course objectives, and language proficiency were taken into consideration when selecting a literary work. The researcher further proved that every educator in the research indicated a need for instruction in the approach, particularly designing activities.

As a researcher, I find Emodi's (2015) study not only informative but also indicative of a positive disposition among teachers towards incorporating literary texts into language instruction. The emphasis on the need for instructional guidance reflects a commitment to enhancing pedagogical

practices and optimizing the learning experience for students. It also prompts further exploration into the challenges and opportunities associated with integrating the integrative approach in literature-in-English classrooms within the Nigerian educational context.

The quality of instructional delivery may be affected if teachers lack confidence or adequate training in teaching Literature-in-English.

Methods of Teaching Literature-in-English

Different scholars have suggested various strategies for teaching literature. This section delves into the meanings of approaches, methods, and techniques. Understanding these terms is crucial for appreciating the classroom strategies employed in literature teaching. Despite their close relationship, it's common for teachers to mistakenly use these terms interchangeably.

Approaches refer to sets of interconnected assumptions concerning the principles of instructing and learning a particular subject. These assumptions are theoretical or ideological, indicating a specific method of teaching for a given subject (Ikonne, 2016; Edward, 1965; Ubahakwe, 1991). Within this framework, approaches are considered axiomatic, delineating the inherent characteristics of the subject matter to be instructed. Essentially, approaches are formulated based on the assumptions articulated by theorists and other experts, encapsulating their understanding of the content comprising a specific subject.

Methods are interconnected with approaches, aligning with one or another approach in their procedural nature, guiding how the content of a specific subject should be imparted. They encompass an overall plan for the systematic presentation of subject matter, and a given approach may encompass multiple methods. Conversely, techniques execute a designated method or

methods based on a specific approach (Ikonne, 2016; Edward, 1965). In essence, techniques encompass the practicalities occurring in a classroom setting.

According to Hwang and Embi (2007:4), there are diverse approaches applicable in teaching literature, including the information-based, language-based, personal-response, paraphrastic, moral-philosophical, and stylistics approaches. These approaches are further elaborated below.

1. The Information based approach

The information-based model is delineated as an instructional method focused on imparting knowledge about literature, conceptualizing literature as a repository of information for students. Within this approach, teaching strategies lean towards a teacher-centered orientation, as an information-oriented approach necessitates students to delve into the histories and characteristics of literary movements, encompassing social, cultural, political, and historical backgrounds of literary texts. Consequently, this approach requires substantial involvement from the teacher. Activities associated with this approach may encompass lectures, explanations, and the examination of notes and criticisms in workbooks, whether provided by the teacher or independently sourced (Hwang and Embi, 2007).

2. The Stylistics approach

The objective of this approach is to lead learners towards a more profound comprehension and admiration of literary texts. The emphasis here lies on linguistic analysis and literary criticism, aiming to impart an understanding of how linguistic forms operate in conveying messages to the

reader. In essence, learners are tasked with making meaningful interpretations while enhancing their comprehension of the intricate workings of language.

However, as a researcher, it is notable that while the linguistic analysis approach is effective in promoting language understanding and interpretation skills, there seems to be a gap in addressing potential challenges or limitations associated with this method. Future research could delve into exploring how learners, particularly those with diverse language backgrounds, respond to and benefit from linguistic analysis, as well as investigating strategies to mitigate any difficulties they may encounter. Additionally, there could be a focus on the long-term impact of this approach on learners' overall language proficiency and appreciation of literature. Such insights would contribute to a more comprehensive understanding of the effectiveness and applicability of linguistic analysis in literature instruction.

3. The Moral-Philosophical Approach

This approach places its emphasis on extracting moral or philosophical meanings from literary texts. In this perspective, literature is perceived as a vehicle for instilling moral values through moral education. Learners are tasked with actively seeking moral values during their engagement with literary texts, fostering personal reflection on the content they encounter. Activities associated with this approach encompass the integration of moral values at the conclusion of lessons, reflective sessions, prompting learners to actively seek moral values while reading, and encouraging them to articulate their responses regarding actions they would or would not take based on their literary exposure (Hwang and Embi, 2007).

It is pertinent to note that while the moral-philosophical approach underscores the ethical dimensions of literature, there exists a gap in exploring potential challenges or limitations associated with this method. Additionally, there is an opportunity to explore the effectiveness of various instructional strategies employed within this approach to enhance moral education through literature. Such investigations would contribute to a more nuanced understanding of the pedagogical implications and cultural nuances associated with the moral-philosophical approach in literature instruction.

4. The Personal Response Approach

The emphasis of this approach lies in eliciting the learners' individual reactions and responses to literary texts. It adopts a learner-centered perspective, providing students with opportunities to interpret texts by drawing on information presented within the literary works and their own personal experiences. The objective of this approach is to stimulate and inspire learners to engage with texts actively, fostering connections between the themes explored in the texts and their own life experiences (Hwang & Embi, 2007). Activities associated with this approach encompass engaging in discussions and crafting critiques on the literary texts.

5. The Paraphrastic Approach

The paraphrastic approach aims to facilitate the learner's understanding of the literal meaning of the text. The primary characteristic of this approach involves teachers utilizing paraphrasing techniques, primarily to aid learners encountering language difficulties in grasping original literary content. Teachers employing this approach may restate a narrative using simpler language or, in some instances, in another language more familiar to the learner.

Activities associated with this approach encompass the retelling of stories and poems, reading paraphrased versions of stories, notes, or commentaries, and incorporating translations into other languages (Hwang and Embi, 2007).

Hwang & Embi (2007) aimed to identify the methodologies employed by teachers teaching the literature component in selected secondary schools in Sabah, Malaysia. The research revealed the widespread use of both the paraphrastic and moral-philosophical approaches. Notably, the study underscored that teaching methodologies were significantly shaped by various factors, including students' language proficiency, attitudes, the prevalent exam-oriented culture, prescribed literary materials, and class size.

However, as a researcher, it's crucial to recognize certain gaps in their study. While Hwang & Embi (2007) provided valuable insights into the prevalent teaching approaches, they did not specifically investigate the root causes of poor performance in literature. Addressing this gap is pivotal for a more comprehensive understanding of the challenges students face in literature education. Additionally, the study did not delve into the intricate relationship between teaching strategies and student motivation, leaving a noteworthy gap in understanding the factors that drive or hinder students' engagement with literature.

The current research aims to fill these gaps by specifically exploring the causes of poor performance in literature and examining how teaching strategies directly correlate with student motivation. By doing so, the study seeks to contribute to a more nuanced understanding of the complexities surrounding literature education, thereby offering insights that can inform effective

pedagogical practices and enhance students' learning experiences in this domain.

Lovstuhagen (2012) conducted a qualitative investigation titled 'Teaching Literature in Lower Secondary School: Is the teaching of Literature in the ninth grade based on the personal-response approach, or the reader-response approach to literature?' The research was carried out in Oslo, Akershus, and Vest-Agder counties with the aim of determining whether the teaching of literature in the ninth grade followed the personal response approach or the reader-response approach. The study revealed that literature instruction in the ninth grade exhibited a fluctuation between a text-centered and a student-centered approach, with literary tasks in the textbook leaning towards a text-oriented orientation. Additionally, the research highlighted that teachers were unaware of their shifts between these two approaches and the potential implications for students' comprehension and appreciation of the literary texts being taught. Lovstuhagen advocated for teachers to consider the comprehensive and diverse methods employed in literature instruction when planning and delivering lessons on literary texts.

Lovstuhagen asserts that educators should enhance the transparency of transitions between different approaches, making it clearer for students to discern the expected responses and contributions. This clarity could potentially amplify student participation and foster a greater enjoyment of literature. The study's implications underscore the importance of teachers being cognizant of their chosen teaching strategies and the rationale behind them. This awareness should be rooted in both subject-specific knowledge and a profound

understanding of pedagogical practices, encompassed by the concept of Pedagogical Content Knowledge (PCK) (Sanoto, 2017, and Correll, 2016).

However, a notable gap in this study lies in the need for a more detailed exploration of how precisely teachers can make these transitions clearer and more transparent. Additionally, the study could benefit from delving into the specific challenges or barriers that teachers may encounter in implementing such adjustments in their teaching practices.

The current research seeks to establish a connection between teachers' comprehension of various approaches to teaching literature and its impact on student motivation. By doing so, the study aims to elucidate how teaching strategies influence motivation and reciprocally, shedding light on a crucial aspect of literature education that warrants further investigation.

In a qualitative investigation, Lewis (2017) examined the efficacy of fostering effective and engaging literature discussions. The study was part of a broader research endeavor focusing on teachers' utilization of the scaffolding technique during literature discussions and the subsequent internalization of teacher language by students to support their peers. Positive outcomes were documented, indicating that such a strategy significantly contributed to learners' increased confidence and communicative competence.

Lewis's study assumes a preference for learner-centered strategies, incorporating activities such as pair work, group discussions, debates, and other interactive tasks to facilitate communication. Many scholars have acknowledged the relevance of interactive activities in literature teaching. The current study aimed to assess the extent to which teachers engaged learners in

activities designed to stimulate the development of communicative competence and critical thinking skills.

Ithindi (2015) conducted a research inquiry to scrutinize the teaching and assessment methods employed in teaching English literature as a second language during the junior phase. The study revealed significant challenges faced by both teachers and learners in literature instruction. A noteworthy issue identified was the shortage of literature materials in schools, posing a substantial threat to the overall effectiveness of literature teaching. Furthermore, the research indicated that a majority of learners expressed a positive inclination towards literature. However, it also established that the use of certain prescribed texts, featuring language beyond the proficiency level of learners, deterred them from developing an appreciation for literature due to the perceived difficulty of the language used in those texts. The current study aimed to ascertain whether teachers and learners in the Western Province of Zambia encounter similar challenges in the realm of English literature education.

Numerous approaches, methods, and techniques are available for teaching Literature-in-English, highlighting the teacher's essential need for not only possessing content knowledge but also grasping the theoretical and philosophical underpinnings governing the subject. Proficiency in various pedagogical practices within the discipline is equally imperative. Additionally, a comprehensive understanding of the intended learning outcomes is necessary for effective teaching. It is crucial to note that there is no universally superior approach, method, or technique for teaching literature, a standpoint emphasized by El-Helou (2010) and corroborated by Ogunnaike (2002). Both scholars argue that each method exhibits its own set of strengths and weaknesses. This

viewpoint aligns with Carter's assertion (2007:10-11) that teachers should employ whatever approach or method that is available. This was what Carter said:

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

In both theoretical discourse and practical application, a prevailing perspective asserts the absence of a singular 'correct' method for analyzing and interpreting texts. This viewpoint rejects the notion of a universally correct approach. Instead, it advocates for a dynamic, hands-on approach, treating each text individually, evaluating its merits, and leveraging the reader's existing knowledge and learning objectives within a given context. This approach emphasizes the utilization of all available tools, encompassing language proficiency and methodological approaches. Essentially, it advocates for a process-based methodology, acknowledging the intricate and evolving nature of literary analysis and interpretation.

Again, it is important to note that teachers are supposed to adopt an approach they deem suitable to support their students' success in Literature-in-English. Therefore, it is advisable to incorporate one or more of the approaches or

strategies outlined in the teaching of Literature-in-English lessons, as suggested by Susana (2014) and Ithindi (2015).

1. Introducing fresh literary work/ a new book

When students dedicate time to perusing the contents of a book, it has the potential to ignite their interest and provide contextual cues that facilitate engagement with the material. According to Savvidou (2004), one approach is for the teacher to prompt students to examine the covers of their books. Drawing from the information depicted on the covers, students can engage in paired or small group discussions to speculate on the potential themes and content of the book. Additionally, they can compile a list of questions prompted by the cover imagery. However, while Savvidou (2004) advocates for the utilization of book covers as a brainstorming tool, as endorsed by Susana (2014), there appears to be an area warranting further investigation regarding the implementation of guiding questions as a method for introducing new books to students.

2. Character charts

Using graphic organizers proves beneficial in assisting learners to structure information regarding both major and minor characters within a text. According to Susana (2014), maintaining character charts in the classroom holds significance for several reasons:

- i. Enhancing learners' comprehension of the text's characters by fostering deeper understanding.
- ii. Cultivating students' ability to locate textual evidence within the narrative.
- iii. Facilitating learners' preparation for essay writing tasks.

iv. Ensuring accountability among students regarding their engagement with the reading material.

v. Serving as an evaluative tool to gauge students' comprehension of the text.

The completion of character charts not only aids in essay composition but also aids in test preparation and overall study of the text.

3. Chunking

Chunking is a valuable strategy employed to assist learners in deconstructing complex texts into more digestible segments. This approach aids in the identification of key words and concepts, fosters the development of paraphrasing skills, and facilitates the organization and synthesis of information (DoE, 2008). Moreover, chunking can be applied to texts of varying lengths; for instance, a paragraph can be segmented into phrases and sentences, while lengthier passages spanning multiple pages can be divided into paragraphs or sections.

It is advisable for educators to provide learners with a graphic organizer to record information pertaining to each chunk, which can be prepared in advance by the teacher. This practice aligns with the notion of chunking as a means to "understand the literal meaning of a text," wherein learners are encouraged to decipher the meanings of unfamiliar words through contextual clues. Additionally, learners should be able to discern the relationships between words, phrases, and sentences, as evidenced by grammatical structures or connecting words.

4. Text-Self, Text-Text

Engagement in reading is enriched when individuals establish connections extending beyond the text itself. This approach not only aids learners in enhancing their literacy skills but also facilitates connections between the reading material and their personal experiences, as well as connections among various texts. Through the implementation of this strategy, learners are prompted to draw upon their prior knowledge relevant to the specific reading material, thereby fostering a sense of confidence in their ability to comprehend the text. This pedagogical approach aligns with Vygotsky's social constructivism theory, which underscores the significance of learners' previous knowledge as a fundamental principle.

Savvidou (2004) suggests that following the completion of reading, teachers can engage learners through a series of inquiries aimed at eliciting factual information from the text, probing into its central themes, meanings, and outcomes. Additionally, teachers may encourage learners to articulate their perspectives by posing reflective questions that prompt personal connections to the text.

5. Read aloud

The practice of reading texts aloud serves as an effective method to facilitate universal access to the material and cultivate learners' skills as attentive listeners. Susana (2014) elaborates on the benefits of this strategy, noting that it allows learners to listen to proficient readers, thereby serving as a model for fluent reading and aiding in the recognition of pronunciation, particularly beneficial for ESL learners. Ideally, all learners should possess a copy of the text during a read-aloud session to enable them to follow along,

typically taking notes as they listen. The reading process may commence with either the teacher or a volunteer reading a few lines or an entire paragraph.

Throughout the reading, learners can annotate their own text or record notes on a graphic organizer. Many educators encourage learners to underline or highlight crucial words or phrases within the text and jot down questions in the margins. At times, teachers may furnish learners with pre-constructed questions intended for them to address while listening to the text being read aloud.

6. Reader's theater

In this pedagogical approach, a cohort of learners is tasked with presenting a condensed segment of the text to their peers. As outlined by Susana (2014), this methodology encourages learners to craft a performance that elucidates a message, theme, or conflict embedded within the text.

The number of excerpts or 'scenes' designated for this activity should correspond to the size of the class, typically ranging from 4 to 5 selections. Generally, groups comprising 4 to 5 learners are assigned distinct portions of the text for interpretation, although there is flexibility to allocate the same excerpt to multiple groups if desired. These excerpts ought to encapsulate significant themes within the text, extending beyond mere plot progression.

Prior to the assignment of scenes for interpretation, the teacher may afford learners the opportunity to engage with the selections both silently and aloud. This preliminary step serves to acquaint learners with the linguistic nuances of the text. Subsequently, following the collective reading of the text aloud, learners should be provided with an opportunity to pose inquiries aimed at clarifying vocabulary and plot intricacies. This preparatory phase ensures that

learners commence their group work equipped with a comprehensive understanding of their assigned scene.

7. Storyboard Teaching Strategy

The implementation of the storyboard teaching strategy aids learners in organizing main concepts and supplementary particulars within a narrative by prompting them to visually depict significant scenes from the story. Assessing the completeness and precision of learners' storyboards serves as a proficient method for assessing reading comprehension prior to engaging in more analytical endeavors. Storyboarding proves versatile, applicable in scenarios where texts are either read aloud by the teacher or utilized to assist learners in summarizing and retaining the principal ideas of a story that has been read to them.

Difficulties Teachers/Students Face in Teaching and Learning Literature-In-English

Joshua, DeWitt and Wei, (2020) researched on a possible solution for the teaching of Literature-in- English in Nigeria and posited that the diminished level of competence and unfavourable attitudes (Ajoke and Shapii, 2017; Fatimanyi, 2017), can significantly undermine the quality of the teaching and learning Literature-in-English. The interplay of attitude and competency assumes critical significance as determinants of classroom outcomes (Joshua, DeWitt & Wei, 2020; Labo-Popoola, 2010). Consequently, inadequacy in competence may precipitate suboptimal planning and classroom presentation, as highlighted by Fatimanyi (2017), consequently influencing students' attitudes toward the subject and ultimately resulting in unsatisfactory examination performance.

The study noted that the lackadaisical attitude and incompetence on the part of educators pose formidable barriers to the seamless implementation of instructional strategies that could otherwise captivate students' attention and render lessons pertinent to their academic pursuits. According to the researchers, the prevailing perception in Nigeria suggests that a substantial number of literature teachers are inadequately qualified, lacking the essential credentials. In effect, teachers' deficiency impedes their ability to harness literary knowledge and employ a diverse array of techniques, activities, and strategies conducive to effective teaching and learning (Ikonne, 2016). The shortage of specialized teachers in the field further exacerbates the challenges facing literature education in Nigeria, as delineated by Fatiloro (2015).

The teaching of literature at the secondary school level requires teachers who possess not only the requisite qualifications but also a depth of proficiency and experience. These educators play a pivotal role in equipping students with foundational knowledge, exposing them to the broader world, and preparing them to navigate the complexities of career opportunities. Given the perceived difficulty of literature as a subject among secondary school students, as noted by Ajoke and Shapii (2017), the demand for qualified, proficient, and experienced teachers becomes imperative to optimize educational outcomes.

Also, Joshua et al., (2020) laments that the inadequacy of infrastructural facilities poses a significant obstacle to the effective instruction of literature and other subjects in Nigeria. Insufficient access to essential facilities, including libraries, e-libraries, and adequately equipped classrooms, hampers the educational process. Likewise, in many Ghanaian secondary schools, the absence of libraries and e-libraries is conspicuous. Even in instances where such

facilities are present, they often lack the necessary equipment for effective utilization. The emergence of e-libraries, a contemporary technological platform facilitating learning through electronic devices, holds promise in providing students with online access to educational content, thereby enhancing learning experiences. The integration of e-libraries is imperative to complement traditional paper books, especially considering the challenges students encounter in obtaining physical texts.

According to Morison (2018), technology empowers students to effortlessly access online learning materials, thereby facilitating a deeper understanding of concepts. Embracing technological advancements in education represents a pivotal step towards fostering a more efficient and impactful learning environment in contemporary times.

Considering the difficulties students face in accessing conventional paper books, the introduction of technological learning tools, such as e-libraries, becomes crucial for delivering accessible learning content. This innovative approach not only addresses the scarcity of traditional resources but also stimulates, inspires, and fortifies students' learning capabilities. Technology, recognized as a transformative force in education, has the potential to reshape learning paradigms in the 21st century. It serves as a dynamic tool, propelling research, teaching, and learning forward.

Işıkli and Tarakçıoğlu (2017) undertook a study to examine the challenges associated with teaching English Literature to EFL high school students in Turkey, with a specific focus on language proficiency. The research identified various obstacles emerging subsequent to the incorporation of literature as a distinct subject in the Turkish High School curriculum. These

challenges encompassed students' insufficient English proficiency, teacher inadequacies, diminished motivation, lack of confidence, limited resources, and scarcity of materials.

The study's findings align with prior research, highlighting that issues linked to students, particularly low proficiency levels, constitute a primary concern in the context of teaching English literature in EFL settings. The scholars suggest an alternative perspective, proposing that rather than restricting literature studies to learners with higher proficiency levels in English, the subject should be accessible to all students, particularly those with lower proficiency levels who may benefit more from its inclusion. Numerous scholars have emphasized the potential for students to enhance their proficiency by utilizing language as a resource, contingent upon effective guidance from teachers in facilitating language acquisition. In this vein, it is essential to acknowledge the pivotal role of educators in fostering language development within the context of literature instruction. According to Wilhams (1990), the second language (L2) learner of the English language, when introduced to literature, has the capability to internalize and deliberately incorporate the natural speech rhythm, linguistic economy, richness of diction, as well as rhetorical and organizational devices found in drama, poetry, and prose.

Sanoto (2017:32) asserts that the decline of literature at the secondary level is not a localized issue but has been observed globally. Using Singapore as an illustration, Sanoto (2017) highlights a significant decrease in the number of students opting for literature, referencing an article by Pearl Lee in the *Straits Times* from 2015. The article, titled "Fewer Literature Students, a Worrying Trend," attributes the decline in literature's popularity to students perceiving the

subject as challenging to achieve high scores and of limited practical value. Sanoto's research reveals that in-service teachers lack essential skills and knowledge, attributing this deficiency to the absence of a solid foundation in literature within the curriculum of Colleges of Education.

As per Sanoto's (2017) findings, educators are found to be deficient in what the researcher described as Pedagogical Content Knowledge (PCK). The investigation further unveiled a substandard reading culture among teachers, thereby fostering unfavorable attitudes among learners toward literature. Additionally, the study highlighted the challenges encountered by teachers due to a lack of foundational knowledge in literature, particularly at the secondary level where the subject is either presented as an elective or omitted entirely. The present study aimed to identify the specific challenges confronted by educators in the instruction of Literature-in-English within senior high schools situated in the Northern Region of Ghana.

Chang and Schallert's (2006) explored the difficulties inherent in studying and teaching mandatory survey courses on British and American literature within conventional English departments in Taiwan. The study examined how both students and instructors responded to these challenges. Carried out in two traditional English departments in Taiwan, the research encompassed two primary participant categories: instructors of varied nationalities delivering courses on British and American literature, and upper-division English majors enrolled in these respective classes. The study focused on volunteers from the specified student groups. To enhance the credibility of the findings, a variety of data sources were utilized, including an eight-week period of classroom observation, a questionnaire, semi-structured text-based

and in-depth interviews with the identified student groups, as well as in-depth interviews with the instructors. The gathered data, incorporating classroom observation narratives, analytic memos, and interview transcripts, underwent thorough transcription and analysis.

Tian (1991) and Allender (2002) highlighted the difficulty of teaching certain English literary texts, particularly in classrooms where English is a second language, posing challenges for both instruction and student comprehension. In contrast, Dinneen (2012) and Saka (2014) argued that complex English literary texts can be effectively taught through the use of short stories, facilitating enhanced understanding for learners. The teaching of poetry, often perceived as challenging by educators, requires a stylistic approach aimed at motivating learners to grasp the subject matter (Short & Breen, 1988; Ahmad, 2014; Jaafar, 2014; Gonzales & Flores, 2016). While these studies are relevant to the present research, they predominantly focus on methods for teaching individual literary genres in English. Nevertheless, the existing literature fails to delve into the specific challenges encountered in the application of each method. Furthermore, there is a gap in addressing the particular challenges teachers confront when instructing Literature-in-English. This study aims to fill that gap by examining and addressing these issues comprehensively.

El-Helou (2010) executed a descriptive analytical investigation within the West Bank and Gaza, Palestine, aimed at exploring the challenges encountered by English teachers when using the prescribed English for Palestine Grade Twelve textbook. The research acknowledged the myriad obstacles confronted by teachers teaching Literature-in-English from the Palestine Grade Twelve textbook, coupled with the learners' deficiency in

language proficiency. This deficiency was exacerbated by the stigma associated with Literature-in-English, portraying it as a demanding and uninteresting subject, leading students to disengage from the literary discipline.

Furthermore, the study revealed that learning literature posed challenges for Palestinian learners due to cultural, linguistic, and social alienation. The research indicated a potential solution in the localization of literary content to enhance learner motivation. Additionally, the study identified attitudes as a consequence of the instructional approach to literature. Consequently, the findings align with the perspectives of other scholars who assert that the manner in which literature is taught directly influences learners' perceptions.

These findings bear significance for the current study, particularly concerning the identification of challenges towards teaching Literature-in-English, a focal point of the present investigation.

Factors that Encourage Effective Teaching and Learning of Literature-in-English

Faustino and Muneja, (2020) sought to ascertain the efficacy of Cooperative Learning in the context of the Literature-in-English subject within government Secondary Schools in Dodoma City, Tanzania. Employing a survey research design, questionnaires were disseminated to 160 students enrolled to study Literature in English. The researchers employed both descriptive statistics and the Pearson product-moment correlation coefficient and discovered that literature is best taught using cooperative learning. This observation stems from the overwhelming consensus among students who agreed with all the items in the questionnaire pertaining to the efficacy of cooperative Learning in the Literature in English domain.

The study posits a substantive relationship between students' interest in the Literature in English subject and their corresponding academic achievements in the same domain. The researchers recommended educators endeavor to perpetuate the effectiveness of cooperative learning by recognizing it as an essential element for optimal learning outcomes. Also, teachers should try and leverage leveraging students' inherent interest in the Literature-in-English subject in order to foster and sustain a positive attitude towards the subject. Furthermore, educators are encouraged to advocate for students' enrollment in the Literature in English subject, emphasizing its manageability and proven success for those who undertake it.

Judging from the outcome of this study, the cultivation of a positive attitude towards the Literature in English subject from primary school onwards is imperative, ensuring that students harbour a genuine interest in the subject upon transitioning to secondary education. This early development of enthusiasm is identified as a key factor contributing to enhanced academic achievements in the Literature-in-English in senior high schools.

Yanju, Mei, and Mohamed, (2017) investigated on the implementation of voice recording activities in improving Mandarin oral fluency and concluded that incorporating instructional approaches that prioritize the cultivation of students' critical thinking and productive skills, such as digital voicing, voice recording, role play, poem recitation, group discussions, and debates, proves to be crucial for effective teaching and learning. For instance, the researchers emphasised on fact that technological tools contribute significantly to the enhancement of students' speaking and listening abilities, thereby augmenting their language awareness. They particularly made reference of voice recording

technology as an indispensable strategy for practicing poetry reading and pronunciation. Its application extends to aiding students in refining word pronunciation, practicing intonation, mastering rhymes, and grasping rhythm during exercises involving poems or short stories. Moreover, technology serves as a catalyst for students' composition skills, aligning with Erlik (2017), perspective of fostering an environment that encourages active learning.

Furthermore, integrating technology in Literature-in-English classroom contributes to the refinement of both written and oral expression, playing a pivotal role in enhancing vocabulary development (Anka, Ibrahim & Yabo, 2017; Onunwa and Oken, 2018; Ojomo, 2006; Joshua et al., 2020). Undoubtedly, technology emerges as a facilitator for students' intellectual development, nurturing their learning interests and capabilities. The widespread availability and accessibility of such devices potentially serve as a remedy for challenges associated with the study of literature in secondary school contexts. In essence, the utilization of technology becomes an integral element in advancing pedagogical practices and fostering comprehensive academic development.

Benefits of Literature-in-English Education

Literature-in-English has long been recognized as a crucial element with the potential to contribute significantly to the comprehensive development of an individual (El-Helou, 2010; Hwang and Embi, 2007). This assertion implies that engaging in the study of literature has a profound impact on the entire personality of the learner, influencing various facets of their life. Historically, literature played a pivotal role in language education, as highlighted by (Freyn, 2017). The examination of literary works has been a vital aspect of language

instruction, particularly within the context of the English language. It is noteworthy that the significance of Literature study extends beyond its historical context, undergoing substantial transformations over time in its relationship with the language of the instructing community, the nature of literary works under examination, and the pedagogical approaches employed.

The study of Literature-in-English offers learners various advantages due to its richness in multiple layers of meaning (Lazar, 1993). Primarily, literature holds significant aesthetic value, aiming to provide pleasure and entertainment to those who willingly engage with it (Moody, 1981). Essentially, literature serves as an avenue for learners to temporarily escape the demands of daily life and immerse themselves in the consumption of literary works. Additionally, literature is recognized for its therapeutic properties, with the potential to alleviate stress in readers (Sanoto, 2017).

Moreover, the study of literature provides platforms for learners to extract moral lessons concerning life's complexities. Saruq (2007) asserts that literature serves a dual role by simultaneously educating and entertaining, offering valuable insights for individuals to learn from. Consequently, literature reflects societal norms, allowing learners to perceive their own lives mirrored in the stories they read and enabling them to connect with specific characters.

One could contend that several individuals find livelihoods in the field of literature, encompassing professions such as writers, actors, and actresses. In specific nations, Literature-in-English proves to be a lucrative industry. It is evident that both acting and story writing can serve as either full-time or part-time occupations for certain individuals, allowing them to sustain themselves

economically. Potential career paths for literature learners encompass occupations like journalism and teaching.

Lazar (1993) argues that Literature-in-English provides learners with exposure to intricate themes and unconventional language usage, suggesting that it encompasses a diverse range of language expressions suitable for various contexts. Consequently, literature serves as a valuable reservoir for enhancing language proficiency by offering numerous authentic instances of language use across all four language skills (Belcher and Hirvela, 2000 as cited in Shazu, 2014).

In simple terms, engaging with Literature-in-English supports learners in developing proficiency in listening, speaking, reading, and writing. Simuchimba (2016) concurs with the notion that literature exposes students to the intricacies of the English language. Considering these advantages of literature in a learner's educational journey, the objectives of Literature-in-English study are comprehensive, as articulated by Kateregga (2014). The pursuit of literature education should aim to enhance various aspects of learners' lives. Kateregga outlines several benefits stemming from the study of literature-in-English as follows:

- (i) Literature serves as a tool to improve oral and listening skills.
- (ii) Literature sharpens the judgment and analytical capabilities of learners.
- (iii) It fosters the development of students' cognitive skills across various levels of knowledge acquisition, including comprehension, application, analysis, synthesis, and evaluation.
- (iv) Literature cultivates students' interest, empathy, and the ability to assess values.

(v) Engaging with literature enhances psychomotor skills, particularly in activities such as reciting, acting, dancing, and singing, especially during early childhood education.

(vi) Literature imparts social skills that empower individuals to thrive in society by promoting an enhanced understanding of human relationships.

As posited by Karakaya and Kahraman (2013), the backdrop or the characters' milieu within these literary works provides learners with a comprehensive understanding of the culture associated with the target language. For instance, delving into Shakespeare's *Macbeth* enables learners to uncover the customs, possessions, fears, feelings, and thoughts of the individuals residing in that particular cultural milieu. This exposure aids learners in comprehending and valuing the perspectives prevalent in Scotland during that historical period. Consequently, it enables learners to explore the utilization of the target language by native speakers in literary contexts. Supporting this perspective, Collie and Slater (1990, p. 4) assert that "literature serves as a highly effective complement to other materials, enhancing foreign learners' insights into the culture corresponding to the language they are acquiring. The study of Literature in English necessitates extensive reading and an appreciation of literary devices to facilitate the development of skills and competencies across various dimensions".

Empirical Review

Teaching of Literature-in-English in Ghana

Although there is a vast and growing literature on the teaching of English as a foreign language in Ghana, few studies have focused exclusively on the teaching of Literature-in-English.

Tei, (2019) investigated the attitudes of Senior High School students in Ghana's Eastern Region toward English Literature studies. The purpose of this research was to see how Senior High students' attitudes toward literature have evolved as a result of their understanding of the subject. The data for the study was acquired using both qualitative and quantitative methodologies, with a questionnaire and an interview serving as the research instruments. According to studies, the majority of Senior High School students in Ghana's Eastern Region dislike literature. This was attributable to a number of variables, including their family environment, a lack of linguistic proficiency, textbooks assigned to them, and their teachers' teaching approaches. There is a problem as a result of the aforementioned issues. Because of the aforementioned issues, there is negative attitude towards Literature-in-English.

According to the research, the majority of respondents dislike how literature is taught in their schools. Additionally, one of the issues that students experienced with the topic was the textbooks or literature materials that were recommended for them. According to his findings, most pupils preferred African-based literature to other types of literature. In summary, while some senior high students believe literature can help them improve their English language skills, the bulk of them have a negative attitude about it and would not pursue any literature courses at the tertiary level.

Furthermore, the data revealed that a teacher's method to teaching English Literature had a significant impact on the attitudes of students towards the subject. It was shown that instructors that use a student-centered (student-focused) technique of teaching and learning have students who have unequivocal attitude about the subject. Those who adopt an instructor-centered methodology or lecture style will have pupils who have a negative attitude about literature in general. Finally, the findings of the investigation revealed that, while some students may wish to major in literature at a higher level (colleges and universities), the majority of them believe that they will not study it at that level because they believe it is difficult to teach.

Well, students' attitude towards the study of English Language and Literature in English is vital for successful teaching and learning in ESL settings. Therefore, various researchers at different settings on students' attitude had come out with different causes or factors that add to students' attitude formation. However, in Ghana, for example, literature is not only learnt at the secondary and tertiary levels, but at the basic level as well. The researcher only revealed that majority of the senior high school students showed negative attitude towards literature. However, the study couldn't investigate the challenges teachers encounter in teaching literature in the midst of these negative attitudes of students.

In the investigation conducted by Adama (2023), the focus was on discerning the factors that influence the attitudes of undergraduate English language students towards the study of literature-in-English, with the aim of enhancing the pedagogical approaches in English as a Second Language (ESL) classes. The study encompassed the entire population of university

undergraduate English students. Employing a quantitative research approach, a simple random sampling method was utilized to select 10 undergraduate students from each academic year, resulting in a total of 40 respondents. For the quantitative component of the study, eight students from the overall population and two university language teachers were purposively chosen. The research employed a Likert-type questionnaire and interviews as instruments for data collection, encompassing both qualitative and quantitative methodologies. Rigorous validation procedures were implemented by the researcher to ensure the face and content validity of the instruments, aligning them with requisite standards of accuracy, appropriateness, and comprehensiveness.

The findings revealed a prevalent negative disposition among the university's undergraduate students toward the study of literature. This unfavorable sentiment was attributed to familial background, issues related to teaching methods or educators, and preexisting academic circumstances. Notably, a significant proportion of the students exhibited a reluctance to utilize the Senior High School (SHS) libraries, as indicated by the collected data.

Furthermore, it was uncovered that a considerable number of students harboured an aversion to their literature classes, primarily due to perceived difficulty associated with the subject matter. Importantly, the research underscored the noteworthy impact of students' attitudes towards the study of Literature-in-English on the development of their English language skills. What remains unknown is the specific challenges that Literature-in-English teachers face in the classroom not only at the university but across all levels especially in the secondary school. The researcher could have employed lesson observation in order to get an in-depth knowledge of the factors influencing the

attitude of undergraduate English Language students towards the study of literature. This current study will look at the challenges teachers encounter teaching Literature-in-English.

Similarly, Agbanyo (2020) investigated and examined pre-service teachers' perceptions of children's literature, as well as what their perspectives on children's literature mean. The study examined college students' attitudes on teaching and learning children's literature using Spolsky's (1989) model of second language teaching and learning as the foundation. Three hundred students and 10 tutors from SDA College of Education, Asokore-Koforidua, and Aburi Presbyterian Womens' Colleges of Education completed a questionnaire and were interviewed. Data was analyzed thematically and statistically using a convergent equal mixed method design and purposive sampling. According to the findings, majority of the students came from a General Arts background, where they read or develop an interest in Literature-in-English when they were in senior high school. As part of Core English Language in Senior High School, they read general knowledge in literature-in-English. Others included students whose parents introduced them to literature through home libraries when they were young, as well as students whose teachers established a love of the topic in them while they were in school. Although this study focused on children literature, the research participants were pre-service teachers who will probably be teaching Literature-in-English.

Furthermore, according to a poll done by Peterson (1986) in Cape Coast, most students appreciate poetry the least of the three literary forms. The majority of those who like poetry prefer African poetry to European poetry, according to the minority who do. According to the results of this study, the

majority of students thought poetry was too tough and obscure. This attitude of pupils regarding poetry as a genre and literature in general appears to pervade all of Ghana's literature classes. For instance, a teacher of English Language and literature-in English in Northern School of Business Senior High School in Tamale in the Northern Region of Ghana told me that some of his students' dodge poetry lessons and that those students who even sit for the lessons do not actively participate as they usually do in drama and prose lessons. It is possible that the teaching methods employed by teachers could be the reason behind learners unwillingness to attend and participate actively in Literature-in-English lessons.

In a related development, Tsadidey, (2002) outlined three principles which can attract students' interest in poetry, one of the genres of literature studied in senior high schools in Ghana. The principles comprised choice, attitude and use of teaching materials. The researcher stated that teachers should choose poems that are within the capability of the children taking into account the culture, language subject matter, setting and mood of the poem. He elucidated that the attitude of a teacher can affect how students learn poetry. He opined "A gloomy, sullen and morose-looking or dull teacher cannot teach pleasant poetry lesson" (p. 79). Therefore, teachers themselves must intrinsically express interest in poetry as they teach to arrest the minds of the students. The third principle, he recommended the teacher to employ teaching materials and non-verbal features of a language such as gestures and facial expressions to unravel the intended and possible meaning of the poem. This means that a teacher should dramatize or act out the poem for to reflect real life so that it will not be seen in the abstract from the perspectives of the learners.

Taking into account the suggestions provided by the above scholars, it seems teachers are not abreast with those principles as some of us went through poetry, an integral part of literature lessons devoid of them. Not many teachers as it appears has ever integrating these suggestions into literature lessons. Majority of us were taught poems using the conventional method of “Chew and pour” without experiencing them. This seems not to have changed and things have not improved in recent years. It is possible that most teachers have not been implementing the suggestions because of the challenges they encounter during literature lessons. From this evidence, one may confidently say that the most prevailing perceptions which students have about the teaching and learning of poetry is not encouraging.

Going through few of these studies in Ghana coupled with the researcher’s personal observation, it is highly possible that the teaching of literature could be a bit challenging. However, the studies in Ghana do not consider the challenges teachers encounter in teaching literature.

Teaching of Literature-in English in other African Countries

Sanoto (2017) conducted a qualitative investigation to examine the classroom practices of in-service education and training teachers in Botswana Primary Schools. The study's findings indicated that the in-service teachers exhibited deficiencies in relevant skills and knowledge due to a lack of foundational support in the curriculum of Colleges of Education. According to Sanoto (2017), the teachers were found to lack what she termed Pedagogical Content Knowledge (PCK). Additionally, the research disclosed a deficient reading culture among teachers, contributing to learners' unfavorable attitudes toward literature. The researcher asserted that extensive reading and cultivating

a passion for literature have been demonstrated as essential prerequisites for the effective teaching of literature.

Moreover, the investigation indicated that teachers encountered difficulties due to a lack of prior knowledge in Literature-in-English, particularly during their secondary education, where the subject is either presented as an elective or not offered at all. Sanoto (2017:33) argued that:

In situations where students express a desire to pursue languages and literature, they often encounter challenges due to their initial exposure to in-depth literary studies. The research observed that some educators undergoing training to teach English at the junior secondary level lacked a foundation in literature from their secondary school education. Consequently, these trainee teachers faced deficiencies not only in content knowledge but also in pedagogical knowledge related to teaching methodologies.

Whether this is the case with teachers of Literature-in English in the Northern Region of Ghana is what this present study sought to establish.

Simuchimba (2016) conducted a qualitative investigation in the Kafue district with the objective of identifying the factors contributing to the poor performance of Grade 12 learners in national examinations for Literature-in-English. The study highlighted that Literature in English teachers faced deficiencies in methodological knowledge related to literature teaching, primarily due to inadequate training received from teacher training institutions. Consequently, Simuchimba emphasized that the widespread belief that any teacher trained to teach English language could effectively teach literature might be inaccurate. The research further emphasized that insufficient

preparation of Literature-in-English teachers hindered their ability to adequately prepare learners for national examinations in Literature-in- English. Simuchimba (2016) stressed the need for literature teachers to undergo thorough training and acquire the necessary knowledge, competencies, and skills related to the nature of Literature-in-English, effective teaching methods, and how to match these methods with learners' needs.

While Simuchimba's study investigated the factors influencing the unsatisfactory performance of Grade 12 students in Literature in English examinations, its geographical focus was confined to a singular district within Lusaka Province in Zambia. In contrast, the present study is delimited to examining the challenges faced by teachers in teaching literature, specifically within the Northern Region of Ghana.

The studies reviewed in this section show that teachers of English and literature were inadequately prepared to teach English and literature mainly because their training institutions did not equip them with the relevant subject content knowledge as well as pedagogical knowledge and competences. Furthermore, the studies established that some teachers of literature lacked background (secondary school) knowledge in the subject. What then could be the challenge? This is what this current study seeks to find out.

Wafula (2012) conducted an inquiry with the objective of examining the challenges encountered by teachers when employing the integrated method to teach oral literature in Kenya. The investigation delved into the attitudes of teachers towards the integrated approach, which entailed the combined teaching of English and literature as a singular subject. The study's outcomes revealed that teachers perceived the approach as diminishing the essence of oral

literature, reducing it to a mere passage or a listening and speaking skill. It implies that many teachers may struggle with teaching oral literature using the integrated approach due to a lack of both initial and ongoing training. Moreover, Wafula (2012) seems to correlate teachers' attitudes with their training, drawing on Verspoor's (1989) perspective that well-trained teachers typically exhibit positive attitudes towards their profession. This study aimed to ascertain whether such correlations were applicable to teachers of Literature in English in the Western Province of Zambia.

Whether or not teachers and students in these Northern Ghanaian schools face similar difficulties not necessarily in teaching oral literature but Literature-in-English as a whole. Literature-in-English is crucial for the growth and expansion of linguistic knowledge as well as the development of sociocultural awareness. Despite the many benefits literature education offers readers and students, it has significant shortcomings that make it challenging to teach and learn effectively. Among these problems are students' unfavorable attitudes toward English literature, a dearth of engaging teaching methods, a lack of qualified and experienced teachers to teach literature, inappropriate or deemed irrelevant texts, an excessive number of books to read, and a lack of instructional materials.

There is this notion that English Language teachers are experts in Literature-in-English. For instance, in Ghana and some other African countries, literature is handled by English language teachers and core literature is part of the English language. However, many researchers have researched into aspects of the English language like grammar, vocabulary instruction, composition, comprehension and oral English (pronunciation). Unfortunately, no study has

considered the literature component of the English language in this country and that is why my study took interest in the challenges teachers would encounter in teaching literature.

Gaps in the Existing Literature

Majority of scholars in the reviewed literature discussed the teaching of Literature-in-English in secondary schools. The theories that underpinned most of their works were the motivation and the cognitivist theories. It seems none of the studies was grounded from the standpoint of the constructivist to scaffold learners and allow them be at the forefront of teaching and learning.

Again, only a small portion of those studies were conducted in Ghana; the remainder were conducted in Africa and elsewhere. However, the research in Ghana would only focus on senior high students' and teachers' opinions toward studying English literature as well as their attitudes toward teaching students in poetry. Most senior high school teachers and students, according to these researchers, have an unfavourable attitude towards Literature-in-English. However, these studies failed to delve into the specific challenges of teaching Literature-in-English especially at the senior high school level.

The purpose of the current study is to investigate the challenges teachers face when teaching literature. In addition, a recent study surely needed to take into account changes in literature that have undoubtedly occurred. As a result, this study uses a few selected schools in the Northern region as a case study to illustrate the difficulties teachers have while attempting to teach the Literature-in-English in senior high schools.

Chapter Summary

The available literature reveals that numerous studies have investigated Literature-in-English and English language teaching at various educational levels, encompassing primary, secondary, and tertiary education. Despite the considerable research conducted in Ghana on various aspects of the English Language, there appears to be a limited focus on investigations related to Literature-in-English. Tei (2019) and Adama (2023) study, for instance, explored the attitudes of Senior High School students toward the study of Literature-in-English in selected schools in the Eastern Region of Ghana, concentrating solely on students' attitudes.

Similarly, the present study adopts a qualitative research design, conducted in selected schools in the Northern Region of Ghana. Moreover, the study endeavors to examine the challenges faced by teachers in teaching Literature-in-English in senior high schools, employing the constructivist theory as a framework. Additionally, the research aims to elucidate teachers' perspectives on the teaching of Literature-in-English and the methodologies employed by teachers in their respective schools.

CHAPTER THREE

RESEARCH METHODS

Research Design

According to Terre, Durrheim, and Painter (2002), research design functions as a strategic framework for action, acting as a channel between the planning stage and the actual execution or implementation of the research. In essence, research designs serve as blueprints that govern the organization of conditions and the analysis of data.

The study adopted the exploratory case study design. According to Creswell (2014), case study is an in-depth exploration of a bounded system which could be a phenomena, an event and etcetera based on extensive data collection. Again, Yin (2013), asserts a case study is an empirical enquiry that focuses its lens on a phenomena which is quite contemporary and exists within a real world context.

The exploratory case study design becomes the most appropriate for this study because the study explores a phenomena in a real world context using one or more data collection method that helps to provide an in-depth description of the situation. Morse, Hupcey, Mitcham and Lenz, (1996) asserted that one rationale for adopting this method is to ascertain the prevalence of a phenomenon within a selected population. However, a drawback associated with employing the exploratory approach is the considerable amount of time required to complete data collection phases, posing a potential limitation in certain research scenarios.

Despite the limitations, the exploratory case study design was considered as the most appropriate for carrying out the study on the challenges

The Research Sites

The research was conducted in selected Senior High schools situated in the Northern Region of Ghana. Northern Region is recognized as one of the regions facing challenges with insufficient staff and facilities in its senior high schools. These schools attract students from across the country due to the computerized placement system. The Northern Region is characterized by a diverse mix of ethnic groups, including Dagombas, Komkombas, Bimobas, Mamprusis, Bisas just to mention but a few. Consequently, students in most Senior High Schools in the Region come from various cultural and linguistic backgrounds.

Despite this diversity, all students in these Senior High Schools exhibit a relatively similar level of competence in speaking and understanding the English language. It is noteworthy that Ghanaian students are exposed to the use of the English language from primary school, and all students are required to pass English, along with other core courses, in the Basic Education Certificate Examination (BECE) to qualify for placement in any senior high school in the country. Therefore, every student in a senior high school in the Northern Region, like their counterparts in other parts of the country, has achieved at least a passing grade in English during the BECE.

The Research Method

The current study employed a mixed-method approach to examine the difficulties encountered by teachers in the teaching of Literature-in-English in some selected senior high schools in the Northern Region of Ghana. Unlike using two different approaches, the mixed method approach to a phenomena's

investigation yields reliable results and extensive understanding about the phenomenon.

Population

The population for the study was three selected senior high schools in the Northern Region of Ghana. The population size of the teachers comprises fourteen (14) English literature teachers in ZAM SHS, eleven (11) English literature teachers in YAM SHS and 10 English literature teachers in TAM SHS. In sum, the total population of teachers for the study was thirty-five (35) of which ten (10) were females and twenty-five (25) males. The description of the teachers has been presented in Table 1.

Table 1: Demographic Data of Respondents

Variable	Variable category	Frequency (N=35)	Percent
Age	26-30	19	54.3
	36-40	10	28.6
	41+	6	17.1
Sex	Male	25	71.4
	Female	10	28.6
Education	Diploma	1	2.9
	Degree	25	71.4
	Master's	9	25.7
Rank	PS	28	80.0
	AD11	5	14.3
	Snr. Sup 11	2	5.7
Work experience	Less than 5 years	6	17.1
	5-10 years	18	51.4
	11-15 years	10	28.6
	More than 15 years	1	2.9

Based on the findings in Table 2, the demographic data of the respondents are presented. A total of 35 respondents were surveyed. The minimum age of the respondents was 26 years and the maximum age was 45 years. The mean age of the respondents was 28.47 ± 5.36 years. From the findings, most of the respondents representing, 25 (71.4%) had first degrees. Of the respondents, majority representing, 228(80%) were Principal Superintendents (PS) in terms of rank. It was revealed that, 18 (51.4%) respondents had worked between 5-10 years.

Sample and Sampling Technique

The sample was made up of all 35 Literature-in-English / English language teachers in the three selected senior high schools. The census sampling technique was used. This is a non-probability sampling technique which involves the use of all the members of the population. This technique was used because the study required that all Literature-in-English teachers were considered as relevant and critical respondents of the study.

Research Instruments

The research instruments employed to gather information for the study were questionnaires and observation. The questionnaires were self-constructed. The administration of the questionnaires was done for Literature-in-English teachers to investigate the challenges they encounter in teaching Literature-in-English in senior high schools in the Northern Region of Ghana.

The questionnaires had two parts, "A" and "B". Part "A" sought to find out about the demographic data of respondents. Part "B" on the other hand was made up of Likert-scale.

Both closed-ended and open-ended questions were included in the questionnaire. The following factors led to the questionnaires' selection: a) its capacity to contact a large number of respondents in a short amount of time; b) its ability to allow respondents enough time to answer the questions; c) its ability to provide respondents with a sense of security (confidentiality); and d) its objectivity given that bias stems from personal characteristics (just like in an interview) Owens (2002). It consisted of both closed- and open-ended questions.

Observation

Participant observation of approaches, according to Osuala (2001), is specific and also provides the skilled observer with a high degree of factors under consideration. The observation guide allowed the gathering of live data from naturally occurring situations in the classroom and also enabled the gathering of data on the physical setting, the human setting, interactional setting and the programme setting which involves the resources, pedagogic styles curricular information and their organization. The observation guide was used to gather data on how teachers teach Literature-in-English in their schools. A colleague experienced Literature-in-English teacher and I therefore, directly observed how some English literature teachers teach the literature component of the core English language in the schools that were used for the study.

The observation helped us find out the real situation on the ground to the teaching and learning of Literature-in-English. Ten (10) teachers out of the study population gave their consent and agreed to be observed. Each teacher was observed twice in two different lessons with each lesson lasting for one hour. The rating was done on a four-point Likert scale on “on Very Effective,

Effective, Not Effective, and Not Used at all” indicating the extent to which the demonstrate the competencies outlined in the observation guide. The observations were done by the researcher alone.

Interview

Interviews were conducted with the respondents to find out their views about teaching and studying Literature-in-English. Open-ended questions helped to facilitate the guided interview sessions between the research participants and the researcher. By analyzing the research participants' recorded interviews, the qualitative study aimed to provide answers to the research questions. The interviews were based on a short open-ended questionnaire, which invites teachers to share their thoughts concerning the teaching of Literature-in-English.

Validity and Reliability of Research Instruments

Validity of research instruments, according to Kothari (2004) cited by Muguzoli (2019), refers to the “quality of data collection instruments or methods that measure what they are designed to measure”.

In order to validate the research instruments, the instruments were submitted to my supervisors for scrutiny. They assisted in the adaptation and modification of statements that present themselves as irrelevant or ambiguous.

Secondly, validity was obtained in this study by the validation technique used by respondents. This technique entailed examining the pilot findings from respondents to see if the instrument was accurate in accordance with the study objectives.

Reliability is the degree to which a test is free from measurement errors (McMillan & Schumacher, 2006; Muguzoli, 2019). The instruments were pre-

tested at a school with similar characteristics to those used in the study. The reliability coefficient for the questionnaire items were established using the Cronbach Alpha. A Cronbach Alpha of 0.75 was obtained for the scaled items. In the case of the observation, the researcher and one College of Education tutor who teaches Literature-in-English observed to establish an inter-rater reliability of the items.

Data Collection Procedure

According to Streubert and Carpenter (2003 cited in Appiah-Baidoo, J., 2018), a researcher owes it to the participants, who are supposed to contribute this information, to strictly consider their rights. In this investigation, ethical considerations are critical.

Due to the delicate nature of the study, potential hazards were constantly assessed in order to maximize sensitivity and avoid exposing the respondents.

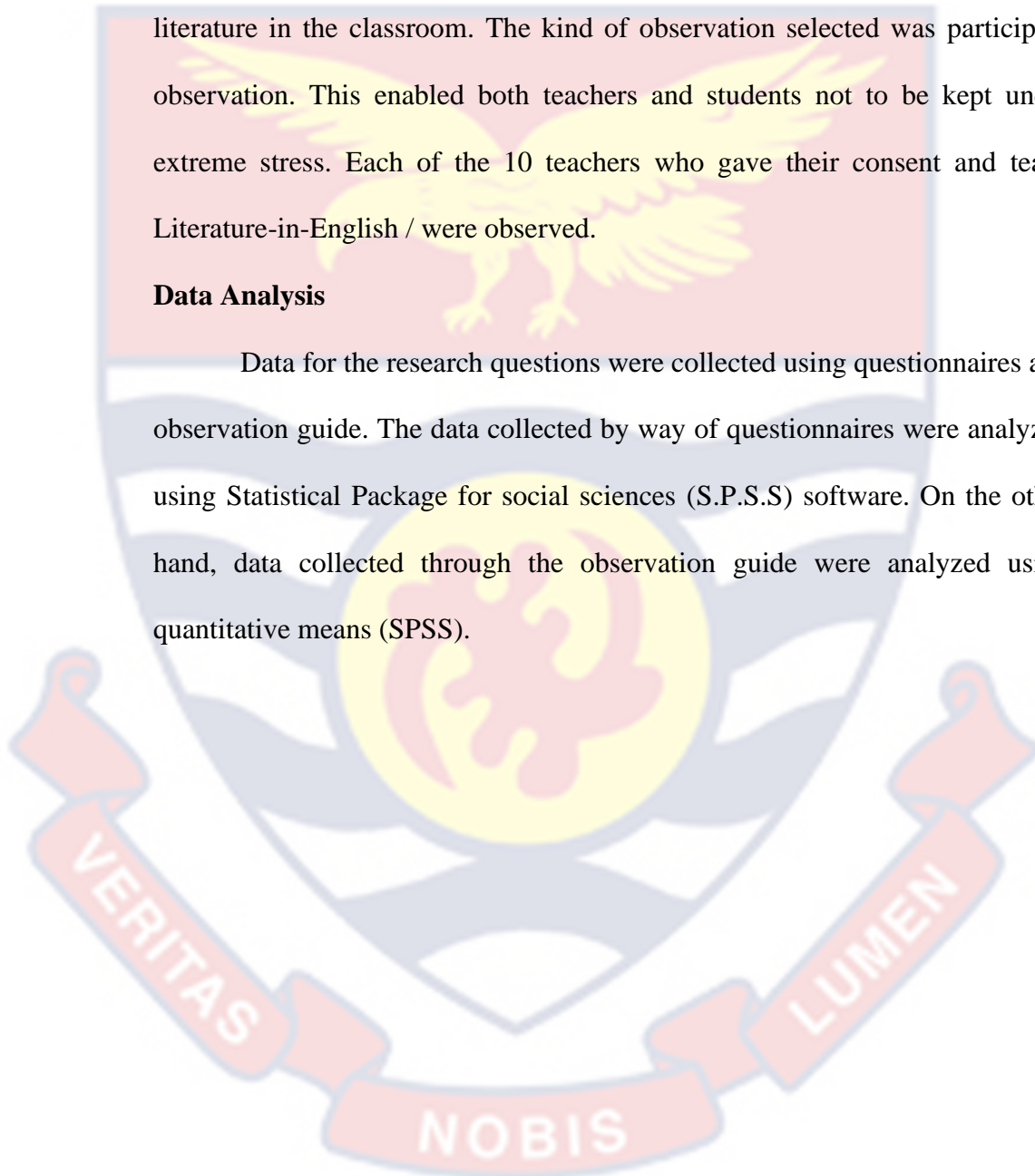
In order to gain the respondents' trust, the researcher got ethical clearance letter from the Institutional Review Board (IRRB) of the University of Cape Coast. The researcher also sought for permission from the heads of schools under study. To encourage respondents to answer to the questionnaires on time, the researcher made an initial contact outlining the purpose of the thesis and seeking the respondents' cooperation. The researcher described the study's logic and objective to participants and encouraged them to participate in the study. In improving the validity of the data, the researcher took time to clarify the items to the respondents. Various subsequent follow-ups were made to check whether the respondents had finished the responding to the questionnaires. The visits were vital on the grounds that they gave freedom for

additional clarifications to respondents who had a few challenges. Every one of the polls were recovered within one week representing 100 (100%).

Observations were done during instructional hours. Teachers during the Literature-in-English lessons were observed to ascertain how they teach literature in the classroom. The kind of observation selected was participant observation. This enabled both teachers and students not to be kept under extreme stress. Each of the 10 teachers who gave their consent and teach Literature-in-English / were observed.

Data Analysis

Data for the research questions were collected using questionnaires and observation guide. The data collected by way of questionnaires were analyzed using Statistical Package for social sciences (S.P.S.S) software. On the other hand, data collected through the observation guide were analyzed using quantitative means (SPSS).



CHAPTER FOUR

RESULTS AND DISCUSSION

Introduction

The data gathered from the respondents are analysed and presented in this chapter. The presentation of the findings was done using descriptive statistics. The presentation of the findings was based on thematic areas relevant to the study objectives. The aim of analysing the collected data was to help in the interpretation of the data to answer the research questions. The data analysis enabled the study to assess the demographic data of the respondents, examine the challenges respondents encountered in teaching Literature-in-English, assess respondents' views towards Literature-in-English and how respondents taught Literature-in-English in their classrooms. The outcomes of the findings would contribute to the identification of possible recommendations that could help reduce the challenges teachers encounter in teaching Literature-in-English in some selected Senior High Schools in Ghana, thus signifying the relevance of the study.

Research Question 1: What are the challenges Senior High School (SHS) teachers in the Northern Region of Ghana encounter in teaching Literature-in English?

The essence of this question was to examine the challenges teachers encounter in teaching core literature at the study settings. The results are presented in Table 2.

**Table 2: Descriptive Statistics of the Challenges Respondents Encountered
in Teaching Literature**

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
Literature is difficult to teach because its language is highly ambiguous and fictitious	12(34.3)	3(8.6)	0(0.0)	4(11.4)	16(45.7)
Literature in English teachers are not well prepared or trained to teach the subject.	4(11.4)	4(11.4)	0(0.0)	11(31.4)	16(45.7)
My interest in teaching literature is often influenced by the language challenges found in literary works.	0 (0.0)	0 (0.0)	0 (0.0)	20(57.1)	15(42.9)
Literature-in-English teachers do not know how to expose students to examination type of questions in good time	1 (2.9)	0 (0.0)	0(0.0%)	16(45.7)	18 (51.4)
It is difficult for teachers to obtain the essential critical works and text commentaries that will enable them to teach core literature.	16(45.7)	4 (11.4)	4(11.4)	0 (0.0)	11 (31.4)
Teaching methods for both core and elective literature are too demanding.	1 (2.9)	2 (5.7)	0 (0.0)	14 (40.0)	18 (51.4)

The notice for changing prescribed texts is too short, making it difficult to obtain the new texts in a timely manner.	1 (2.9)	3 (8.6)	3 (8.6)	15 (42.9)	13 (37.1)
Teachers are concerned about the implications of teaching poetry, drama and prose for exams, which makes teaching a difficult process.	5 (14.3)	20(57.1)	2 (5.7)	1 (2.9)	7 (20.0)
The literature syllabus is not clear on what critical orientation to be applied in the teaching of the literature	9 (25.7)	7 (20.0)	0 (0.0)	12 (34.3)	7 (20.0)

Source: Field survey, Gundow (2022)

1= Strongly Disagree, 2= Disagree 3=Not sure 4=Agree 5=strongly agree

Based on the findings presented in Table 2, it was revealed that, all the respondents agreed their “interest in teaching literature is often influenced by the cultural background and language challenges found in literary works”. This means that teachers would find it challenging to comfortably teach literary texts with complex diction set in unfamiliar culture.

The study also revealed that majority of the respondents, 31 (88.6%) agreed that instructional materials for teaching Literature-in-English are not available.” whilst few of the respondents, 1 (2.9%) disagreed with the statement. Interestingly, one respondent was not sure if indeed instructional materials are not available in schools. The findings of this study unveil prevalent challenges

among all surveyed schools pertaining to teaching, learning, and the availability of supporting materials. It was observed that the syllabi lacked samples of DVDs, CDs, videos, films, and computers, which are essential for facilitating effective instruction. Notably, the syllabi merely advocate for the integration of technology without furnishing concrete exemplars of the recommended technological resources. This is in line with Simuchimba (2016, p 53) stated that:

It was difficult to teach Literature-in-English effectively since the teaching syllabus did not include widely available teaching aids such as charts, DVDs, and CDs for use in the classroom. The lack of a teacher's guide had an impact on the teaching of Literature-in-English.

Likewise, the results of the study corroborates the findings of Joshua et al.,(2020) laments that inadequate infrastructural facilities are a significant impediment to effective instruction of Literature-in-English and other subjects in Nigeria. Inadequate supply of teaching and learning materials is indeed a challenge not only for schools in the Northern Region, but for the entire country and the world.

Also, the results showed that, most of the respondents agreed with the statement that, “students do not study their assigned literature thoroughly enough, relying instead on notes, commentaries, and pamphlets”. Quite apart from the above, the results also indicated that, the respondents constituting 32(91.4%) agreed with the statement that “teaching methods for both core and elective literature were too demanding”. As a result, it poses a challenge in teaching English literature especially at the study settings. This confirms the

findings of Mubita (2020) that the problem of low proficiency levels in English among learners is often aggravated by the lack of teaching and learning resources.

Additionally, the study found greater number of respondents, 33 (94.3%) supporting that “students do not like to read the literature texts before class discussion”. Though few of the respondents disagreed to this statement, the number was insignificant. Again, majority of the respondents except few agreed to the fact that the literature syllabus was not clear on what critical orientation to be applied in the teaching of the literature.

The questionnaires also elicited some open-ended responses on challenges teachers encounter in the teaching of literature. Participants were asked if they encounter any other challenges in the teaching of literature and twenty-eight (28) out of the thirty-five respondents provided responses. In analyzing those responses from the respondents, the researcher realized that participants commented on multiple challenges teachers encounter in teaching English literature. The researcher therefore grouped their responses on challenges of teaching literature under the following themes

1. “The prescribed literary texts are broad making it difficult for teachers to cover”
2. “The cardinal difficulty is the lack of reading culture among students”
3. “Students have negative attitude towards literature”
4. “There are no training programs for teachers to update their pedagogical knowledge when it comes to handling weak and less motivated students”

5. “The unfamiliar cultural backgrounds and archaic/ heterogeneous language writers use in literary texts/materials make those texts difficult to read and teach”
6. “Inadequate teaching resources for teaching literature”
7. “Majority of teachers are not specialized in teaching literature. Most teachers are teaching literature because there are no literature teachers to teach the subject”
8. “Students perceive that literature is very difficult to learn, so they are not motivated to learn it”
9. “The required literature texts are not provided on time for the students. Again the library does not have enough literature materials for both students and teachers”
10. School libraries are poorly equipped with literary texts

Similarly, the participants responded on the perceived learner challenges teachers encounter in teaching core literature in their schools and the findings are presented in Table 3.

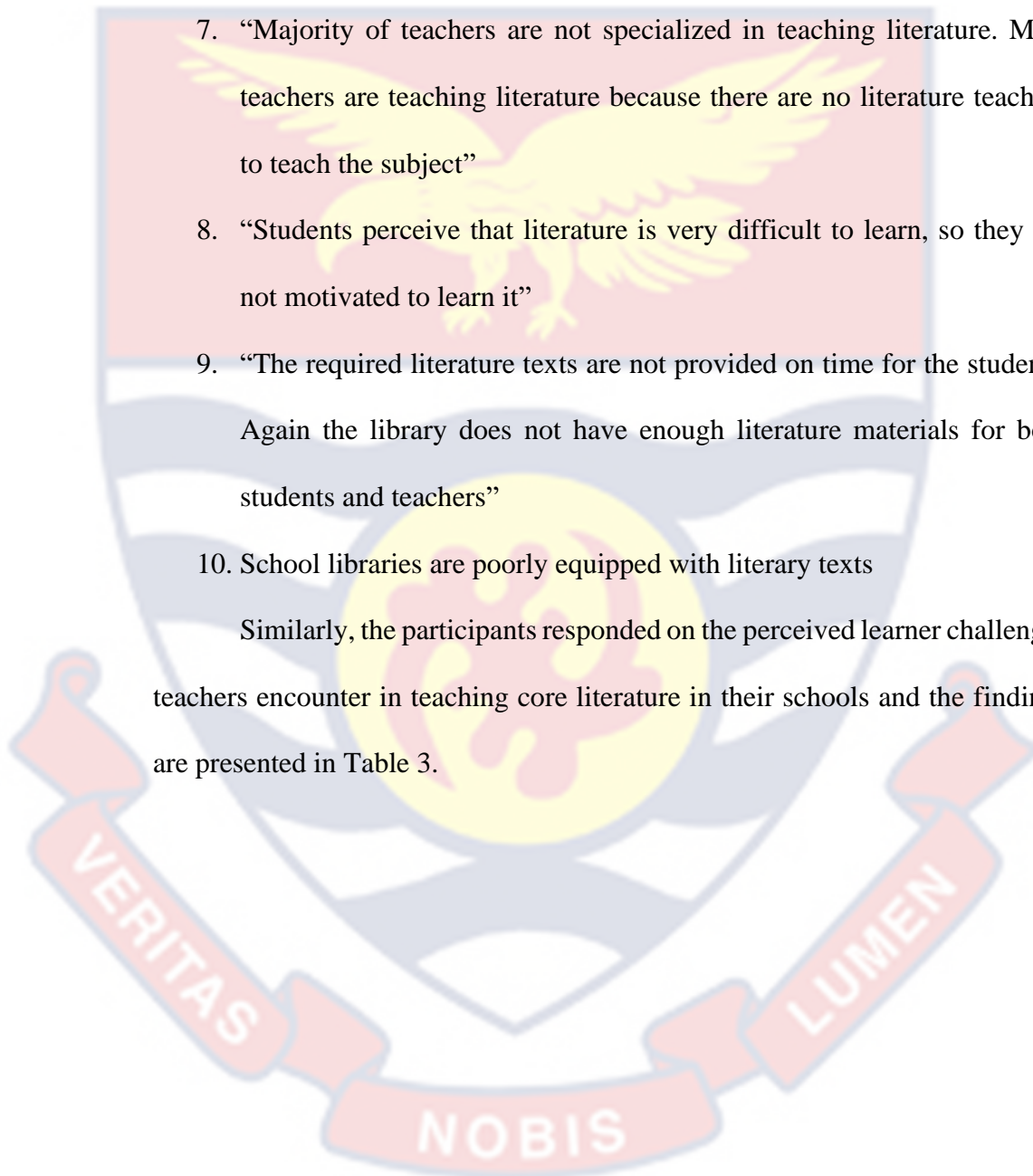


Table 3: Perceived Learner Challenges

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
Students come to senior high school with virtually no knowledge in literature	0 (0.0)	0 (0.0)	1 (2.9)	11 (31.4)	23 (65.7)
The refusal of students to read books in libraries poses a significant obstacle to the teaching of literature in senior high schools.	0 (0.0)	0 (0.0)	5 (14.3)	11 (31.4)	19 (54.3)
During literary classes, students find it difficult to contribute intelligently.	0 (0.0)	2 (5.7)	1 (2.9)	22 (62.9)	10 (28.6)
Students find it difficult to follow events in literary works since there are so many characters.	1 (2.9)	9(25.7)	0 (0.0)	20 (57.1)	5 (14.3)
Literature vocabulary and required literary books for senior high schools are beyond the language ability of students	5(14.3)	8(22.9)	2 (5.7)	12 (34.3)	8 (22.9)
During literature classes, students' cultural backgrounds frequently obstruct their understanding and enjoyment of literature.	4(11.4)	6(17.1)	1 (2.9)	12 (34.3)	13 (37.1)

Some assigned literary texts may not correspond to pupils' interests or learning needs.	1 (2.9)	4(11.4)	0 (0.0)	19 (54.3)	11 (31.4)
Low literacy levels among learners serves as a great challenge to teaching Literature-in-English.	0 (0.0)	3 (8.6)	1 (2.9)	17 (48.6)	14 (40.0)
Because it occupies so much time for students, social media and electronic communication pose a significant challenge to the study of literature	0 (0.0)	4(11.4)	1 (2.9)	11 (31.4)	19 (54.3)
Literature-in-English teachers do not know how to expose students to examination type of questions in good time	1 (2.9)	0 (0.0)	0(0.0%)	16 (45.7)	18 (51.4)

Source: Field Survey, Gundow (2022)

1= Strongly Disagree, 2= Disagree 3=Not sure 4=Agree 5=strongly agree

On the issue of perceived learner challenges, results presented in Table 3 revealed that greater majority of the respondents, representing 65.7% and 31.4% strongly agreed and agreed respectively with the statement that students come to senior high school with virtually no knowledge in literature. However, one of the respondents was not sure if students should have prior knowledge before enrolling in a literature course. Therefore, it may be appropriate to say that the said respondent disagreed with the statement. Perhaps he/he might have students with solid literature background at the basic level. Low literacy or

proficiency levels of learners in English could be responsible for the respondents' assertion that students come to senior high school unprepared to study literature and this poses a challenge in the teaching and learning of literature.

On the issue of whether the refusal of students to read books in libraries poses a significant obstacle to the teaching of literature, only few of the respondents were not sure whilst greater majority of the respondents, 30 (85.7%) agreed to the statement. Similarly, 10 (28.6%) strongly agreed with the statement that, during literary classes, students find it difficult to contribute intelligently. This makes teaching literature more of teacher-centered than learner-centered method.

Based on the results, few of the respondents, 9 (25.7%) disagreed with the statement that students find it difficult to follow events in literary works since there were so many characters whilst greater majority of about 71% of the respondents agreed with the statement. From the results, some of the respondents, 19 (54.3%) strongly agreed with the statement that social media and electronic communication posed a significant challenge to the study of literature whilst few of the respondents, 4 (11.4%) disagreed with the statement. This probably is due to the fact that; twenty first century learners seem addicted to social media and spend most of their time on it than they do with their books.

Research Question 2: What are the views of the Senior High School (SHS) teachers in the Northern Region towards the teaching of Literature-in-English?

The study examined teachers' views towards the literature component of core English language at the study setting. The findings are presented in Table 4.

Table 4: Views Concerning Pedagogical Implications

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
Instructors make literature classes more entertaining, in your opinion	1 (2.9)	7 (20.0)	4 (11.4)	17 (48.6)	6 (17.1)
Literary instruction has aided you in your professional life as a teacher	0 (0.0)	3 (8.6)	2 (5.7)	16 (45.7)	14 (40.0)
I normally accept student's interpretations and opinions of literary texts in literature lessons	1 (2.9)	7 (20.0)	2 (5.7)	15 (42.9)	10 (28.6)
Literature is too difficult to teach because of the language used in literary texts	3 (8.6)	4 (11.4)	1 (2.9)	9 (25.7)	18 (51.4)
Literature lessons are taught effectively in schools	3 (8.6)	12(34.3)	13(37.1)	3 (8.6)	4 (11.4)
Literary instructions at the secondary level are teacher-centered	6(17.1)	4 (11.4)	1 (2.9)	9 (25.7)	15 (42.9)
Teachers employ different kind of activities in literature lessons	0 (0.0)	12(34.3)	1 (2.9)	14 (40.0)	8 (22.9)

Source: Field Survey, Gundow (2022)

1= Strongly Disagree, 2= Disagree 3=Not sure 4=Agree 5=strongly agree

Greater majority of the participants, 22 (62) agreed that they employ different kinds of activities in literature lessons. Interestingly, 12 of the participants constituting 34.3% disagreed with the statement. Surprisingly,

1(2.9%) of the respondent was not sure as to whether teachers employ different activities in literature lessons. Invariably, it is possible that the only respondent who was not sure equally disagreed with the statement.

Though some of the participants disagreed that literature instructions at the secondary level are teacher-centered, some participants admitted to the fact that literary instructions at the secondary level are teacher centered. It could be that the linguistic competence of the learners especially in literature class do not encourage participatory or learner centered methodology. In a related development, the study further revealed that greater majority of the respondents, 27 (77.1%) agreed that literature was too difficult to teach because of the language used in literary texts, as well as the unfamiliar ideas and experiences whilst few of the respondents 3 (8.6%) strongly disagreed with the statement. Again, most respondents clearly stated that they were not sure whether literature lessons are taught effectively in schools. That notwithstanding, convincing number of respondents' disagreed with the statement that literature lessons are taught effectively in schools. About 20% of the respondents supported the statement literature lessons are effectively taught in schools.

The researcher tried finding out whether literature teachers are able to make Literature-in-English classes more entertaining. It was established that most of the respondents, generally agreed with the statement that, instructors made literature classes more entertaining, in their opinion whilst 7 (20%) disagreed with the statement.

Again, Table 5 is a continuation of the respondents views about teaching literature

Table 5: Views on Teaching Approaches

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
Teachers often ask students to share their own thoughts and interpretations of the texts they have read	0 (0.0)	3 (8.6)	5 (14.3)	17 (48.6)	10 (28.6)
Literature teachers do not often read literary materials	6 (17.1)	7 (20.0)	3 (8.6)	17 (48.6)	2 (5.7)
Most teachers do not like teaching poetry using interactive approaches	1 (2.9)	4 (11.4)	0 (0.0)	19 (54.3)	11 (31.4)
Activities such as role plays, storytelling, and multimedia materials are ideal for teaching literary materials.	0 (0.0)	0 (0.0)	0 (0.0)	22 (62.9)	13 (37.1)
The literary texts used in the classroom are too	14 (40.0)	9 (25.7)	0 (0.0)	5 (14.3)	7 (20.0)
Most teachers have the passion for teaching Literature-in-English	3(8.6)	10 (28.6)	2 (5.7)	15 (42.9)	5 (14.3)

Source: Field Survey. Gundow (2022)

1= Strongly Disagree, 2= Disagree 3=Not sure 4=Agree 5=strongly agree

The respondents overwhelmingly agreed with the statement that most teachers do not like teaching poetry. Analyzing poetic language with students in a literature class might be one of the challenges teachers encounter. This is reflected in the responses gathered by the researcher on the proposition that teachers do not like teaching literature. About 86% of the respondents totally agreed that majority of teachers do not like teaching poetry.

When the researcher tried investigating teachers' attitude towards English literature, about 30% of the participants disagreed that teachers themselves do not have positive attitude towards English literature. However, greater majority of the respondents generally agreed that teachers have favourable attitude towards English literature.

When asked whether respondents often involve their students to express their own thoughts and interpretations of the texts they read, the results further showed that, few of the respondents, 3 (8.6%) disagreed with the statement that teachers often asked students to share their own thoughts and interpretations of the texts they have read. However, majority of the respondents said they often do it.

The researcher again sought the views of respondents about students learning literature and the findings are presented in Table 6.

Table 6: Teachers' Views about Students Learning of Literature

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
Students enjoy reading literary works set in African countries such as Ghana, Nigeria, and others.	1 (2.9)	0 (0.0)	1 (2.9)	21(60.0)	12(34.3)
In African literature, the common culture (history, traditions, customs, sbeliefs, and religion) improves understanding and motivates your kids to learn literature	0 (0.0)	0 (0.0)	0 (0.0)	18(51.4)	17(48.6)
Literary works that address topics that your pupils are familiar with encourage them to read more.	2 (5.7)	0 (0.0)	0 (0.0)	14(40.0)	19(54.3)
The way literary texts are written has an impact on your students' attitudes toward learning literature.	0 (0.0)	2 (5.7)	1 (2.9)	20(57.1)	12(34.3)
Students' attitudes toward literature change as a result of how literature is taught in your school	0(0.0)	1 (2.9)	1 (2.9)	16(45.7)	17(48.6)

The simplicity of the language in African literary resources aids comprehension and makes reading fun for your students.	1 (2.9)	0 (0.0)	0 (0.0)	26(74.3)	8 (22.9)
Students in your school have a bad attitude toward literary study	2 (5.7)	9 (25.7)	2 (5.7)	18(51.4)	4 (11.4)
Your students enjoy reading literary works that reflect African people's misery, poverty, and racial abuse.	1 (2.9)	0 (0.0)	2 (5.7)	19(54.3)	13(37.1)
My students are always engaged in their literary classes	12(34.3)	10(28.6)	2 (5.7)	10(28.6)	1 (2.9)

Source: Field Survey, Gundow (2022)

1= Strongly Disagree, 2= Disagree 3=Not sure 4=Agree 5=strongly agree

From the findings shown in Table 6, it was found that 11 of the respondents representing 31.5% agreed that students were always engaged in their literary classes whilst majority of respondents, 32(62.9%) disagreed with the statement. The disparity among the responses could be based on the category of students each teacher teaches in class. The study also sought to find out about the literary works that their students enjoy reading. It was established that 19 (54.3 %) agreed that students enjoy reading literary works that reflect African people's misery, poverty, and racial abuse. Touching on the proposition that

students' attitudes toward literature change as a result of how literature is taught in schools, 33 (94.3%) of the respondents agreed and strongly agreed with the statement whilst only 1(2.9%) disagreed with the statement.

The Table again indicated that students' attitudes towards English literature varies. As twenty-two (22) respondents constituting 62.8% agreed and supported that students have bad attitude towards literature, 37% of the respondents disagreed with the same statement. Also, greater majority of the respondents representing 94% maintained that students enjoy reading literary works set in African countries such as Ghana, Nigeria, and others. Almost all the respondents again agreed that in African literature, the common culture (history, traditions, customs, beliefs, and religion) improves understanding and motivates students to learn literature. Respondents in the table further proved that literary works that address topics that learners are familiar with encourage them to read more. All the respondents except two agreed with the statement.

Still on participants' views about students learning literature, the findings are further presented in Table 7.

Table 7: Teachers' Views about Students Learning of Literature

Statement	1(%)	2(%)	3(%)	4(%)	5(%)
Learning literature may assist your students change their behavior	0 (0.0)	0 (0.0)	1 (2.9)	17(48.6)	17(48.6)
There is a difference in attitude between students who read literature and those who read other subjects when it comes to their attitude toward it	0 (0.0)	1 (2.9)	1 (2.9)	16(45.7)	17(48.6)
The literary texts on the syllabus are appropriate for your students' current level	7 (20.0)	5 (14.3)	2 (5.7)	16(45.7)	5 (14.3)
Students enjoy prose and drama more than poetry	0 (0.0)	2 (5.7)	0 (0.0)	13(37.1)	20(57.1)
The subject matter of literary texts on the curriculum piques students' interest and understanding of literature	1 (2.9)	4 (11.4)	5(14.3)	20(57.1)	5 (14.3)
Students' motivation to learn literature is boosted by the names of the characters in the literary works you teach	0 (0.0)	3 (8.6)	2 (5.7)	20(57.1)	10(28.6)
Your students have a more favorable view toward literary writings by African authors (such as Mamle Wolo, Ola Rotumi, Yaw Asare, Ama Ata Aidoo, and others) than their foreign counterparts.	2 (5.7)	4 (11.4)	1 (2.9)	7 (20.0)	21(60.0)
The study of literature helps students to improve their English skills	0 (0.0)	0 (0.0)	1 (2.9)	8 (22.9)	26(74.3)

Source: Field Survey, Gundow (2022)

1= Strongly Disagree, 2= Disagree 3=Not sure 4=Agree 5=strongly agree

Results in table 7 indicated that all the respondents except one believed literature helps students to improve their language skills. When asked about students' views towards African and non-African writings(texts), greater majority of the participants agreed with the statement that students have more favourable views towards literary writing by African authors as compared to their European counterparts. With regards to the subject matter of literary texts on the curriculum piquing students' interest, 5(14.3%) were not sure. It is possible that the interest and background knowledge of their students' towards literature might have triggered this response. However, majority of the respondents agreed to the statement. Only five participants representing 14.3% disagreed that the subject matter of literary texts on the curriculum piques students' interest and understanding of literature. On the issue of whether the literary texts on the syllabus are appropriate to the students' level, the results revealed that as 12(34.3%) disagreed with the statement, majority of the respondents agreed.

Again, the researcher conducted interviews to with Literature-in-English teachers. The study revealed that both teachers and learners of Literature in English faced a number of challenges which most probably contributed to the poor performance. Response from the participants established that apart from being inadequately prepared, some teachers of Literature in English lacked subject background knowledge as they did not take the subject during their secondary school education and that a number of them were inexperienced. The findings further revealed that as a result, a number of teachers employed inappropriate teaching and learning strategies which probably contributed to some pupils developing negative attitudes towards the subject. Apart from that,

the findings revealed that both teachers and learners exhibited poor reading culture which probably serves as another effect and evidence of their negative attitudes towards the subject. This challenge was compounded by low learner proficiency levels in English language. Some of the views expressed by the teachers are as follows.

Teacher 1: *“Students perceive that literature is very difficult to learn, so they are not motivated to learn it. I had to even orientate them by telling them the available opportunities that awaits them as Literature-in-English students”*

Teacher 2: *“The cardinal difficulty is the lack of reading culture among students. Most student cannot read and even those that can read are sometimes not ready to do their reading their assignments. This really worry me as a Literature-in-English teacher because you cannot excel in literature without positive reading culture”*

Teacher 3: *“I never studied Literature-in-English at the secondary school. I only started learning literature at the university. Though it is a nice subject, I think we still need more training as Literature-in-English teachers on the various pedagogies we have to employ for Literature-in-English lessons”.*

Teacher 4: *“Literature-in-English is a thought provoking subject. It actually enriches my vocabulary development as a teacher and my learners. I actually enjoy teaching it despite the inadequate pedagogical and training challenge that we face as teachers of Literature-in-English”.*

Research Question 3: How do the Senior High School teachers in the Northern Region of Ghana teach Literature-in-English?

The study also sought to find out how teachers teach Literature-in-English. The data for this research question was collected using observation.

The data was analyzed using qualitative and quantitative means.

The researcher together with a college tutor who is an expert and has gone through this program observed how teachers teach the literature component of core English language in the research sites. Before the observation, the researcher took participants through the purpose and the rubrics for the observations. Ten teachers willingly agreed for their lessons to be observed.

Table 8: How do the Senior High School (SHS) Teachers in the Northern Region teach Literature-in-English in their Schools?

Statement	1(%)	2(%)	3(%)	4(%)
The teacher creates an environment that encourages students to participate in the lesson.	0 (0.0)	3(30.0)	2(20.0)	0(50.0)
Text reading in class	0(0.0)	5(50.0)	4(40.0)	1(10.0)
Linking texts to the background knowledge of students	6(60.0)	3(30.0)	1(10.0)	0(00.0)
During class, the teacher encourages students to voice their own thoughts and personal interpretations of the literature they are reading	1(10.0)	3(30.0)	5(50.0)	1(10.0)
During the lesson, the teacher encourages pupils to discuss the text in groups.	2(20.0)	4(40.0)	4(40.0)	0(00.0)
Students contribute to class discussions and participate well in class	2(20.0)	5(50.0)	3(30.0)	0 (0.0)

Source: Field survey, Gundow (2022)

1=Not at all effective 2=Not effective 3=Effective 4=Very effective

From the observation, it was realized by both observers that 5 out of the ten teachers observed representing 50% were very effective in creating an environment that encourages students to participate in the lesson whilst 3 of the teachers could not effectively create conducive environment to ensure student participation in class. Four (4) participants constituting 40% of the teachers were effective in text reading in class. However, the table revealed that six (60%) of the teachers did not effectively read the texts with students in class.

Considering students' contribution /participation to class discussions, the observation indicated that about 70% of students' contributions to class discussions were not effective while 30% of students' contributions to class discussions were effective. The Table further revealed that 5 teachers representing 50% of the respondents encouraged students to voice their own thoughts and personal interpretations of the literature texts they were reading.

Concerning teachers linking literary texts to the background knowledge of students, it was observed that most of the participants failed to link students' mental frame of experiences to literary texts under study. The few teachers that tried linking texts to the background knowledge of students could not link them effectively. In observing whether teachers encourage students to discuss literary texts in groups, the researcher realized that only 2 teachers representing 20% very effectively encourage students to discuss texts in groups. Those teachers that effectively encouraged group discussion of texts helped enhance better understanding of students because students would possibly learn from their colleagues in the groups. Aside that, students' participation and contribution to class discussions was far from encouraging.

Further findings on how teachers teach the literature component of core English language are presented in Table 9.

Table 9: How Teachers Teach the Literature Component of Core English

Language

Statement	1(%)	2(%)	3(%)	4(%)
The teacher helps pupils understand metaphorical language and the difference between plain and allegorical meaning.	0 (0.0)	1 (10.0)	6(60.0)	3 (30.0)
The teacher instructs students to apply what they've learned in the text to real-life situations.	2(20.0)	4(40.0)	3 (30.0)	1(10.0)
Teachers employ audios, videos, audio-visual texts, boards, and charts as teaching and learning aids to help students understand the text.	3 (30.0)	3 (30.0)	2 (20.0)	2 (20.0)
The teacher employs learner-centered teaching techniques.	1 (10.0)	5 (50.0)	2 (20.0)	2 (20.0)
Before, during, and after the lecture, the teacher stimulates the students	0 (0.0)	4 (40.0)	1 (10.0)	5 (50.0)
Teacher makes use of group discussions	1 (10.0)	4 (40.0)	5 (50.0)	0 (0.0)

Source: Field survey, Gundow (2022)

1=Not at all effective 2=Not effective 3=Effective 4=Very effective

With regard to how teachers help students understand and distinguish between metaphorical and allegorical knowledge, the researcher observed that

30% and 60% of the respondents effectively explained metaphorical and allegorical meanings of texts to the understanding of the students.

Moreover, how teachers use instructional materials like videos, audios, audio-visual texts, boards, and charts as teaching and learning aids to facilitate students understanding was duly observed by the researcher. It was realized that most of the teachers observed (30%) do not use instructional materials at all in literature lessons. Few of them effectively employed instructional materials in their lesson presentations, others could have done better. Touching on the teaching method participants employed in teaching literature, the table clearly revealed that only 40% of the teachers observed used learner-centered method. 70% of the teachers constituting greater majority did not efficiently adopt learner-centered method in their lesson delivery. On the contrary, majority of the teachers from the table tried stimulating students' interest before, during and after the lesson

Results of Observation

Lesson 1; Teacher A

Form 2 Arts "A" class was handled by a degree holder from a public university in Ghana with a major in English language and French. He had been teaching literature for five years. The class had 44 students. The teacher started the lesson by exchanging greetings with the class and introducing the visitors (the researchers/observers). The teacher instructed the class to listen attentively while he gave a brief story about girls who are forced into early marriages and that of those who carry loads or goods in big cities for money. The class was asked to "share their experience about forced marriages and hustling for money". He then told the class that they would be discussing the "The Kaya-

Girl” by Mamle Wolo. Discussing the book for the first time, the teacher told the class that they would be discussing characters that inhabit the world of The Kaya-Girl. He wrote some names on the board and started discussing them one after the other. For instance, he wrote names like *Faiza, Abena, Abena’s father, Antie Lydia, Asana, Alhaji Brown Teeth, Mike, Stephen* etc. He explained the specific roles of the characters and further said that destiny unites Faiza and Abena at Makola market. The teacher again told the class that they would get to know more about the characters as they continue to discuss the book. He provided room for learners to ask questions for clarification. For instance, a female learner wanted to know the major and the minor characters among those characters written on the board. There were other questions and the teacher attempted answering those questions by himself.

Lesson 2; Teacher B

Teacher “B” had six years teaching experience in English literature. Thirty-five students were in block “2” Arts “3” where the teacher was observed. The teacher greeted the class and asked whether students were able to finish the reading assignment he gave them. He threatened to mercilessly punish those who failed to do his reading assignment. The teacher announced to the class that they had visitors in their midst. Afterwards, he wrote the heading *The Son of Umbele* by Bill Marshall and *Dramatic Techniques* as sub-title. In order to reassess learners’ understanding of the previous knowledge, the teacher asked students this question: Why is *The Son of Umbele* a tragedy?

Few attempts were made by the students to answer this question. For example, one of the student said the play is a tragedy because all the characters are violent. The teacher praised him for his attempt and said that the disastrous

end of the main character makes the play a tragedy. The teacher reminded the class of their previous agreement. He asked the class to mention some of the dramatic techniques that they might have come across after reading and discussing *The Son of Umbele*. Some of the students tried to provide some of the dramatic techniques. They mentioned techniques such as soliloquy, suspense, situational irony, flashback, metaphor. The teacher then drew the attention of the learners to other techniques like comic relief, rhetorical questions, synecdoche etc. One student asked the teacher the difference between assonance, alliteration and instances where these techniques are used in the play. The teacher explained the difference between the two and wrote some points on board for learners to copy into their books.

Lesson 3; Teacher C

Teacher 3 had eight years teaching experience. Forty-six (46) students were present in Business 2”A” for the lesson. The teacher did not even greet students. However, he told them to behave themselves because they had a stranger in their midst. The topic for the lesson was *Poetry* and sub-topic was John Pepper Clark’s *Night Rain*. The objectives of the lesson were to learn some background information about the poet, themes highlighted in the poem and the structure or style of the poem. The teacher then started the background information of the poet, John Pepper Clark. The teacher was at the forefront of the teaching and learning process. Learners were not allowed to participate in the class discussions.

Lesson 4; Teacher D

The teacher told students of Arts 1 “D” that he had travelled and that was why he could not honour his lessons the previous week. He asked them

where they had stopped for the previous lesson. A male student informed the teacher that they stopped at Chapter 3 of Mamle Wolo's *Kaya-Girl* and would be moving to *Chapter 4*. The teacher then asked students to pick their texts and opened to Chapter four of *The Kaya-Girl* for reading. The teacher started reading the text with students and continuously asked probing questions that generated discussion. Using students' previous knowledge in Chapter one to three of the text, the teacher was able to link students' background knowledge to the chapter under discussion and the text in general.

Lesson 5; Teacher E

Teacher "E" has ten years' experience of teaching of literature. A total of thirty-six students were in block C Arts 2. The topic the teacher wrote on board was *Act II of Bill Marshall's Son of Umbele*. The teacher grouped students into four. He then started the lesson with a question and answer to help students reflect on what they had covered earlier. In this chapter, the teacher explained to students that majority of the highlighted issues or themes raised in the play are in Act II. He began writing the themes he considered as major and those he considered as minor on the board. For instance, the teacher told the class that love is a dominant theme in the play. Sumako shows love for his household. In a similar way he shows love and care for his insane wife. The teacher equally explained to the class that there are other themes such as hospitality, adventure, death etc.

Lesson 6; Teacher F:

Teacher F is a graduate from a public university in Ghana. He has been teaching literature-in-English and core literature for ten years. The poem that was studied in Agric 2 "C" was "An African Thunderstorm" written by David

Rubadiri. Among the objectives for the lesson were the concerns of the poet, mood of the poem, diction and literary devices. Touching on the concerns raised by the poet, the teacher told students that nature and its activities sometimes interfere in the peaceful existence of humanity. He added that the most vulnerable people in disasters are women and children. The teacher again explained that analyzing literary devices in literary genres helps students understand metaphorical language and the difference between plain and allegorical meaning. For instance, the teacher said that when the wind is said to *toss up things on its tail*, and *whistles by*, *pregnant clouds* and *trees bend to let it pass*, it means the wind is personified, the reason for which personification is one of the literary devices.

Lesson 7; Teacher G

The number of students in Science 2 “A” was fifty. The teacher introduced the researchers and then inquired from the class if everybody was present. The teacher informed the class that since they had finished reading *Treasure Island*, non-African prose by Robert Louis Stevenson in their previous lesson, they would look at the subject matter or themes raised in the novel. Using “*The Kaya-Girl*”, an African prose the class had previously discussed, the teacher asked students to discuss the main issues they learnt about *Treasure Island*. Students were silent for some time. The teacher then started explaining the themes that he thought were highlighted. For instance, the teacher explained that Stevenson’s *Treasure Island* is a long adventure novel that raises a lot of themes such as good versus evil, suddenness of death, the desire to achieve one’s objective, youth and heroism just to mention but a few. The teacher

provided extracts and page numbers from the text to support his choice of themes.

Lesson 8; Teacher H

The teacher graduated from a public university and has eight years teaching experience. The class (Arts 2 “E”) had forty-seven students. The teacher told the class that they had agreed in their previous lesson to discuss character and characterization as elements of drama. The teacher then asked, “Who is a character”? One student attempted by saying that a character is a person who acts in a play or drama. The teacher applauded the student and further explained that characters are imagined people who inhabit the world of a story. They could even be animals that execute actions in a play. The teacher then told students that characters help readers to feel the emotions that arise from issues raised in the story. Afterwards, the teacher drew the attention of the class to characterization. Through questioning technique and teacher exposition, the teacher discussed what it was. Majority of the students participated in the interaction with the teacher showing that they had interest and understood what was discussed. The teacher too was very active and lively. The teacher touched on types of character.

Again, the teacher used the questioning technique to elicit responses from learners. Some learners, though mostly boys, participated in the session. The students mentioned the following types of characters: Primary, major, minor, round and flat character types etc. The teacher explained types of characters and told students that they would be applying them when they start reading their literary texts.

Lesson 9; Teacher I

This teacher had five years teaching experience. The students were twenty-eight in number in class (Arts 1 “D”). The teacher upon arrival to the class first greeted the students and introduced the two visitors. The topic for discussion was *An Enemy of The People* by Henrik Ibsen. The sub-topic was Comic scenes in an enemy of the people. The teacher used the questioning technique to recap the previous lesson. The teacher asked the class to discuss the meaning of comedy. Few students attempted the question. For example, one female student said “ A comedy is an amusing play with funny incidence and situations which usually end on a happy note.” Another response was that “comedy should be based on a conflict but the conflict should not end in a disaster”. The teacher applauded them and encouraged others to participate. The teacher then narrated to students with some textual evidences the comic scenes in *An Enemy of The People*.

For instance, the teacher referred to the ridiculous scene where the Mayor hides in the press shop leaving his hat and stick behind for Dr. Stockmann to sieze them. He also touched on Aslaksen and Hovstad’s return to Dr. Stockmann’s house after the previous night meeting and Dr. Stocmann’s violent reaction. The teacher told students that the meeting in Act 4 of “An Enemy of the people is highly comical”. Though the authorities do as much as possible to prevent Dr. Stockmann from publishing his research findings, he cunningly makes the crowd aware of the content of the report. He further emphasized that the scorn for the Mayor, the chairman and the audience with the use of abusive language depicts another comic scene. In summary, the

teacher narrated that the irony that characterizes the play causes laughter and embarrassment.

Lesson 10; Teacher J.

Using “*I will pronounce your name*”, a poem the class had previously discussed, the teacher asked students to discuss briefly what they learnt about the poet. The teacher introduced the visitors and told the students that they would be discussing Kofi Awoonor’s *Weaver Bird*. The teacher told the class that before they could look at other relevant information in the poem, it would be good for them to know what the poem say. The teacher cautioned the class to listen as he narrates what the poem is all about. Then he started by saying that the *Weaver Bird* recounts the story of a stranger who abuses his welcome and hospitality of his host and destroys their home.

He said the *Weaver Bird* was warmly treated as a special guest where the hosts risked their only tree for the stranger to establish his home. The teacher continued by saying that the personae owed their duty to supervise the belongings of the stranger because they are interested in numbers. On the contrary, the stranger had hidden motives. The teacher told the class that the main information in the *Weaver Bird* is about colonialism and its negative effect on the indigenous African. The teacher spoke at length that the foreign dominance, control and influence happens whilst the African watches with indifference. They lamented that Africans do not care about the activities of the stranger and have allowed the stranger to marginalize them in honor of their hospitality.

Observation Summary

Ten (10) lessons were observed in the study schools. The following texts and poems were discussed. *The Kaya-Girl, The Son Of Umbele, Treasure Island, An Enemy Of The People, The Weaver Bird, An African Thunderstorm, Night Rain, Character And Characterization as elements of drama.* The results of the observation revealed that there is a challenge in relation to how teachers teach Literature-in-English. These challenges include Content/pedagogy related challenge. Here, some participants bemoaned that most of them are not specialized to teach literature. Others said that they find it challenging to teach Literature-in English because of its ambiguous and fictitious language.

Another challenge the study revealed was training/resource related challenge. This is where participants spoke about inadequate teaching resources for teaching literature, no training programs for teachers to update their pedagogical knowledge and the fact that school libraries are poorly equipped with literary texts.

Finally, some of the challenges highlighted were perceived learner challenges. Participants expressed that most students have negative attitude towards the study of literature. Besides, it was discovered that students have literacy level come to senior high school with virtually no knowledge in literature. Also, there is lack of reading culture among students.

Brief description of How the Observation Data Connects to the Teaching of Literature-in-English

In order to facilitate effective pedagogy, educators employ a variety of methodologies and strategies. In the context of teaching Literature-in-English, a study revealed that a predominant method utilized by nearly all instructors is

the text read-aloud technique. This approach involves learners sequentially reading aloud while their peers listen attentively. This practice aligns with the insights provided by Susana (2014), who elucidated that through read-aloud sessions, learners have the opportunity to hear skilled readers, thereby gaining a model for fluent reading and enhancing their ability to decipher unfamiliar words, particularly beneficial for ESL (English as a Second Language) learners.

The widespread adoption of this method by educators can be attributed to the observation that despite being provided with reading materials for independent study, learners often fail to engage with them outside of the classroom environment. Consequently, the communal reading activities conducted within the classroom setting serve as a platform for all students to actively participate in reading and listening, thereby facilitating comprehensive understanding of the text. The efficiency and efficacy of this strategy were evident during the researcher's observation, as all students exhibited a high level of engagement with the text. This was manifest in the synchronized reactions observed among students, such as moments of shared laughter in response to humorous passages read aloud by their peers.

Furthermore, the researcher's observations unveiled a prevalent issue among the observed educators: majority struggled to establish connections between assigned texts and the background knowledge of their students—a notable challenge within the pedagogical landscape. Aligning texts with learners' cognitive frameworks is integral to a teaching methodology advocating for dynamic engagement between the text and the learner, as well as intertextual connections. This difficulty may stem from the recognition that reading comprehension flourishes when individuals forge associations extending

beyond the text itself. Such a pedagogical approach not only fortifies learners' literacy competencies but also fosters personal connections between the text and the reader, as well as intertextual linkages across different readings.

Central to this strategy is the facilitation of opportunities for learners to relate the text to their pre-existing knowledge. The acknowledgment of learners' prior experiences cultivates a sense of assurance in their ability to navigate the text effectively. This practice aligns harmoniously with Vygotsky's social constructivism theory, wherein learners' previous knowledge stands as a foundational principle. As elucidated by Savvidou (2004), the concept of text-self and text-text interaction entails post-reading activities wherein the teacher prompts learners with inquiries aimed at extracting factual information from the text, probing into its central themes, meanings, and implications, and encouraging learners to generate written responses and engage in subsequent discussions reflective of their own experiences and insights.

It is noteworthy to acknowledge that among the objectives delineated within the syllabus, alongside the reading-aloud technique, is the inclusion of silent reading. The silent-reading approach necessitates learners to engage with a diverse array of designated and supplementary texts employing suitable reading strategies. However, this study discerned that, with the exception of one instructor, the vast majority of teachers neglected to implement this strategy. The impediments identified by the study that hindered teachers from incorporating silent reading into their pedagogical practices include a lack of understanding regarding how to introduce it to learners and the paucity of requisite reading materials.

Moreover, the investigation revealed a prevalent deficiency among most educators in effectively utilizing teaching aids beyond conventional resources such as the chalkboard and prescribed textbooks. Merely a minority of instructors incorporated audio, visual, and audio-visual materials as supplementary tools for teaching and learning, aiming to enhance students' comprehension of the subject matter. It is imperative to underscore that learners typically benefit from a multi-sensory learning experience, wherein all sensory modalities are engaged. The prevalent reliance on the chalkboard may be attributed to its ubiquitous presence as the most readily accessible teaching aid across all classrooms. Similarly, the widespread use of textbooks may be attributed to their consistent availability to all learners.

However, given the expansive nature of the Literature-in-English curriculum, reliance solely on the chalkboard and textbooks may prove insufficient. Hence, educators are encouraged to explore alternative teaching aids such as overhead projectors and videos to enrich the teaching of literature and foster more effective learning experiences for students.

Additionally, certain teachers instructed students to utilize dictionaries for deciphering unfamiliar words encountered within the poetry or short stories they studied. This approach proved beneficial as it not only provided students with the definitions of newly encountered words but also afforded them an opportunity to refine their dictionary skills under the guidance of the teacher. However, it is suggested that Literature-in-English educators should offer guidance and acquaint learners with alternative strategies for elucidating the meanings of challenging words within texts, beyond sole reliance on

dictionaries. Such strategies may encompass the utilization of electronic dictionaries and employing contextual clues to deduce word meanings.

Moreover, the investigation noted a prevalent issue among many teachers concerning the organization of their instructional presentations. The sequencing of their lessons appeared disjointed, hindering students' ability to follow a coherent progression of concepts. This deficiency may stem from a lack of both content knowledge and pedagogical expertise among certain educators delivering Literature-in-English instruction. Consequently, some teachers merely introduced terminology without providing detailed explanations supplemented by illustrative examples to elucidate the nuances of each term.

Discussion

The study elucidated challenges teachers encounter in teaching English literature in some selected senior high schools in the Northern part of Ghana. From the general analysis of the data in table 1, it is obvious that teachers in the schools under study encounter several challenges in teaching English literature. The challenges were grouped into teacher related challenges and learner perceived challenges. For the teacher challenges, most of the teachers agreed that:

- 1) Literature is difficult to teach because its language is highly ambiguous and fictitious
- 2) Literature in English teachers are not well prepared or trained to teach the subject.
- 3) Teaching literature is influenced by the cultural background and language challenges found in literary works.

- 4) Instructional materials for teaching English literature are not available
- 5) Teaching methods for both elective and core literature are too demanding
- 6) The literature syllabus is not clear on what critical orientation to be applied in the teaching of the literature etc.
- 7) Literature-in-English teachers do not know how to expose students to examination type of questions in good time.

Quite apart from the above, the respondents had these to add:

- a) “The prescribed literary texts are broad making it difficult for teachers to cover”
- b) “The cardinal difficulty is the lack of reading culture among students”
- c) “Students have negative attitude towards literature”
- d) “There are no training programs for teachers to update their pedagogical knowledge when it comes to handling weak and less motivated students”
- e) “The unfamiliar cultural backgrounds and archaic/ heterogeneous language writers use in literary texts/materials make those texts difficult to read and teach”
- f) “Inadequate teaching resources for teaching literature”
- g) “Majority of teachers are not specialized in teaching literature. Most teachers are teaching literature because there are no literature teachers to teach the subject”
- h) “Students perceive that literature is very difficult to learn, so they are not motivated to learn it”

- i) “The required literature texts are not provided on time for the students. Again the library does not have enough literature materials for both students and teachers”
- j) School libraries are poorly equipped with literary texts

From the data collected, the results showed that Literature-in-English teachers are not well prepared or trained to teach the subject. The result is consistent with the observation made by Işkl & Tarakçolu (2017) that "professional inexperience was one of the numerous issues that were being faced following the introduction of literature as a separate subject into Turkish High School curriculum." Manchishi and Mwanza (2016) cited in Mubita (2020) said that "peer teaching and school-based teaching should both be practical for instructors to be well trained". They held the opinion that "teacher preparation was essential to the caliber of instructors who would ultimately be instructing in secondary schools". To teach successfully and efficiently without any difficulties, teachers need to have both pedagogical and subject expertise. When some research focuses on how poorly prepared teachers are to teach literature, it is feasible that teachers are dealing with pedagogical issues or even a weak academic background knowledge.

The study found that Literature-in-English is too tough to teach because of its complex and fanciful vocabulary. According to Hall (2005:52), "If language is logically at the center of the language syllabus, literary syllabuses for language learners failed to interact with or at least to overtly communicate their relation to language acquisition and language skills." This supports his findings. Hall's theory was founded on the notion that literary language is difficult and significantly different from the everyday language needed for

practical communicative reasons by foreign language learners. The results, once more, supported Lazar's (1993) conclusions that "literature is different from other sorts of discourse in that it breaks the more conventional principles of syntax, collocation, and even coherence and thereby reveals a more complex and nuanced range of human experience." (Lazar, 1993, p. 18 quoted in Tei,(2019, p.86).

The study also found that the respondents, 19 (54.3%) strongly agreed that instructional materials like audios, audiovisuals for teaching literature are unavailable. This is in line with El-Helou (2010), who claimed that audio-visual approaches had been successfully used to teach and learn English-language literature. El-Helou (2010) cited Carter and McRae (2001) in support of his claim that audiovisual teaching and learning techniques have established their value. Again, Simuchimba's (2016) findings, which identified a dearth of teaching and learning resources as well as unfavorable attitudes toward the subject as equally important concerns, are in line with the findings of the selected schools, wherein it was discovered that there were insufficient teaching aids.

In addition, Mwanza (2012) postulated that "the shortage of adequate and appropriate educational materials is a major contributor to low literacy levels and general low academic accomplishment among school students. The lack of texts most certainly had an adverse effect on the choice of instructional strategies, leading to a poorly executed lesson. This is likely what led to teachers using teacher-centered practices like reading out loud to students because they did not have access to the novels they needed to read.

According to Mwanza (2016), the availability or lack of instructional resources have a significant impact on a teacher's methodological choices. Aside from that, it supports Mugolozzi's (2019) findings that insufficient literature in English teaching materials at ordinary level secondary schools influenced students' performance in literature in English in the following ways: It resulted in a lack of preparation for teachers prior to entering into the classroom to give the specific subjects. Due to a lack of teaching resources, teachers were unable to properly construct schemes of work, lesson plans, lesson notes, and teaching aids. This also differs from Ihejirika (2014, p 25), who found that "having enough teaching materials in ordinary level secondary schools allows teachers to prepare well ahead of time for teaching sessions, resulting in an effective teaching process of English literature in the classroom". This contradicts Fatimanyi (2017) findings that inadequacy in competence may precipitate suboptimal planning and classroom presentation, consequently influencing students' attitudes toward the subject and ultimately resulting in unsatisfactory examination performance.

Regarding the proposition that Literature-in-English teachers do not know how to expose students to examination type of questions in good time, almost all the respondents agreed to the statement. This is consistent with a field research conducted by Mudenda (1987), reported in Mubita (2020), to find out more about the in-class questioning practices of Grade 11 literature teachers. The results of his study showed that teachers like asking simple questions over complex (cognitive) ones. This was acknowledged as a key contributing element in the pupils' inability to provide clear answers to questions throughout the exam. The results of Mudenda's study seem to question the pedagogical

skills of literature teachers in the classroom. The study also suggests that under these circumstances, students are unlikely to "completely develop their analytical and critical thinking skills." On the other hand, the use of the questioning approach is merely one aspect of the approaches for teaching literature.

Also, the results showed that respondents agreed students do not study their assigned literature thoroughly enough, relying instead on notes, commentaries, and pamphlets which was a challenge teachers encountered in teaching the literature-in-English language at the study settings.

Brumfit et al (1956, p 31) supported this assertion when he explained that: Having the experience of literature implies having acquired enough knowledge to be able to respond to literary texts, at least in some crude sense. A person who do not have reading or comprehension fluency to make sense in general of the words on the page is not in position to respond to literariness of the text. The response must precede the analysis or description of that response.

Certainly, when students cannot respond to a literary text at all, what the teacher may be tempted to do is to try to respond for the students by giving them the commentaries, analysis or description of the work. That is, the teacher may tell the student what the work is about before the student reads it. This indeed poses a challenge in the sense that learners will begin to search for information given by the teacher and this surely is not the way to help students to become independent critical readers.

The results also showed that respondents agreed with the statement that, teaching methods or approach for both core and elective literature were too

demanding which was a challenge teachers encountered in teaching the literature component of core English language at the study settings. This seemed to support Mwanza (2016) who undertook a study with the goal of critically examining “the use of the eclectic approach in teaching English to Grade 11 students in selected secondary schools in Zambia, as well as how eclecticism was interpreted and utilized by Zambian English teachers”.

The study established that “while some teachers demonstrated understanding of the eclectic approach and held positive attitudes, others did not. This led to poor application and sometimes non-application of the approach. The study also reported a number of challenges that teachers were facing which included limited time, lack of teaching materials and poor low English proficiency among learners leading to limited or non-use of communicative activities in the classroom”. This result also confirmed the findings of Savvidou (2004) as quoted in Mohammed (2013) who proposed the integrated approach of teaching literature. The integrated approach emphasizes that literature in an EFL classroom should make the learning experience far more interesting and stimulating, rather than being a lesson focused solely on the acquisition of the text's linguistic components. They further opined that the integrated approach of teaching Literature-in-English boost students' personal growth while also enriching their cultural backgrounds and improving their language skills. However, teaching English literature using the integrated method is a bit challenging.

Additionally, the study found that most respondents, 33 (94.3%) agreed with the statement that, students do not like to read the literature texts before the discussion in class. This revelation is in support of the idea that there is lack

of reading culture among students. This might be one of the reasons why they do not show interest in reading literature texts before class discussions. This probably agreed with Davis et al (1992), reported in Siti (2008), that students whose parents read more, spent more time being read to, and had a wider selection of books at home had higher attitudes toward literary studies. Furthermore, Tei (2019), stated that students who have a larger choice of reading resources at home had better attitudes regarding reading. They also have favourable impacts at home, such as reading parents and siblings, as well as a larger reading area.

Also, the results uncovered that most respondents agreed and supported the following statements as student perceived challenges to teaching literature: Students come to senior high school with virtually no knowledge in literature, literature vocabulary and required literary books for senior high schools are beyond the language ability of students, the refusal of students to read books in libraries poses a significant obstacle to the teaching of literature in senior high schools, during literature classes, students find it difficult to contribute intelligently students have low motivation in learning, social media and electronic communication pose a significant challenge to the teaching and learning of literature, low language proficiency level among students, students lack of reading etc.

For instance, the results indicated that majority of the respondents, 23 constituting 65.7% strongly agreed with the statement that students come to senior high school with virtually no knowledge in literature whilst few of the respondents, 11 representing 31.4% disagreed with the statement. This low

literacy levels among learners serves as a great challenge to teaching Literature-in-English.

As a language teacher I have observed that greater majority of learners cannot communicate with the English Language. It is possible they do not understand English Language as most of them are from remote villages. The results are consistent with Ghazali, (2008), Simuchimba, (2016), and Kateregga, (2017). Ghazali (2008) recommended “using extra classes or tuitions, organizing talks by speakers from similar backgrounds, and obtaining support from the corporate sector to increase students' proficiency levels” while Kateregga (2014) suggests that “teachers can speak to such learners using simple sentences”. Again, these issues can be addressed by employing the scaffolding technique (Lewis, 2017), which is consistent with the paraphrastic approach (see Hwang and Embi 2007).

To add more, this result is not far-fetched from Long (1986) who in investigating a feeling for language in literature and language teaching stressed on the need for students to acquire enough background knowledge of literature-in-English to prepare them for the senior high school English literature. Likewise, Bour (1995) argued that the results obtained by senior high school candidates in English literature are in a way the result of the gap between the basic and the secondary syllabuses. Literature probably is suffering from this disparity between the two levels. At the basic level the teaching of literature seemed to be ignored by almost all teachers, even though they are supposed to integrate some aspects of basic literature such as rhymes (poems), short stories (both fictional and non-fictional), plays in their language lessons. This situation

really poses a great challenge to teachers teaching literature at the secondary level.

About 19 comprising 54.3% of the participants supported the idea that ‘the refusal of students to read books in libraries poses a significant obstacle to the teaching of literature in senior high schools’ was a learner challenge. This appears to be consistent with Chen's findings on University EFL Writing in Taiwan (2002, as quoted in El-Helou, 2010). The researcher established that problems related to learners’ lack of vocabularies and inability to use words are learner challenges. Once learners cannot effectively use words, teachers would find it difficult to have them contribute intelligently during English literature lessons. Quite apart from that, the respondents supported the idea that social media and electronic communication posed a significant challenge to the study of literature whilst few of the respondents, 4 (11.4%) disagreed with the statement. These findings are consistent with the findings of Alsofi (2008), cited in El-Helou (2010), who concluded that Palestinian teachers have significant challenges in teaching literature in general and novels in particular. Although cultural awareness is important, the researcher believes that content that reflects Palestinian Islamic culture is also vital. Despite the geographical variations in Alsofi’s study, his findings similarly reflects in this study.

Considering the views of teachers towards the teaching of literature, results in Table 3 to Table 5 indicated that, a good number of the respondents often involve students in text interpretation or analysis and this actually supports constructivists’ view that learners need to be taken through instructional scaffolding to help them become independent and take charge of their own learning. However, it disapproved Mohammed (2013) assertion that majority of

teachers do not usually involve students in text interpretations during English literature lessons.

Majority of the participants agreed with the assertion that character names stimulate pupils to study literature. Character names are significant in studying literary works since some of them are metaphoric and represent students' obligations to express their own views and interpretations of the texts they read. Therefore, one cannot read and appreciate novels, poems, or theatre without knowing the characters' names: As a result, teachers guide their pupils through the character development process. In some instances, they will ask students to explain the significance of character names and how they contribute to the roles of the characters and the overall theme of the literary work. This contradicts Lima's (2010) findings, quoted in Tei, (2019), who said that pupils may become demotivated if they are not linguistically ready for the task.

Again, about 76% of the respondents indicated that literature was too difficult to teach because of the language used in literary texts as well as the unfamiliar ideas and experiences. According to the results of the study, most students dislike literary materials with foreign backgrounds and subjects that do not reflect their own circumstances. This backs up Savvido's (2004) claim, cited in Tei (2019) that because literature involves decontextualization, literary materials with alien themes disinterest students in studying them because they struggle to understand them, and a lack of understanding of the books discourages students from reading. Perhaps, this could be a reason why students prefer reading books that have characters and themes that they are familiar with.

From the results, it was established by the respondents that students enjoy reading literary works that reflect African people's misery, poverty, and racial

abuse. Therefore teaching literature materials from non-African contexts is very difficult to attract students' attention since they are not motivated to learn materials with non-African background. That could mean some of the literature books have foreign locations, which deters students from reading them.

Respondents who agreed with the statement indicated that their pupils prefer literature materials written in an African context maybe because they are easier to comprehend. This authenticates the findings of Tei (2019) who discovered that students are more motivated to read literary works published in an African context, which is vital for encouraging and maintaining their attention. This is also in line with Hidi (2001), as reported in Tei (2019), who claimed that interest not only increased the amount of text material remembered, but also had a significant impact on learning quality. That is, readers appeared to be motivated to go past the text's surface structure and concentrate on the primary ideas and their underlying significance. (See p. 196).

Again, the findings support Chekroun's (2014) conclusions that "learners like to read literary texts that represent African people's suffering, poverty, and racial abuse, and that linguistic simplicity in African literature improves learners' understanding and makes it more accessible."

Concerning the proposition that most teachers do not like teaching poetry, 19 representing 54.3% of the respondents agreed with the statement that most teachers do not like teaching poetry whilst 11(31.4%) strongly disagreed with the statement. In relation to this, According to El-Helou (2010), teaching poetry is the most challenging of the three literary forms. The researcher claimed that poetry's use of metaphorical language and strong cultural connotations make it difficult for students to understand, contributing to the

challenge of teaching poetry. The researcher also explained that poetry has more potential interpretations than theatre and short stories in general, which makes it more challenging to teach poetry. Teaching drama was ranked second in terms of difficulty because, despite the fact that it is about the suffering of some people and that students are included in it, theater is filled with soliloquies, figurative language, and culturally loaded words that make understanding it challenging. Last but not least, the researcher found that teachers consider teaching short stories to be the least challenging. This may be because both children and adults enjoy reading stories in their native tongues, and this enjoyment can also be transferred to reading short stories written in a foreign language. Additionally, stories are written in a language that is often simpler and easier to understand.

Regarding the attitude of students towards learning literature, majority of the respondents hold the view that because of the cultural components that are projected in literary books, some students have negative attitudes towards literature study. I have seen that students are more enthusiastic in reading works with cultural backgrounds that are similar to or relate to their own. As a result, if the literature books are foreign, the pupils will not appreciate them and will acquire a negative attitude about studying them. This is in line with Yusoff's (2004, cited in Tei, 2002) findings, where familiarity with the text's subject matter, certain language use, or culture may help activate the reader's existing prior knowledge, which in turn may aid reading and comprehension, and thus make the text more accessible.

The findings are not also different to those of Alhmali (2007) who investigated the impact of negative attitudes on student achievement. It was shown that students' bad attitudes about particular topic areas can obstruct

further learning or make them unproductive. Because of the vocabulary employed in creating poetry, pupils do not enjoy reading poems as much as they do novels and dramas, according to the analysis. As Khatib et al. (2011) point out; “the atypical syntactic and lexical form of literature exacerbates students' unfavorable attitudes toward the learning process and so does not add considerably to students' favorable attitudes toward literature study”. Again, it also supports Ghouti (2013) findings that students have varied attitudes towards literature study. The findings of his study revealed that whereas some students are motivated and show positive attitude towards studying literature, others are not.

Finally, the study sought to examine how teachers teach the literature component of the core English language in senior high schools. The researcher together with a college tutor who has gone through this program and is seen as an expert in English literature observed how teachers teach literature in schools that were used as research sites. Ten teachers willingly agreed to be observed. From the observation, it was realized that half of the teachers observed, five (5) constituting 50% were very effective in creating an environment that encourages students to participate in the lesson. This corresponds with the assertion that a supportive school environment is necessary for effective English literature education in secondary schools (Adesoji & Olatunbosun 2008; Emmanuel et al, 2013; Ehiane, 2014; Odeh et al, 2015; Lemessa, 2015 cited in Mugozoli, 2019). These include a positive relationship between teachers and students, student discipline, adequate teaching resources such as English literary works, a syllabus, and improved classroom instruction.

About four (4) representing 40% respondents said teachers were effective in text reading in class. This is in accordance with Mohammed's findings (2013) who indicated that text reading in class is out since students are expected to read the texts at home, and because they don't always do so, reflective teaching occurs.

In short, the observation revealed that, to a considerable extent, "literary instruction remains a classic chalk-and-talk method" or the lecture method. This is in agreement with Mkumbo (2014) cited in Mugozi (2019) who opined that most teachers use lecture and question-and-answer teaching methods in literature classrooms. He went on to say that these tactics make it difficult for students to participate fully in the learning process. As a result, students are unable to grasp the required knowledge of the subject matter, causing them to perform poorly by the end of their studies.

Concerning teachers linking literary texts to the background knowledge of students, it was observed that most teachers failed to link students' mental frame of experiences to literary texts under study. The few teachers that tried linking texts to the background knowledge of students could not link them effectively. This contradicts the outcome of Ghazali's (2008) study on "Learner Background and Attitudes about Literature Studying." The goal of the study was to collect data on students' "backgrounds, such as gender, socio-economic status, and school location, in order to figure out which elements influenced students' views toward the Literature in English component of the Malaysian English Language syllabus". Although nothing can be done to change learners' origins, such as their families or socio-economic status, the study discovered

that certain strategies could be applied to augment students' histories and improve their attitudes about English and Literature.

Again, inviting the opinion of students in text analysis and interpretation was observed. It was realized that the teachers observed, 5 (50.0%) effectively involved students in the analysis and interpretations of the texts in class. Though few (30%) others tried doing that, it was not effectively done.

Moreover, how teachers use instructional materials like videos, audios, audio-visual texts, boards, and charts as teaching and learning aids to facilitate students understanding was duly observed by the researcher. It was realized that some of the teachers observed (30%) do not use instructional materials at all in literature lessons hence, the lessons were not effectively understood. Only few of them effectively employed instructional materials in their lesson presentations, others could have done better. This confirms the claim that effective teaching of literature in English requires suitable physical conditions, such as chalkboards, water, maps, charts, posters, electricity, ventilation, furniture, and overhead projectors, according to Marshall (2006) and Kausar, Kiyani, and Suleman (2017) as quoted in Mugolozzi (2019). These favorable physical surroundings have a good impact on the teaching of English literature (Higgins, Hall, Wall, Woolner & McCaughey, 2005; Fisher, 2008; Lippman, 2010 cited in Mugolozzi, 2019). However, El-Helou (2010) also supported this idea when he stated, "absence of any effective teaching aids (audios, videos, audio-visual texts, boards, and charts) hinders effective teaching of drama". The researcher thinks that these teaching aids are not available at the majority of secondary schools. The problems in teaching theatre, according to the study, can also be ascribed to students' general lack of English language skills, as well

as the divide between students and teachers, which impedes students' learning of drama.

As a result, Literature-in-English teachers should bridge that gap and employ more effective techniques, such as the use of appropriate teaching aids, to help pupils overcome their difficulties.

Chapter Summary

The research findings revealed numerous challenges encountered by Literature-in-English teachers, which exert a detrimental influence on the instruction and acquisition of the subject, consequently leading to subpar academic performance among learners in Literature in English. These challenges encompass various facets, including content and pedagogy-related issues, inadequacies in training or access to resources, and perceived difficulties pertaining to learners. The study delved into the broader perspectives held by teachers regarding the teaching of Literature-in-English, encompassing their views on pedagogical implications as well as their perceptions regarding the significance of Literature-in-English within the educational context. An observation highlighted the lack of meticulous planning in literature lessons, coupled with teachers' struggles to effectively bridge students' existing knowledge with literary texts.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents summary of the findings, recommendations, conclusions of the study and area for further studies of the study, which was aimed at investigating the challenges teachers encounter in teaching literature component of the core English language in schools. It presents feedback of the questionnaires and the observations, which were designed for collection of data from literature teachers in the selected schools.

Overview of the Study

The main focus of the study was to ascertain challenges teachers encounter in teaching the literature component of the core English language in some selected senior high schools in Ghana. The following research questions guided the study:

1. What are the challenges Senior High School (SHS) teachers in the Northern Region of Ghana encounter in teaching Literature-in-English?
2. What are the views of the Senior High School (SHS) teachers in the Northern Region towards the teaching of Literature-in-English?
3. How do the Senior High School (SHS) teachers in the Northern Region teach Literature-in-English in their schools?

Summary of the Findings

The analysis of the data which was collected through questionnaires and observations yielded some findings. The study unveils that students' overall lack of English language abilities makes it difficult for them to comprehend literature. As a result, teachers teaching English literature find it more challenging to teach. It was equally revealed that teachers through the

questionnaires claimed literature is difficult to teach because its language is highly ambiguous and fictitious. Besides the study unearthed that all the respondents agreed their interest in teaching literature is often influenced by the cultural background and language challenges found in literary works. Again, data collected by the questionnaire also revealed that instructional materials (teaching and learning aids) like audios materials, audio-visual materials, films, LCD for teaching literature are not available in schools. This implies that the unavailability of those materials hinders the teaching of literature in schools.

Interestingly, another key finding in this study was that Literature in English teachers are not well prepared or trained to teach the subject. Despite this, some of the participants in their open responses lamented that opportunities are not provided for them to update their methodological skills of teaching literature in English. For example, one of them said *“There are no training programs for teachers to update their pedagogical knowledge when it comes to handling weak and less motivated students”*. Another teacher said *“Majority of teachers are not specialized in teaching literature. Most teachers are teaching literature because there are no literature teachers to teach the subject”*. This revelation corresponds with the findings of Işıklı & Tarakçıoğlu, (2017) who observed that teacher incompetence was one of the many challenges that were being faced following the introduction of literature as a separate subject into Turkish High School curriculum.

Mubita (2020) cited Manchishi and Mwanza (2016) who suggested that for teachers to be adequately prepared, both in college peer teaching and school based teaching should be practical. They believed teacher training was key to the quality of teachers who would eventually be teaching in secondary schools.

Pedagogical and content knowledge must come into play for teachers to teach effectively and efficiently without any challenge. Once some of the findings dwell on inadequate preparation of teachers to teach literature, it is possible teachers are facing pedagogical and even poor subject background knowledge.

The results also indicated that teachers disagreed it is difficult for them to obtain the essential critical works and text commentaries that will enable them to teach core literature. However, the respondents supported the fact that teaching methods Literature-in-English are too demanding among others.

The results of the study revealed that students come to senior high school with virtually no knowledge in literature. Not only that, the study showed that students perceived literature as very difficult to learn, so they are not motivated to learn it. This actually serves as a challenge for teachers in teaching literature in schools.

Touching on “the views of teachers towards teaching of the literature component of English language”, respondents agreed literary instructions or literature lessons at the secondary level are teacher-centered. Also, respondents admitted that literature is too difficult to teach because of the language used in literary texts, as well as the unfamiliar ideas and experiences. The study further discovered that most teachers do not like teaching poetry and do not often read prescribed literary materials / texts before discussing the texts with students. The analysis revealed students enjoy reading literary works set in African countries such as Ghana, Nigeria, and others. Similarly, it was again substantiated that students' attitudes toward literature change as a result of how literature is taught in schools. Though the outcome of the study showed that students have bad attitude toward literary study, it is still believed that students

attitude towards literature change as a result of how literature is taught in schools. Also, views of the respondents supported the proposition that learners' good attitude toward African literature can be traced to the simplicity of the language used in most African texts.

In furtherance, the researcher found out that greater majority of the respondents were of the view that teachers have favourable attitude towards the teaching of literature in their schools. Therefore, the researcher believes that with this positive spirit, it could mean that teachers are ready to identify their strengths and weaknesses of teaching literature in schools.

Conclusions

The conclusions are drawn in light of the study's objectives. In light of the findings of this study, it is feasible to conclude that teachers in the selected schools in Northern Region of Ghana encounter several challenges. Teachers' challenges in teaching Literature-in-English can be due to a lack of theoretical and practical knowledge about their professional tasks which invariably affect their lesson delivery in the classroom. The following were some conclusions drawn by the researcher.

1. There could be a training gap which results in pedagogical inadequacy which has a direct influenced in the way teachers teach
2. The cardinal difficulty in teaching literature is the lack of reading culture among teachers and students.
3. Teachers expressing views on pedagogical implications highlight the need for effective teaching strategies in literature education

4. Despite the overall positive environment, there is a noted challenge in teachers not effectively linking literary texts to the background knowledge of students.
5. Acknowledging the importance of literature education underscore its value in the overall English language curriculum
6. The unfamiliar cultural background and archaic heterogeneous language writers' use in literary texts make those texts difficult for teaching and learning.
7. Majority of teachers are not specialized in teaching literature. Most teachers are teaching literature because there are no literature teachers to teach the subject.
8. There are inadequate resources for teaching English literature
9. School libraries are poorly equipped with literary texts

Though the study brought to light the general challenges of teaching literature, it was agreed that poetry is more challenging to teach than the other genres. Poetry's difficulty may stem from the fact that it is rich in figurative language and strongly culture-bound, making it difficult for students to comprehend. The revelation on the challenges indicate that in teaching literature, teachers should avoid the teacher-centered approach. Students should instead be encouraged to read literature and express themselves. More to the point, teachers in teaching English literature should emphasize social and cultural engagement. This probably is because the results show that teachers' knowledge with African culture aids their comprehension of African texts and vice versa.

The study highlighted the fact that, in order to bridge the gap between African and non-African or English culture, substantial emphasis should be placed on cultural similarities and contrasts. This will aid in the development of a good attitude toward the literary work under consideration as well as Literature-in-English. The study went further to discover that most teachers find it difficult to link literary texts to the background knowledge of students. This, the researcher believes could negatively effective teaching and learning the literature component of the core English language in schools.

Recommendations

Taking the findings of the study into consideration, these recommendations are necessary.

1. There is the need for heads of schools to ensure effective teaching of literature across all levels. Stakeholders in education should regularly organized and monitor PLC Sessions for Literature-in-English teachers and help provide the required resources for literature lessons.
2. The teaching of Literature-in-English and English language in basic schools should be strengthened and strictly enforced by GES. Reading skills should be effectively taught and Heads of Department of Languages in schools should be encouraged to form reading clubs.
3. Ministry of Education (MOE) in collaboration with Ghana Education Service (GES) should review the Literature-in-English syllabus to take into consideration the competence of the learners, the aims and objectives, current critical theories etc. and provide all schools with copies of the syllabus.

4. The Ministry of Education should monitor the syllabus' implementation, as well as provide ongoing training for in-service teachers and provide enough teaching materials.
5. School authorities should provide teaching and learning aids. Schools should organize and discuss the various teaching and learning aids literature teachers may need. They could perhaps afford the cost of designing teaching and learning aids for teachers.
6. A thorough survey must be conducted to ensure that all the prescribed literature texts / books are available on the local market.
7. Teachers should be given prompt or adequate notification whenever a new set of books is prescribed. All schools must receive the notification.
8. Teachers should be jovial when teaching any of the literary genres. Dramatization may be introduced as a follow up activity on a poem that has been taught in order to establish a lasting image between teachers and learners experience and the message in the poem.

Suggestions for Further Research

It must be emphasized that this study is just preliminary in nature and that it is a humble beginning that aimed at investigating the challenges teachers encounter in teaching literature in English in schools. But considering the limitation of the study with respect to time, the researcher suggests that further studies should be conducted in many secondary schools in the country about the area of study.

Also, it would be necessary to investigate the government's role in supporting the effectiveness of educational reform through regular seminars and orientations. Finally, the training of Literature in English instructors should be

revisited by looking into the curriculum used by training institutions for Literature in English teachers.

Finally, other studies can be conducted to determine the importance of English literature in senior high schools in Ghana.



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APPENDICES

APPENDIX A

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATION STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF ARTS EDUCATION

QUESTIONNAIRE FOR LITERATURE / ENGLISH LANGUAGE

TEACHERS

Regards, Colleagues

Greetings, I am a student of the above department reading Master of Philosophy in Arts Education (English language). As part of my programme, I am writing my thesis on the topic:

Challenges Teachers Encounter in Teaching Literature-in-English in Selected Senior High Schools in Northern Region of Ghana

You have been chosen to complete this survey. After collecting data from you and others who were chosen, all of the data will be combined for analysis, and no one will be able to identify individual responses. It is solely for the purpose of research and has no bearing on the evaluation of the courses or the teacher. Please do not write your name in the box or any other requirements. I'd like to guarantee you that your responses will remain anonymous. Any information you supply will not be shared with anyone else under any circumstances. I promise you that your information will be kept completely confidential.

The questionnaire is divided into sections, and you must mark [] on the scale that best reflects your assessment of how far each statement relates.

You may mention extra items by writing in the appropriate spaces provided to convey your viewpoint.

Section A: Demographic information.

Tick [√] where applicable

1. Teacher Gender: Male []

Female []

2. Years of experience: Less than 5 years []

5-10 years []

11-15 years []

More than 15 years []

3. Age []

20-25 years []

26-30 years []

35-40 years []

41-above []

4. Educational level: Diploma []

B. A / B. ED []

Masters / M.Phil. []

Others (Please specify)

5. Current rank in the service

6. Educational qualification

I will highly appreciate your participation.

Instruction:

In the tables below for each statement, mark how much you agree with a tick [√] in the box to the right of each statement and also fill in the blank spaces where applicable. The responses are on the scale 1-5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Not sure, 4 = Agree and 5= Strongly Agree.

SECTION B

Challenges Teachers Encounter in Teaching Literature-in-English in selected Senior High Schools in the Northern Region Ghana

Please rate how much you agree or disagree with each of the statements.

Teacher Challenges

SN	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1.	Literature is difficult to teach because its language is highly ambiguous					
2.	Literature in English teachers are not well prepared or trained to teach the subject.					
3	Literature-in-English teachers do not know how to expose students to examination type of questions in good time					
4	It is difficult for teachers to obtain the essential critical works and text commentaries that will enable them to teach core literature.					
5.	Teaching methods for both core and					

	elective literature are too demanding.					
6	Watching and reading literary text critiques will not enhance my ability to teach literature.					
7.	The notice for changing prescribed texts is too short, making it difficult to obtain the new texts in a timely manner.					
8.	Teachers are concerned about the implications of teaching poetry, drama and prose for exams, which makes teaching a difficult process.					
9.	The literature syllabus is not clear on what critical orientation to be applied in the teaching of the literature					

Perceived Learner Challenges

SN	Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
10.	Students come to senior high school with virtually no knowledge in literature					
11.	The refusal of students to read books in libraries poses a significant obstacle to the					

	teaching of literature in senior high schools.					
12.	During literary classes, students find it difficult to contribute intelligently.					
13.	Students find it difficult to follow events in literary works since there are so many characters.					
14.	Literature vocabulary and required literary books for senior high schools are beyond the language ability of students					
15.	During literature classes, students' cultural backgrounds frequently obstruct their understanding and enjoyment of literature.					
16.	Some assigned literary texts may not correspond to pupils' interests or learning needs.					
17.	Low literacy levels among learners serves as a great challenge to teaching Literature-in-English.					
18	Because it occupies so much time for students, social					

	media and electronic communication pose a significant challenge to the study of literature.					
19	Literature-in-English teachers do not know how to expose students to examination type of questions in good time					

22. What challenges do you face in teaching Literature-in-English?

.....

SECTION C

Teachers’ views towards the teaching of Literature-in-English

Please rate how much you agree or disagree with each of the statements.

Teachers’ views about teaching of literature

SN	Statement	Strongly Disagree	Disagree	Not sure	Agree	Strongly Agree
1.	Instructors make literature classes more entertaining, in your opinion					
2.	Literary instruction has aided you in your professional life as a teacher					
3.	I normally accept student’s interpretations and opinions of literary texts in literature lessons					
4.	Literature is too difficult to teach because of the language used in literary texts, as well					

	as the unfamiliar ideas and experiences					
5	Literature lessons are taught effectively in schools					
6.	Literary instructions at the secondary level are teacher-centered					
7.	Teachers employ different kind of activities in literature lessons					
8.	Teachers often ask students to share their own thoughts and interpretations of the texts they have read					
9.	Literature teachers do not often read literary materials					
10.	Most teachers do not like teaching poetry					
11	Activities such as role plays, storytelling, and multimedia materials are ideal for teaching literary materials.					
12	The literary texts used in the classroom are too easy					
13	Teachers have favourable attitudes towards the teaching of literature in their schools					
	Teachers' Views About Students Learning Of Literature					
14	Students enjoy reading literary works set in African countries such as					

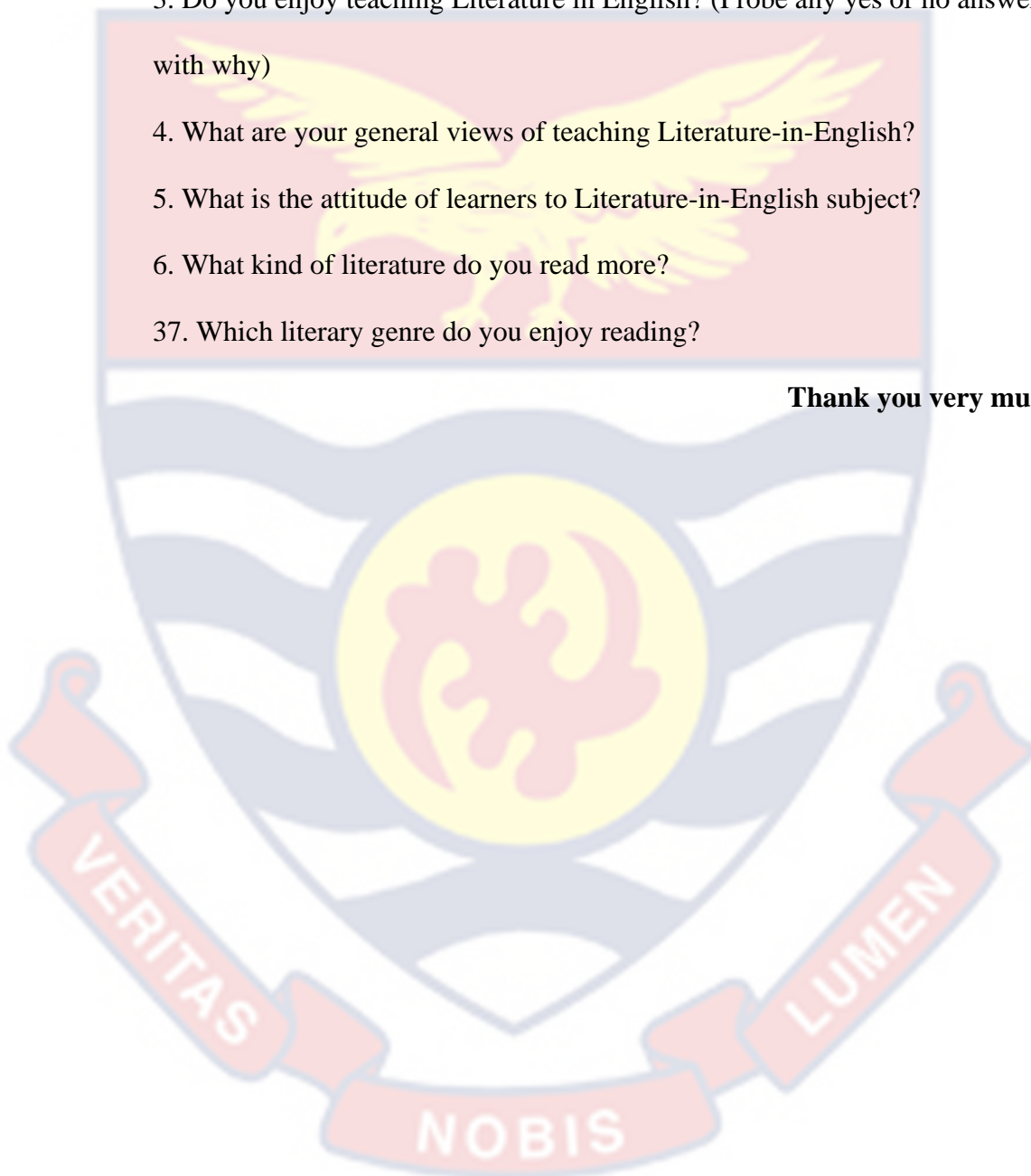
	Ghana, Nigeria, and others.					
15	In African literature, the common culture (history, traditions, customs, beliefs, and religion) improves understanding and motivates your kids to learn literature					
16	Literary works that address topics that your pupils are familiar with encourage them to read more.					
17	The way literary texts are written has an impact on your students' attitudes toward learning literature.					
18	Students' attitudes toward literature change as a result of how literature is taught in your school					
19	The simplicity of the language in African literary resources aids comprehension and makes reading fun for your students.					
20	Students in your school have a bad attitude toward literary study					
21	Your students enjoy reading literary works that reflect African people's misery, poverty, and racial abuse.					
22	My students are always engaged in their literary classes					
23	Learning literature may assist your					

	students change their behavior					
24	There is a difference in attitude between students who read literature and those who read other subjects when it comes to their attitude toward it					
25	The literary texts on the syllabus are appropriate for your students' current level					
26	Students enjoy prose and drama more than poetry					
27	The subject matter of literary texts on the curriculum piques students' interest and understanding of literature					
28	Students' motivation to learn literature is boosted by the names of the characters in the literary works you teach					
29	Your students have a more favorable view toward literary writings by African authors (such as Mamle Wolo, Ola Rotumi, Yaw Asare, Ama Ata Aidoo, and others) than their foreign counterparts.					
30	The study of literature helps students to improve their English skills					

SECTION D
INTERVIEW QUESTIONS

1. Were you trained to teach Literature-in-English?
2. How long have you been teaching Literature in English?
3. Do you enjoy teaching Literature in English? (Probe any yes or no answer with why)
4. What are your general views of teaching Literature-in-English?
5. What is the attitude of learners to Literature-in-English subject?
6. What kind of literature do you read more?
37. Which literary genre do you enjoy reading?

Thank you very much.



APPENDIX B

UNIVERSITY OF CAPE COAST

COLLEGE OF EDUCATIO STUDIES

FACULTY OF HUMANITIES AND SOCIAL SCIENCES EDUCATION

DEPARTMENT OF ARTS EDUCATION

CLASSROOM OBSERVATIONAL CHECKLIST FOR ENGLISH

LANGUAGE TEACHERS IN GHANA.

SECTION A

Class / Form

Date / Duration of the lesson.....

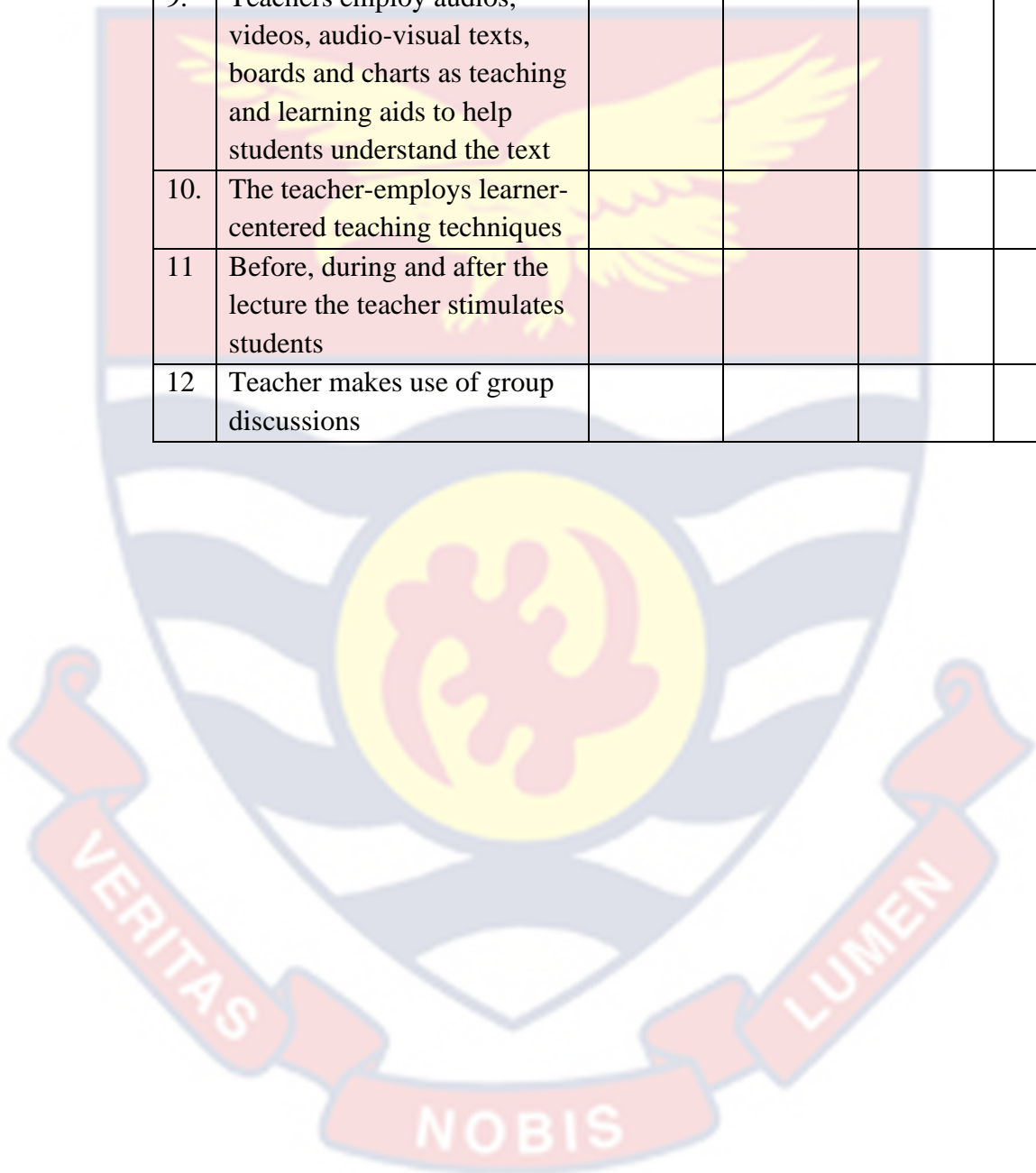
Topic /Title of text for the lesson.....

SECTION B

How teachers teach the literature component of core English Language

SN		Very Effective	Effective	Not Effective	Not at All
1	The teacher creates an environment that encourages students to participate in the lesson.				
2.	Text reading in class				
3.	Linking texts to the background knowledge of students				
4.	During class, the teacher encourages students to voice their own thoughts and personal interpretations of the literature they are reading				
5.	During the lesson, the teacher encourages pupils to discuss the text in groups.				
6.	Students contribute to class discussions and participate well in class				
7.	The teacher helps pupils understand metaphorical language and the difference				

	between plain and allegorical meaning				
8.	The teacher instructs students to apply what they've learned in literary texts to real-life situations				
9.	Teachers employ audios, videos, audio-visual texts, boards and charts as teaching and learning aids to help students understand the text				
10.	The teacher-employs learner-centered teaching techniques				
11	Before, during and after the lecture the teacher stimulates students				
12	Teacher makes use of group discussions				



APPENDIX C

ETHICAL CLEARANCE

UNIVERSITY OF CAPE COAST

INSTITUTIONAL REVIEW BOARD SECRETARIAT

TEL: 0558093143 / 0508878309
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IORG #: IORG0009096

7TH FEBRUARY, 2022

Mr. Gundow Jacob Moisob
Department of Arts Education
University of Cape Coast

Dear Mr. Moisob,

ETHICAL CLEARANCE – ID (UCCIRB/CES/2021/176)

The University of Cape Coast Institutional Review Board (UCCIRB) has granted Provisional Approval for the implementation of your research titled **Challenges Teachers Encounter in Teaching Literature Component of the Core English Language in Senior High School in Ghana**. This approval is valid from 7th February, 2022 to 6th February, 2023. You may apply for a renewal subject to submission of all the required documents that will be prescribed by the UCCIRB.

Please note that any modification to the project must be submitted to the UCCIRB for review and approval before its implementation. You are required to submit periodic review of the protocol to the Board and a final full review to the UCCIRB on completion of the research. The UCCIRB may observe or cause to be observed procedures and records of the research during and after implementation.

You are also required to report all serious adverse events related to this study to the UCCIRB within seven days verbally and fourteen days in writing.

Always quote the protocol identification number in all future correspondence with us in relation to this protocol.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'S. Owusu'.

Samuel Asiedu Owusu, PhD
UCCIRB Administrator

ADMINISTRATOR
INSTITUTIONAL REVIEW BOARD
UNIVERSITY OF CAPE COAST

NOBIS