TEACHERS'S VIEWS ON THE ROLE OF LITERATURE-IN- ENGLISH IN ENGLISH LANGUAGE TEACHING: A CASE STUDY OF ONE SENIOR SECONDARY SCHOOL IN MANZINI

by

THAB'SILE VERONICA MAKHUBU

In fulfilment of the requirement for the award of the

Degree of

Master of Education in Language and Media Studies

March 2017

University Of KwaZulu-Natal

Durban (Edgewood Campus)

Supervisor_:_Professor Gregory H. Kamwendo

SUPERVISOR'S STATEMENT

This dissertation has been submitted with my approval

…………………………………..………………………………………………………..

PROFESSOR GREGORY KAMWENDO

MARCH 2017

i

DECLARATION

I, Thab'sile Veronica Makhubu hereby declare that the work contained in this paper is not a reproduction of any other work and all the information has not been previously submitted to the School of Education or any other body for any other purpose. All the work and ideas that have been taken or adopted from other authors or sources are rightfully acknowledged.

…………………………………………………..

Thab'sile Veronica Makhubu

Student number: 214584595

March 2017

DEDICATION

To my parents Mrs Juanita Tsabedze and Mr Samson Tsabedze for the love and values they still inspire in me long after they took the long journey, and never to return as well as my children Nkululeko, Muz'wandile, Feziwe, Nongcebo, Nomqhele my two granddaughter Yenzilinkosi Matsenjwa and Akia Makhubu as well as Nontsikelelo , whom I have come to regard as my own. I hope I have begun to inculcate the same values in you that you can also pass to my grand and great grandchildren.

ACKNOWLEDGEMENTS

I owe the success of this long and difficult, but worthy journey to a number of individuals. I would like to thank my supervisor, Professor Gregory H. Kamwendo for the expert guidance, constant motivation, relentless patience and selfless sacrifice. My deepest gratitude is owed to you for being the caring father whose staunch support during this long and wearisome journey has been a pillar of support, source of strength and a constant guiding light. Thank you for making available those small bright pebbles on which I plodded through the murky and muddy expedition.

I would have failed in my duty if I did not thank my Creator who gave me the strength, courage and resilience to achieve my goal. To all the teachers who contributed to this study, I express my sincere gratitude. Your cooperation, commitment, and valuable knowledge contributed immensely to the success of this study, without which it would have not have reached this state.

I also thank my friends and colleagues who contributed directly or indirectly to the success of this thesis, by word or deed. Many thanks go to my deceased parents for holding my hand and leading me through all my years at school. This study is the epitome of their love, support, sacrifice, foresight and their belief in lifelong learning. Sincere, loving thanks are owed to my husband and dear friend, Mr Vusi E Makhubu, for his patience and unwavering support and for providing all that I needed for this study. I am indebted to you for allowing me time to work day and night on this thesis. To my children, my two sons; Nkululeko and Muz'wandile, the girls: Feziwe, Nongcebo and Nomqhele, you deserve many thanks for helping me keep my sanity and enthusiasm alive and for believing in me. You inspired me to go on even when I felt like giving up. My sincere thanks are also due to my close friends who believed in me and prayed for the fruition of this endeavor. To my friend and colleague, Miss Nosisi P. Dlamini, thank you for your invaluable contribution and selfless help which contributed immensely to the success of my work. To my editors, Larry Onyango and Noel Dube, may God bless you all abundantly for your commitment and dedication.

ABSTRACT

This paper presents an investigation into the utilization of Literature in English in the teaching of English as a second language in Swaziland schools. The study makes use of Swaziland's English teachers' opinions to gain insight into the role played by Literature in English in the teaching of English as a Second Language, with both being school subjects. After drawing a sample of 10 teachers of English, and using open-ended questions to collect teachers' views on the stated phenomenon, the study found that Swaziland teachers are for the teaching of English as a Second Language using Literature in English. It also attempted to gain insight into what teachers thought of Literature in English being allocated the status of optional subject, and how prepared the same teachers were with regard to using Literature in English to teach English as a Second Language themselves.

The study was framed within an eclectic mode of inquiry, in which Literature was regarded as one of the possible methods of teaching. Based on the eclectic research framework, the study adopted this research approach to find what the concerned teachers thought of the role Literature played in their teaching of language. The findings presented mixed feelings regarding the teachers' preparedness to use Literature in English in teaching English as a Second Language. The discussion of the findings offered a theoretically oriented discussion of the findings based on a content analysis method to analyse the gathered data.

The responses gathered also demonstrated that teachers are reluctant to endorse Literature as an optional subject in schools, thus suggesting, by inference that it may be included as a compulsory subject. Upon drawing conclusions, the study formulated recommendations with regard to the role that Literature may play in the teaching of language, particularly from a teacher perspective. The recommendations culminated with suggestions for further study in related contexts and knowledge fields.

APPENDICES

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

1. **Introduction and Background**

    1.1. **Overview of the chapter**

This chapter offers introductory remarks into the whole study, offering the background factors that gave impetus to the whole research and the studied problem. Contained in this chapter are the initial considerations for the study, which include the statement of the problem; purpose of the study; aim and objectives of the study; research questions; significance of the study; theoretical framework; study's limitations; delimitations; abbreviations and the definitions of key terms. Contained in the background of the study are its central fundamental concepts which include the 'Englishes' of the world, Literature in English, English as a Second Language, overview of the statuses of English in Swaziland, the country's linguistic overview, and the general education system of Swaziland.

    1.2. **Background of the Study**

In Swaziland, English is given 'official language' status together with native Siswati. Whilst English is generally used in official written communication, as a medium of instruction, and in political and legal dealings; Siswati on the other hand is predominantly used in traditional contexts and most informal communication. It is also the home language for a majority of the people of Swaziland. Kamwangamalu and Moyo (2003;40) observe that in Malawi, Lesotho and Swaziland the native languages were generally used for daily communication especially in the lower income generating employment classes, and have been used to hand down the traditions and cultural values over the years. The same scholars further assert that because these languages are widespread, English had no use outside school and the flamboyant, elite ceremonies and gatherings. The official language statuses of English and Siswati in Swaziland as enshrined in the Constitution of the Kingdom of Swaziland have obtained since Independence. Although both English and Siswati are official languages their treatment as medium of instruction is different. From Grade 1 to senior secondary English is taught as a second language and used as a medium

of instruction from Grade 4 upwards. SiSwati on the other hand is taught as a subject from Grade 1 to senior secondary but is only a medium of instruction from Grade 1 to 3. Teachers at this lower level of education are allowed to code-switch even during English lessons to allow for more effective learning. From Grade 4 upwards (to Grade 12), English is a subject that determines class-to-class progression for learners. Thus, in view of the status of English in the Swaziland education system, the study problematized the role played by English Literature in the teaching of English as a Second Language at senior secondary level. It is also necessary to place the learning of English in the education system context. It is worth noting that the study uses the term 'literature' to denote 'any literature written in the English language'.

This initial section of the chapter presents an overview of Swaziland, the setting which provides the contextual positioning of the study. The paper will herein discuss the education system of the country and why English is given Second language (official) status. This will be followed by a focus on the teaching of Literature in English and English as a Second language in the Swaziland Senior Secondary school system.

Using a number of bases as its points of departure, the paper places its arguments within certain informing scholarly views regarding the necessity and possibility of teaching English as a second language, particularly in non-English speaking contexts. Hasminoglu (2005: 54) agrees with Collie and Slater (1990: 3) that there are a number of critical reasons why a language teacher should and may use literature in the classroom when teaching language. These reasons include the provision of valuable authentic material, cultural enrichment, language enrichment and personal involvement (Hasminoglu 2005: 54). This curiosity is also necessitated by the recent views that the world has become a global village, and that languages that are common have become pivotal for interaction at formal and informal levels as speakers of different languages interact across the geographic divide. Information dissemination and sharing occurs across people from different language backgrounds, thus necessitating that a common language be used. English is one such language that is used by many countries of the world. In light of the fact that English is also taught in countries where it is either a second language or a foreign language, thus the teaching of English in those countries becomes critical.

The implication therefore becomes that the methodologies to be employed must be in line with their context. This could be achieved by employing some accepted language teaching models as

to be later discussed in the study. Teaching English as a second or foreign Language will require teachers to engage different tactics from those used in First language scenarios. Liang (2009: 199) asserts that "proper use of language learning strategies leads to the improvement of overall Second Language (L2) or Foreign Language (FL) proficiency as well as specific language skills". Liang (2009) proceeds to suggest that the use of literature is one of the strategies that may be employed in the effective teaching of language; this effectiveness thus becomes the primary concern of this study. Bo Tso (2014: 111) echoes the same sentiment as the other scholars, that of the importance and possibility of teaching English language through literature. Savidou (2004) in Bo Tso (2014: 111) discourages the discomfort that language teachers exhibit in the teaching of literature in classrooms, pointing out the deficiencies in exemplary strategies such as reading a literary text to a whole class of learners. Citing Huang and Embi (2007), Bo Tso (2014: 112) warns against the use of 'teacher-centred' approaches in teaching literature, which may result in a deficient language learning process that may not yield the anticipated abilities in the concerned learners. Against this knowledge background, the study thus focused on the almost inevitable possibility of teaching English as a Second Language through English Literature, by extension, the teaching of language through literature.

1.3. Swaziland: A Sociolinguistic Overview

The study was set in Swaziland, a geographically small sovereign state measuring 17,364 km² (6,704 sq. miles). Swaziland is a land-locked country surrounded by South Africa and Mozambique. This Monarchical state is a member of the Southern Africa Development Community (SADC). Swaziland is homogenous and monolingual because a large segment of its population is Swazi and speaks mainly Siswati. According to the Swaziland Population Report (2015), the Swazi nation is an amalgamation of more than 70 Siswati speaking clans which constitute about 97 percent of the total population while the other three percent accounts for Mozambicans, South Africans, other African countries and those from the rest of the world. Siswati is one language spoken by Swazis and it is one of the Bantu Languages that belong to the Nguni cluster of languages. Other Nguni languages spoken by a few Swazis are Zulu and Xitsonga. As more people move across the political divide the language outlook tends to be

3

gradually changing as a result of the presence of a lot other languages from different African as well as Asian countries.

English and Siswati, despite their both being official languages have different language structures, and this is bound to affect individual proficiency in the former, especially in contexts involving direct translation from Siswati to English and vice versa. For example, the positioning of the adjectives in the two languages differs. In English, the adjective precedes the noun it modifies, unless it is used with a linking ver No 3: That is why locally there are such phrases as "chicken dust" referring to chicken roasted by the road side, "bottle juice" for juice bottle.

In Siswati, there is use of the same word for asking for something, whereas in English formulations such as "borrow" and "lend" cannot be used interchangeably. Often learners fail to make this distinction in English, owing to the complexity of the absence of rules regarding direct translation between the two languages. A grammatically correct sentence like, "they are playing with us" would be logically uttered by someone playing a game with another. However, in Swaziland, this can be wrongly confused with the adage "they are playing games with us" (connotatively meaning 'they are fooling us'). "They are playing with us" directly translated in Siswati carries the first meaning when the intended meaning is the second one. These loose translations usually present challenges when learners from this background are engaged in instructed learning of English as a Second Language, as a school subject.

The Learning Hub High School, a pseudonym for the school used for the purpose of this research as a case study, is located in the Manzini Region. The Manzini region is the central region and the school is situated on the outskirts of Manzini town, also known as "The Hub of Swaziland". It is located next to the biggest industrial area in the country and The University of Swaziland. Because of the Industrial Site, the area is heavily populated with people from all walks of life and mainly people who came from places all over Swaziland. The learning Hub is a national School and the second largest school in the country with 8 streams.

1.4. The Swaziland Education System: An overview

Instructed schooling for Swazis in Swaziland may be traced back to the time of the early colonial settlers and the first missionaries who arrived in Swaziland in the nineteenth century. After the British won the Anglo-Bore War of 1903, they took over Swaziland and eventually turned the country to a British protectorate. As early as 1900, the British began establishing schools for their European children. The form of education offered in Swaziland for Swazis resembled the segregationist system designed and implemented in the Transvaal province in South Africa. Free and compulsory education for the European children was provided by the British colonial government whilst the Swazis had, at their disposal, a never free and non-compulsory education provided by the missionaries. English, according to Mkhonza (2009:36) was already taught in the Union of South Africa which is currently the Republic of South Africa. This coincided with the period of exploration and conquest.

As European countries flocked to Africa, they brought with them the European culture to the countries they were in contact with. When gold was discovered in present day Johannesburg, in about 1866, some Europeans came to Swaziland and requested for concessions to be able to settle in the land. More settlers were attracted to the kingdom when prospects of gold mining in the Northern part of Swaziland became apparent. When the settlers had established themselves in the country, they set up what they called an Advisory Council. It soon became crucial for the Swazis to learn to interact with these new settlers. Following that English was the language of communication in the newly set up government, it became crucial for the Swazis to learn English. Mkhonza (2009:39) suggests that most of these new English learners were teachers, court interpreters and clerks. In 1963, however, as the Kingdom of Swaziland was readying itself for independence, the racially segregated educational system instituted by the Transvaal Government was forthrightly rejected by a majority of Swazis. Swaziland became an independent state in 1968. It was only after 1968 that Swaziland began to establish more schools both at Primary and secondary level.

Several policies were put in place by the Ministry of Education since independence and most of them were founded on the principles that are enshrined in the Imbokodvo National Movement Manifesto. The fundamental notion of this manifesto is that, education is not just an

unchallengeable right of every Swazi child but also of paramount importance for the advancement of the self as well as the nation (Mazibuko, 2013; Dlamini, 1972). This was followed by the establishment of the National Education Commission of 1972, which also implemented the same principle. The National Education Commission was succeeded by the National Development Plan of 1978/79 to 1983/84 which was driven by two basic principles;

a) Education at grassroots level to be steered by social demands;
b) Upper-level education provision to be dovetailed to job market needs.

It is on the basis of these principles that Swaziland realized the need to implement the Universal Primary Education with a view to introducing the ten-year Basic Education Program. The development in the education sector was aimed at diversifying the curriculum and improving the vocational sector, ultimately expanding the practical subjects' program. The National Educational Policy cultivated the need to increase the number of children going to school which resulted in the building of more schools. Mazibuko, (2013) observes that in the primary section enrolment doubled between the years 1970 and 1980, whilst at secondary level, the increase was 200 percent in the same period. What resulted from this was a ripple effect situation as the need for more qualified teachers became apparent, resulting in the government establishing more teacher-training institutions and expanding the in-service training concept. This was in a bid to cater for the swelling numbers of children enrolling for school.

At the grass root level, children are exposed to pre-primary education. Although this is not a compulsory entity, the Ministry has established a wing that caters for this group of learners called Early Childhood Care and Development (ECCD). The curriculum at this level pays special attention to language competence in English and or Siswati, social and academic skills, intellectual and emotional development as well as healthy physical development.

The Structure of the Education System followed in Swaziland as cited in UNESCO (2012) can be presented as a 7-3-2 formal education system. This is Primary, Junior Secondary and Senior Secondary respectively. The first seven grades (Grades 1-7) constitute primary school education. At this level the focus of primary education is to equip learners with fundamental skills in literacy (reading and writing) and numeracy, (UNESCO –IBE, 2010). Technically, the primary

school education adopted the free for all basic education system rendering it not just free but also compulsory. Upon completion of the seven years of primary school, learners write a National Primary Examination which determines whether they may proceed to junior secondary or not. Secondary school is divided into junior secondary levels, spanning three years (Grades 8-10) and senior secondary that is two years long.

At Grade 10 or Form three (the latter being the popular reference in Swaziland), the learners write an examination under the auspices of Lesotho and Swaziland Examination syndicate. The subjects offered at this level as core subjects are English language and Literature; Siswati, Mathematics and Science. Senior secondary (Grade 11-12) takes the last two years of school life. Learners who pass the junior certificate examinations are admitted into the last 2 years of secondary education. To prepare for their SGCSE and IGCSE learners must choose from the set of electives offer at the school level. English is still a compulsory subject whilst they are required to pick three subjects from the first group of electives including the following: Literature in English, History, Geography and History. The next set from which they choose a subject consists of French and Afrikaans. They also choose from the practical subjects such as Agriculture, home economics, technical drawing. Between the Life Sciences and sports and culture the learners have to pick at last one from each. Learners who do well in the International Examinations written at the end of the second year are enrolled at Tertiary institutions.

The various tertiary institutions offer either certificates, 3 year diplomas or 4-5 year degrees. The University of Swaziland and the Southern African Nazarene University also offer Post Graduate Degrees in various disciplines. Entry to university level is subject to prospective students obtaining a C or better in English among other things, whilst at The Teacher Training colleges students must credit both Literature and Language to enrol for an English Major course. There are colleges or institutions that require just a pass in English or evidence that English was studied.

For a very long time Swaziland followed the content based General Certificate of Education Ordinary level which was a traditionally teacher-centred approach to the teaching curriculum. As early as 1989, Swaziland began paving a way of breaking away from the Cambridge

7

Examination Board that set and marked GCE O' Level examinations for Botswana Lesotho and Swaziland and worked towards a localized examination. In 1998, the first Swazi examiners were trained to mark O' level scripts under the supervision of the British Cambridge markers. Marks were still sent to Cambridge for approval and certification. When the Cambridge Examining Board announced that it was phasing out its O' Level examinations Swaziland introduced the International General Certificate of Secondary Education (IGCSE) which was an intermediate examination before the localized syllabus (SGCSE) Swaziland General Certificate of Secondary Education was put in place. The latter were skills-based and learner-centred. The first IGCSE examination was first written in 2007 while the first SIGCSE and its counterpart the Higher General Certificate of Senior Education (HGCSE) was first written in 2009 (Mkhonza, 2009).

Currently (as from 2014), there is a move to formulate a National Curriculum Framework that will guide and control the Education System of Swaziland. The Primary Framework is already waiting for Government approval. Stakeholders have met several times to mould and shape this program which is in line with His Majesty the King' vision which aims at making Swaziland a First World Country by 2022. The next phase will be Junior Secondary and then Senior Secondary. This proposed framework is driven by the Outcome Based Curriculum. This is the reason why the researcher wishes to establish what the teachers perceptions on the subject are because their perceptions will impact on how Literature is dovetailed into the new curriculum framework.

Despite the diversification of the curriculum to meet market needs or demands, Swaziland still has an increasing number of unemployed people. This is contrary to the country's initiative reflected in the Imbokodvo National Movement policy, of dovetailing the education curriculum to meet the aspirations and interests of the nation. Mazibuko, (2013) posits that, the education system has continued to produce white collar job aspirants and a lot of dropouts who fail in its endeavour to actively engage in economy generating activities. Although the government of Swaziland tried to equip learners with vocational skills, there has not been much success as most schools fail to introduce prevocational education and even fewer pupils choose to undertake it. He further observes that the emphasis is more on how well schools perform in national examinations as opposed to the conceptual understanding of the learners. Learning in most cases has become exam oriented and not knowledge or content based.

1.5.   The Englishes of the World and the Swaziland Context

English in Swaziland is given the second language status and this has its roots in the way English spread from being a first language to other sections of the world. Today this language is spoken and used in almost all the countries (Crystal, 2008). The section shall examine how English spread over the years and in the process assuming different roles as it continued to systematically spread across the face of the earth resulting in the different 'varieties' of English that are in use today. Some of these varieties are Pidgin English, Singaporean English, Nigerian English and Siswati English among many others. These varieties are a result of the influence of local languages impacting on British English, and vice versa. This occurred as the first language speakers interacted with other languages speakers in the countries where they had settled. 'The Englishes of the world' therefore refers to the new varieties of English which are sometimes referred to as local Englishes of the countries where they exist and operate. The history of these Englishes can be best described using the concentric circles model as presented by Kachru (1985) in figure 1.
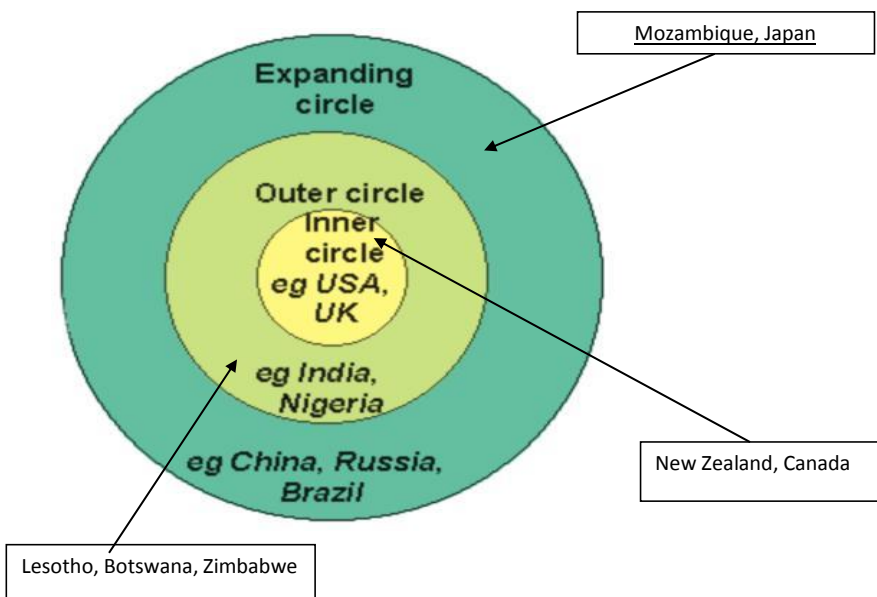
Figure 1: Kachru's Concentric Circles Model: Kachru (1985)

9

According to Kachru (1985) the concept of the three circles of English can be categorized as 'inner', 'outer' and 'expanding'. The inner circle consists of countries which are thought of as the 'home' of English. They are also the original 'owners' and users of the language and the first language speakers of English. In the inner circle are countries like Britain, Canada, United States of America and New Zealand. Tradition suggests that this is where the English language originated. Through colonization, trade, religion and other activities when historically, the world powers like Britain joined in the scramble for Africa; a number of countries including Swaziland became British protectorates. The people from the inner circle, for example Great Britain moved out of the inner circle and came to African countries, Swaziland included. The countries in which they settled were turned into protectorates. By interacting with the indigenous inhabitants, (such as the Swazis), the owners of the language left their English. Swaziland exists in what is contemporarily known as the outer circle of English speaking. Because English came to Swaziland through colonization the English used here acquired the status of English as a second language. Of note is the fact that the people who brought English to Swaziland were people from the inner circle, some of whom were white missionaries, traders and administrators. Some of the countries falling in this group with Swaziland are Nigeria, Ghana, Malawi, Botswana and Lesotho, to name just a few.

With time, the English language has also evolved to what is called the expanding circle. The 'Expanding circle' refers to countries that were never colonized by the Europeans or any other power but are picking up the English language through interaction in international communication and trade (Kachru, 1985). These countries may only use English as a language of formal communication and it is completely out of the context in all other environments outside the school setup. In this case, English can be viewed only as a language for class interaction and instruction. Some of the countries in this area are China, Japan, Russia and Mozambique among others. English is not even an official language but the citizens adopt it from the environment and mainly through interaction with English speakers who may not only be from the inner circle. These people conduct their businesses in their Japanese, Chinese and Russian languages. Where English is learnt as a subject, learners only have an intensive encounter with English in the classroom and it ceases to exist beyond the classroom walls. Over the years English has diffused from the inner circle where it was spoken by the native people to the outer circle where it is spoken by people who were formerly colonized and now it has infiltrated even to the expanding

circle. In these countries the status of English is that of English as a foreign language and not an official Language. This complexity presents the different contexts through which the English language diffused into various essentially non-English contexts, hence its complexity in teaching and learning.

Initially, English in Swaziland and in other outer circle countries was taught by people who came from the inner circle, who included mostly missionaries. What they taught began to acquire the language and several developments occurred. To start with, several varieties of English have developed. Now there is no longer just Standard British or American English but varieties of Englishes such as Siswati English, South African English, Nigerian English and many more. Furthermore, people in the outer circle are now teaching English. Hence the language has since ceased to be owned by inner circle people but owned by all people that use it. This is contrary to what according to Cook (2007: 104) is the inner circle or what was initially aimed at. She posits that, "the spread of English produced the need to define and to control the language, to produce a body of knowledge that held the language and its desired meanings firmly in the hands of the central colonial institutions..." As the countries prepared for their emancipation, the outer circle members took over the teaching of the Education system belonging to, and still controlled from the inner circle. Some missionaries and volunteers continued to teach in Swazi schools even after Independence. English has been given high status in public life as a language for trade and socio-political activities and continues to occupy a principal position in the education system .

Significant also is the fact that for a very long time, the syllabus and examinations were controlled and manned by the inner circle. This has since changed as many countries broke away from the common examination and opted for localised curricula. Swaziland started with the General Certificate of Education Ordinary Level, moved to the International General Certificate of Education (IGCSE) and eventually to a localised version referred to as the Swaziland General Certificate of Education (Mazibuko, 2013). The books that were formerly produced in the inner circle and used in the outer circle classrooms have since been replaced by books written locally and used locally. The power that rested solely in the inner circle as custodians of the language is now shared across the world.

11

Judging by the fact that the status of English in Swaziland is that of a Second Language, English became the language for communication, politics, trade and relationships. English in Swaziland began to share space with SiSwati as the official languages. This affected the education system significantly; as there emerged a need for people in Swaziland to learn English as a Second Language. It is against this background that it becomes interesting to know how English is taught in Swaziland and how this process can be improved. It should be noted, that English occupies a pivotal role as a medium of instruction in schools and as a subject that arbitrates between passing and failing in the external examinations. It is also a pre-requisite for enrollment in tertiary institutions, in Swaziland and beyond.

1.6. English as a Second Language and Literature in English as Subjects in Swaziland

Despite being classified as an official language together with Siswati in Swaziland, English is still categorized as a 'Second language'. As stated in the preceding sections, countries formerly colonised by the English speaking countries learned English from them hence the language was accorded the 'English as a second language' status. In Swaziland there are instances where this demarcation between English as a second language and English as a Foreign Language status is unclear because the society is essentially Siswati dominant and rather than English. For a vast majority of the learners in Swaziland, English is not even used as a language in their homes. The only extensive use of English is in the classroom. This is not different from what obtains in the English as a foreign language scene. Thus in Swaziland there are significant locations where English is a very remote language, and school subject altogether.

English in Swaziland, like in many other countries, operates at two levels: as a subject taught in schools and as a medium of instruction. As a subject, English is taught from Grade 1 to 12, and as a medium of instruction it is officially used from Grade 4 upwards. Siswati is the official a medium of instruction from Grade 1 to 3 and teachers are allowed to code-switch in this context as stipulated in the EDSEC policy (2011: 7). It is worth noting that when some learners get to Grade 1, they would have learnt some English either informally or at pre-school. After seven

years of primary school, learners sit for the National examinations whereby English is treated as a school-leaving passing subject.

The Swaziland Junior Secondary school level continues to employ English as the medium of instruction and all subjects except for other languages such as Siswati, French, and Portuguese are taught in English. Learners are expected to always speak English during school time. In some schools the culture of speaking English is enforced and offenders are often punished. All pupils at this level learn both English Language and Literature in English. At the end of three years they write an Examination under the Auspices of Lesotho and the Swaziland Exam Syndicate. In the early nineteen seventies to the nineteen nineties, English Language and Literature in English were two separate sections of the English Language examination. English Language was written as Paper 1 whilst Literature in English was paper 2 of the same assessment. In the 21st century, the two became separate subjects and are written as English Language and Literature in English Papers. Both subjects are compulsory whilst English continues to be a passing subject.

The curriculum at Senior Secondary has evolved from Ordinary Level ('O' Level) through International General Certificate of Secondary Education (IGCSE) to Swaziland General Certificate of Secondary Education (SGCSE). From the nineteen seventies to the nineteen nineties, Mkhonza (2009) observes that there was no 'O' Level syllabus in place and educators relied on the examinations and the accompanying guidelines from Cambridge University. The English Language examination was divided into two. Paper 1 was the composition paper whilst paper 2 was the comprehension paper. All students also had to study Literature in English which was written separately from the English language assessment. Consequentially, in the nineteen nineties Literature became an optional subject and with time some schools proceeded to abolishing it altogether. This resulted in a drop in the total number of students taking Literature as a subject. From 2010 to 2014, less than 20% of the total candidate population studied Literature in English. This signifies an 80% decline from earlier periods when Literature was a compulsory subject as illustrated in Figure 2 below.

Year	English Language Candidates	Literature in English Candidates	Total number not taking Lit in Engl.
2010	9983	2192 (21.98%)	7791 (78.02%)
2011	10142	1965 (19.38%)	8177 (80.62%)
2012	10444	2171 (20.79%)	8273 (79.21%)
2013	10719	2158 (20.13%)	88561 (79.87%)
2014	10767	2192 (20.36%)	8575 (79.64%)

Table 1: Number and percentages of candidates who sat the English Language and Literature in English examinations (ECOS summary results per subject 2010 -2014)

As new subjects were introduced, others lost their significance. Mazibuko (2013) observes that, despite the fact that the number of students sitting for the SGCE public examination had been steadily increasing; few candidates achieved a four-credit pass, including English. Figure 3 shows the number of students who wrote English language and the number of students who passed English in the stated years.

Year	Total number of candidates	Total number of those who passed English and %	Total number of English credit passes and %
2010	9,983	6,965 (69.76%)	4,719 (47.27%)
2011	10,142	7,085 (60.85%)	4,711 (46.45%)
2012	10,444	6,908 (66.14%)	4,475 (42.84%)
2013	10,719	6,787 (63.33%)	4,611 (43.01%)
2014	10,767	6,760 (62.27%)	4,652 (43.20%)

Table 2: Total number of candidates who passed English Language and the corresponding % (ECOS summary results per subject 2010 – 2014)

From the above data, one may argue that, only two thirds of the entire populations of students that write English language pass the subject. 33% is a relatively high failure rate that warrants investigation. It should be noted that close to 44% on average got credits in English Language

over a period of 4 years as presented above. This presents an unfavorable scenario because of the 44%, a significant number fail to get a total of 4 credits in all subjects to gain acceptance into institutions of higher learning as observed by Mazibuko (2013).

Generally, in the teaching of English, 'Literature in English' refers to the literature that is taught in schools, anywhere in the world, whilst 'English Literature' means the subject matter taught to native speakers of the English language. By implication, the Literature taught in Swaziland by teachers to whom English is as a second language comprises also Literature texts produced in the inner circle by First language speakers and Literature by writers to whom English is a Second Language. Because teachers in Swaziland are second language speakers of English, they also have their own challenges with the language. This reality thus calls for an investigation of the ways in which these teachers manage to facilitate the teaching of a second language presented with inevitable pedagogical challenges. Therefore the use of literature in the teaching of a second language subject becomes worth studying.

Realizing the importance of literature, policy makers in the education sector in Swaziland preferred the combination of Literature in English and English as Second Language at junior secondary. This implies that although the two are taught as two separate subjects, they are both compulsory at this level and therefore students must do both simultaneously. Conversely, in other countries like Nigeria and Zimbabwe, the two subjects have been amalgamated at the Junior Certificate level, and collectively termed English Studies. In Nigeria this was a result of Ogunnaike's (2002) declaration that the two subjects should be integrated due to their inter-relatedness in terms of content and learning outcomes. At Senior Secondary level in Swaziland, a different scenario obtains. The two subjects are treated differently, separately, and Literature has been made an elective and other schools have completely discontinued offering it. Of the approximate 10,000 candidates that sit for the English Language paper, only 2000 write Literature in English.

The second language status of the country therefore determines the kind of Literature to be taught (Literature in English). In this case, literature comes from all circles not just the inner circle as with English Literature. The Swaziland General Certificate of Secondary Education

15

Syllabus (2012: 3) states that text books should be chosen from English Literature texts but there must also be "an inclusion, in the syllabus of local texts. These local texts are not only written by Native English speakers but may also be produced by people existing in the "outer circle".

Literature in English has undergone significant transformation over the years. Since Independence, the Literature in English syllabus followed was designed and assessed by the Cambridge Examination Board in the United Kingdom. Although this was a syllabus for Swazis to whom English was a Second Language, it was designed by and populated with people for whom English was a First Language. The text books were also prescribed from Britain. In 2006 the Cambridge GCE O' Level Examinations were scrapped off and replaced with the International General Certificate of Senior Education (IGCSE) also controlled in the inner circle. Alongside these changes local Examiners were first trained to mark the SGC O' Level Examinations in 1998. In the early years of this innovation, the Cambridge Examiners came into the country to preside over the marking. Before 2005 all papers were marked and moderated abroad and the certificates were still issued by the Cambridge examination syndicate (Mkhonza, 2009).There was a paradigm shift in 2004 when the examining body, the Cambridge University unexpectedly announced that they were phasing out all SGC'O' Level Examinations in the African continent. Swaziland also began preparing for a new syllabus, the IGCSE which came into effect in 2006 as an intermediate to a localized version, SGCSE which was put into effect from January 2008.

In line with the new curriculum, the classroom methodology also changed from being teacher dominant (teacher-centred) to become leaner-centred. There was need for teachers to design lessons where the greater activity in the class rested on the pupils with the teacher facilitating and coordinating the activities. Currently, the syllabus is developed in collaboration with the University of Cambridge International Examination Board. The papers are now set and marked locally although Cambridge is still the quality assurer. What should be noted is that although SGCSE is a localized syllabus for Swaziland the aims of the SGCSE Literature in English are the same with those of the Cambridge IGCSE Literature (English) Course.

According to the Literature in English Syllabus (2016), Literature is supposed to inculcate the following skills, among others: communication and language skills, critical thinking skills and to promote the culture of reading. The Literature in English syllabus also aims at ensuring a holistic appreciation of Literature, including the language aspect and the pupils appreciation of the historical, social and cultural backgrounds of the texts studied. The Communicative Teaching Approach which underpins the Swaziland General Certificate of Senior Education emphasizes that the goal of learning is communicative competence. Communication requires a sound knowledge of the target language.

The aims of the course as stated in Cambridge IGCSE Literature (English) 0486 Syllabus (2016: 8) and the SGCSE Literature in English Syllabus 6875 (2016: 4) are as stated below.

"The aims are to enable learners to:'' or "Cambridge IGCSE Literature in English aims to enable learners to:"
   a) enjoy the experience of reading (literature);
   b) understand and respond to literary texts in different forms and from different periods and cultures;
   c) communicate an informed personal response appropriately and effectively;
   d) appreciate different ways in which writers achieve their effects;
   e) Experience literatures contribution to aesthetic, imaginative and intellectual growth;
   f) Explore the contribution of literature to an understanding of areas of human concern.

Although the two syllabi have the same aims, the SGCSE one acknowledges that a greater percentage of the Swazi learners study Literature in a second language and that their adeptness or expertise in the language is not uniform or at par. This scenario calls upon teachers to vary and adapt their strategies so as to meet the learners' different needs within the classroom situation or from place to place. On top of that, the SGCSE Syllabus recognizes that these learners are plagued by the following difficulties or hurdles:

   a) They have to appreciate a text that is written in a language other than their own.
   b) They have to show understanding of foreign historical, cultural and social backgrounds.

17

c) They have to exhibit appropriate literary analytical skills as well as linguistic ones.

In light of the above the teaching of SGCSE Literature in English should aim at adopting a framework that encompasses the following aspects: the cultural, social and historical contexts as well as language use. The inclusion of local texts is also highly recommended in the teaching and learning context.

1.7.   The rationale for the integration of Literature in the Language classroom

Current research on the role of Literature in the language classroom indicates that Literature plays a crucial role in the teaching of the four basic language skills (listening, speaking, reading and writing) at senior secondary school level (Mittal, 2016; Parab, 2015, Daskalovska & Dimova, 2012; Tasneen, 2010; Marley, 2001; Pison,2000, Ur, 1996). These scholars categorize the rationale into three major classifications:

1. Linguistic reasons: Because the text exposes leaners to a variety of styles, registers and language materials at several levels of difficulty. Thus the learners are exposed to genuine usage of language in the text.
2. Methodological reasons: In this vein, literary texts create enormous opportunities of interaction in a language class because they are open to various interpretations.
3. Motivational reasons: literary texts can also motivate learners to express their opinion, relate the topics and the characters in the literary texts to their own lives.

Similarly, Ur (1996) further elaborates on the use of literature in the language classroom and asserts that Literature:
   a) is an enjoyable resource to learn a language.
   b) It provides examples of different styles of writing, and also representations of various authentic uses of the language.
   c) It is a good resource for increasing word power.
   d) It encourages developing various skills in learners
   e) It can be used as a spring board for exciting discussions or writing.

f) It involves both emotions and intellect, which adds to the motivation and may contribute to the personal development of the student.

g) Is in general a part of the target culture, and therefore it has a value as part of the learners general education.

h) It encourages critical and creative thinking.

i) It enriches the students' world knowledge.

j) It makes the students world.

k) It makes the students aware of various human situations and conflicts.

Scholars also posit that all the three genres of literature play a crucial or significant role in the teaching of the four language skills. This specifically refers to poetry, prose and drama. For example prose texts are crucial in the teaching of vocabulary, phrasal verbs, contemporary issues, communication skills and reading (Parab, 2015).In addition poetry is essential in the teaching of communicative speaking activities, pronunciation, extensive reading, discussion skills as well as writing (Mittal, 2016) The use of drama in the language classroom is viewed as bringing a good resource for language teaching. It is through engaging drama in language instruction that learners are exposed to the different grammatical structures in real situations in which they also learn how to express, control and inform through language use. Because of the versatile use of language in drama, learners are made aware of the target language and its culture (Parab, 2015).

Evidently, Literature is a rich resource that offers teachers possibilities for using a variety of materials in the teaching of English at senior secondary level. In line with the rationale proposed by these scholars, the current study purports to highlight the significant role of literature in Language teaching.

1.8. Statement of the Problem

The study set out to determine the views of teachers of Literature in English on the role of Literature in the teaching of English as a second Language in Swaziland's Senior Secondary schools. Communicative Language Teaching (CLT), the philosophy underlying English

Language Teaching (ELT) in Swaziland, implies attending to the development of the learners' communicative competence. However, what is observable is that, in the English as a Second Language teaching scenario English is largely encountered as a written language owing to the fact that the learners' everyday contact with spoken forms of the language is inadequate. It is during the employment of ELT Literature–in-English (prose, verse and drama) where English is encountered as language that is alive. The relevance of the Literature to the learner's experiences is important. However, research evidence depicts that the learners' reading skills are poor. What complicates this problem is the fact that Literature is not a compulsory subject at Senior Secondary schools in Swaziland. The views of the practising teachers on all these issues above are needed.

This attachment of less importance to the subject contradicts Brumfit's and Carter's (1986) observation that literature has become an important window through which we can reach the stage of fluency in English Language and of course any language. Clearly articulated in the (SGCSE) Swaziland General Certificate of Secondary Education Syllabus (2012: 3) is the statement, "The teaching of Literature in English should ensure a holistic appreciation of Literature including the language aspect; learners' appreciation of the historical, social and cultural backgrounds of the text studied…"

The problem of the study thus becomes that Literature in English is not taught as a subject in most schools. Only 2192 out of 10767 candidates sat for the Literature in English Examination in 2014.This low statistic may be partly due to the opinion that, literature is neglected, more especially because it is not taught as a subject and is also not widely used as a resource for teaching English Language. This study thus purported to establish what role Literature can play in the teaching of teaching English Language at senior secondary level in Swaziland.

If it is the aspiration of the Swaziland Ministry of Education and the expectation of the Examinations council of Swaziland that Literature in English should aim at cultivating "a holistic appreciation of Literature, including the language aspect, then this different treatment of Literature in English needs to be investigated". Sage (1987) blames the failure to use Literature in language classrooms on the lack of clear and adequate goals that guide and inform the teachers

20

on the importance of this. Of note is the fact that, in most countries where English is a Second Language, Literature is placed at the core of the school curriculum and in EFL, Literature is a component of the Language curriculum. Pieper (2011: 7) asserts that, "…it is illustrated specifically with reference to the teaching of literature, a very significant subject in the educational arena which often forms part of language as a subject, but it is also taught as a subject of its own"

The SGCSE syllabus makes a very valuable acknowledgement that the majority of learners in Swaziland are learning English as a second language whilst they have varying degrees and types of difficulties with the language. The primary concern thus becomes the need for ways through which the education system may overhaul this situation and the relevant measures to be put in place for this purpose. The researcher believes that, there must be a rationale that is behind the conflicting status of Literature in English within the Education system of Swaziland especially because now Swaziland is responsible for her own curriculum design and choice after delinking from Cambridge and localizing its curriculum. The Swaziland SGCSE Literature in English Syllabus (2014: 3) makes the following acknowledgement:

> While the approach aims at a higher proficiency in the reading of Literature, the teaching methodology acknowledges that the majority of the learners in Swaziland are reading Literature in a Second Language. Learners are faced with the following challenges:
> ●appreciating a text in a language that is not their own
> ●appreciating unfamiliar historical, social, and cultural contexts
> ●displaying appropriate linguistic and literary analytical skills

In light of the above, the study thus positions itself within the existing concern that Literature may be gainfully utilised in the teaching of English as a Second Language as espoused in existing opinions in Swaziland, however, the subject is not given the significance it deserves. Thus the problem becomes the gaining of insight into what English teachers think could be the role of Literature in their teaching of the English language in a school subject known as English as a Second Language.

21

1.9. Purpose of the Study

This research purported to establish the views of teachers regarding the role of Literature in English in the teaching of English at senior secondary school in Swaziland. The situation that obtains currently is such that, Literature is afforded different recognition at the two levels of secondary schooling. At junior level, Literature is a compulsory subject whilst at Senior it is either offered as an elective or not offered at all. The study aims to find out what the views of teachers on the role of Literature is if at the junior level Literature is offered with English then at senior level the choice to study Literature is either left to the discretion of the learner or the school does not offer the subject at all. Literature is not one of the compulsory subjects at senior secondary as stated in the SGCSE Literature in English Syllabus (2012: 3).

1.10. Objectives of the Study

The objectives of the study were set as:

1. To identify teachers' views with regard to the role of Literature in English in the teaching of English as a Second Language.
2. To establish the teachers' views on making Literature in English an optional subject.
3. To document teachers' views on the teachers' preparedness to use of Literature in the teaching of English as a Second Language.

1.11. Research Questions

The study sought to address the following research questions:

1. What are the views of teachers with regard to the role of Literature in English in the in the teaching of English as a Second Language?
2. What are teachers' views with regard to the status of Literature in English as an optional subject?
3. What are views of teachers' regarding their preparedness to use Literature in English in the teaching of English as a Second Language?

22

1.12. Significance of the Study

Significance factors likely to emanate from this study range widely. Vast evidence exists, proclaiming support for the teaching of English as a Second Language through Literature, ensuring successful learning of the former. Several writers like Widdowson (1983) Brumfit and Ronald (1986) have propagated the immeasurable benefits of using Literature in the language class especially in ESL and EFL contexts. However, there seems to be no consensus on the role that Literature in English plays in the teaching of English as a Second Language. The study's findings are therefore likely to contribute in the form of clarity on this perceived role. This study thus undertook to find the views of Literature in English teachers on the role of Literature at senior secondary in Swaziland based on the importance and possibility of the existence of a critical role of Literature in teaching English Language (as a second language). The basis of this inquiry is that, two scenarios exist in the way Literature is offered in Swaziland. The fact that at junior secondary school Literature is compulsory while at senior secondary school it is optional warranted an investigation. The overriding factor is that, English in Swaziland is a Second Language hence the need to use ways appropriate or recommended for ESL / EFL instruction. The study is therefore likely to provide knowledge regarding the informed use of Literature in the teaching of language, and further contribute to the existing debates as highlighted in the literature review.

Another significance factor for this research would be a contribution to the informed decision-making on the pivotal position of English as a medium of instruction in schools and as a subject that arbitrates between those that pass and those that fail external examinations. English as a subject is a pre-requisite for enrollment into most tertiary institutions, locally and abroad. It is therefore important that the teaching of English is enhanced so that not many learners are locked out of learning advancement. The study's findings will assist in measuring if English may reasonably continue to be used as an arbitration tool.

The study also promises the merit of providing extensive knowledge to the relevant policy makers regarding the outcomes of Literature in English. It is hoped that, this will bring an understanding as to why the same subject is accorded conflicting positions within the school

23

system and how best teachers think Literature should be positioned especially at Senior Secondary. Hopefully, the challenges that teachers meet in teaching the subject will come to the fore, allowing researchers to identify these challenges are and possibly how best they can be addressed. It is hereby assumed in the study that some of the practical teaching challenges emanate from the difference in the expectations between education authorities or policy makers and the teachers with regard to outcomes. Teachers and the mentioned authorities may be viewing the role of Literature in English differently, thus the existing conflict. The study may assist in determining the positions of the curriculum developers, Exams Council and inspectorate on the role of Literature.

Ultimately, the study will also provide bases for other studies in the same or related knowledge field. It is hoped that with the views of teachers in public schools discovered, the views of teachers in schools that opt for the Matric syllabus may be conveniently investigated. This would be worthwhile because the syllabus followed by these schools makes literature a compulsory component of the English Language syllabus. The researcher hopes that other studies may inquire into the alternative ways that can catalyze the credit pass rate in English language from a meager 45% to a level where a significant majority obtain a C or better.

1.13. Theoretical Framework

The Theoretical Framework on which this study is grounded is the Eclectic Approach propounded by Rivers (1981) and is founded on the principle of choosing what seems or proves to be the best or most appropriate from a wide range of doctrines and styles derived from various sources. This means that a teacher will use a set of methods because they are appropriate for the learner in terms of the learner's proficiency and level or grade. The term "eclectic" originates from the Greek word ἐκλεκτικός (*eklektikos*) Its origin is traced back to the philosophy of ancient scholars who did not subscribe to any school of thought but selected other people's schools of thought or philosophies and combined them for use in appropriate situations. By purposefully selecting from existing philosophical beliefs those doctrines that seemed most reasonable to them they fashioned a new system of philosophy. The eclectic method came about as a reaction to the over adherence to the teaching methodologies of the 70's and 80's.Teachers

tended to cling to certain pedagogical approaches even when the results were not very positive. One of the guiding factors for the choice of approach or methodology is what the teacher intends teaching and who is being taught.

The eclectic approach, According to Rivers, (1991: 55), gives the language teachers the liberty to "absorb the best techniques of all the well-known language-teaching methods into their classroom procedures. They are also able to use these for the purposes for which they are most appropriate". Other proponents of the eclectic approach are Larser and Freeman (2011) and Mellow (2000) who describe eclecticism as an approach that is appropriate, intelligible and homogeneous. They view it as a one approach that allows the teacher the freedom to use methods suitable to his mammoth task and in situations where they are most effective instead of trying out the ever changing methods that mushroom every day. To start with, a teacher may opt to use the inductive activity assigning the learners to look up synonyms of movement from a literary text. A follow up could be a practice session using the Total Physical Response. This theory is founded on the premise that memory is enriched when association with physical response takes place.

McKendry (2001) argues that, from as early as the 17th century, there have been debates on methods as well as developments focused on Language teaching and learning. Such discussions, according to McKendry (2001), have revolved around the complexity of contexts as well as the different levels of appreciation of the ideal teaching methods. There are many teaching methods that have come up over the years and none of these seemed to be appropriate for every teaching learning situation. Kumar (2013: 4), in support of the eclectic approach states that, "It is obvious that any one method does not serve the right purpose of teaching English.

The eclectic theory became popular or fashionable in the early 21st century as featured in Kumar (2013), Kumaravadivelu (2006 and 2001), McKendry (2001), Larser Freeman (2000) and Mellow (2000). Eclecticism believes in the use of a variety of language learning activities, each of which may have very different characteristics and objectives. Teachers are expected to choose from wide array of methods appropriate to the lesson to be taught.

Kumar (2013: 4), in support of the eclectic approach states that, "It is obvious that any one method does not serve the right purpose of teaching English. This is how teaching English by combination of various methods and approaches will help the teacher to teach English

25

effectively". Rivers (1981: 54) posits that the eclectic theory approach is important because teachers "faced with the daily task of helping students to learn a new language cannot afford the luxury of complete dedication to each new method or approach that comes into vogue."

Because the eclectic theory is a combination of different methods of teaching and learning it effectively works for any kind of learner irrespective of age and standard. Learning is fun and innovative due to the unique nature of the leaning process According to this theory the different components of language (vocabulary, pronunciation, grammar, spelling, etc.), have no meaning when they are taught in isolation.. Kumar (2013: 1) posits that, proficiency of language occurs through constant practice of usage of the language as a whole.

The eclectic approach has its own advantages as well as disadvantages. To start with, this approach enables the students understand more readily the language used in the text within the context of its culture. The eclectic approach merges or combines the four language skills into a unified whole. One resource that can do this effectively is Literature or literary texts. Creating realistic situations as evident in literary texts provides the learner with an easy way of learning, and the teacher with the best vehicle for teaching language. It is on this premise that literature serves as a resource for the eclectic approach. The strength of using Literature and the advantages that it brings to the students' disposal is that language becomes understood without any effort because it connects the relationship between an expression and its function. What should be borne in mind is that the situations employed must be at the right level for the learner and also within the framework of their culture.

The students that teachers have to educate come from diverse backgrounds with different English language abilities, and the content of what they have to be taught varies. Learners of English can use English as a subject to pass the objective examinations, especially in rural areas because they are not exposed to language in common use of communicative purpose. The eclectic theory caters for all these differences whether they are linguistic, motivational or methodological. Other views argue that, Literature is a rich source of meaningful input especially in EFL settings. This means that a teacher can use this rich resource in multiple ways. In support of literature use in the language class, Duff and Marley, (1990) propose three main reasons for integrating the different teaching styles and approaches. The first one is linguistical and posits that, if teachers use a wide range of genuine texts they expose their learners to different types of language use as

26

well as different levels of English language difficulty. Teachers are also able to engage methodologies in line with the different reading strategies. It is their belief that, the eclectic approach also motivates learners because it makes learning fun and opens up opportunities for novelty.

For the teaching of English Language the eclectic method underpinned in this research shows that literature can be used in the language classroom. This method effectively works for any kind of learner irrespective of what their age is or what standard of learning or proficiency. It is one method that brings fun and versatility. In Support of the use of Literature Freeman, (2000) argues that isolating the different parts of a language renders it meaningless. Vocabulary, grammar, pronunciation, writing and others must be taught in a continuum which Literature in English can provide. The eclectic method will underpin the research questions to determine if teachers think or view literature as tool that can be used in the language classroom. Teachers will be asked their views on their preparedness to use literature in English as a resource for teaching language.

The theoretical framework adopted by this study is the Eclectic Approach, which also informs eclectic data collection and is aligned with the objectives as recommended by The Research Playbook (2015). According to Venturina-Bulanadi (2009), the eclectic method in research provides research flexibility in terms of providing allowance for the researcher to alter activities as they proceed. She also asserts that, this framework is usually used as part of a 'mixed-methods' research context, whereby it con-exists with another or other theoretical lenses of looking at phenomena.

One of the major setbacks of the eclectic method boarders on the lack of guidance on what criteria and paradigm can be employed to determine the right methods to be picked and used together. There are no clear cut or stipulated organizational principles to direct the eclectic methodology (Sterns, 1983: 512).

1.14. Conceptual Framework

The paper conceptualised its inquiry based on the tenets of the Eclectic Approach, which has been adopted as a possible approach to curricula development. Since the theory employs a number of approaches to inform its inquiry, particularly the adoption of a variety of tools in order to find the most suitable one, the concept may be better understood as a combination of approaches. Thus the frame of the concept may be presented as follows:

Concentric Approach
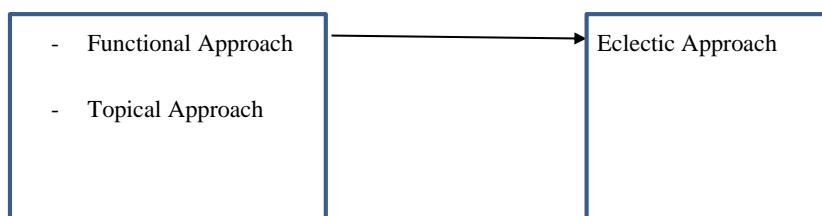
Figure 2: Conceptual Framework Mertens (2005: 6)

The main feature of this framework informed the researcher in that it allowed the study to measure the effectiveness of one language teaching tool among many other tools. Thus the conceptualisation is seen as influencing methodological decisions as proven in the paper and as recommended by Mertens (1983: 3). Thus the researcher used the framework to consider beyond the tenets of the existing theories to envisage a conceptualised discussion of language teaching through the use of Literature in English. Either a combination of approaches or a selection of an appropriate one may all be considered as relevant in the discussion of an eclectic concept. Thus the researcher approached the study with this concept in mind.

1.15. Limitations of the Study

The limitations of a study result from unavoidable influences, inadequacies and situations that the researcher may come face to face with. The first limitation is that the researcher is a teacher of English Language and Literature in English and the researcher's own views may impinge on

the findings of the study. The second limitation is that the research used only one school. The data collected from this one school cannot be accepted as true for all the schools in the country considering that schools are different and maybe even unique. The sample size employed is also small and may not be generalised to represent views of all teachers. This is a preliminary study and a follow up research employing a bigger population sample can be carried out later. What obtains in one school may not be true for another. The results can be meaningful if all schools are the same and have similar conditions and characteristics. The other limitation was based on the premise that the researcher assumed that all Literature in English Teachers must have studied Literature at Senior Secondary. This was not always the case because some teachers revealed that although they teach Literature at Senior Secondary, they themselves did not learn it at that level. But because all learners take Literature at junior secondary the researcher drew on that experience. At least all had studied Literature in English at university level.

The nature of qualitative research is that it is highly dependent on the researcher's individual skills and therefore subject to being easily influenced by influenced by the researcher's personal habits and prejudices. The researcher piloted the questions and also tested them on her colleagues. The personal involvement and the researcher's presence during the collection of data may influence or affect the researcher's subject responses. The researcher chose a school when she is not well known so as not to prejudice the participants in order to address this possible limitation.

The study also did not compare how those that study Literature in English and those that do not, pass English language. This could have shed some light on the role of literature in ESL. Another related limitation was noted in the use of focus groups; that is, that focus group samples were typically small, made up of six participants and may at times be unrepresentative. The participants were conducting orals at the time of the research and it became impossible to gather all six at the same time. The researcher had to split group into two and saw each group separately and one group was seen in the evening.

1.16. Delimitations of the Study

The scope of the study was the role of Literature in English in the teaching of English as a Second Language at Senior Secondary level in Swaziland. The study focussed on the one school in one of the four regions of Swaziland which still offers literature in English at Senior Secondary. The school was chosen because it has more than 12 teachers of English so the researcher felt there was enough to sample from. The school is located in a semi urban area and is in the outskirts of Manzini which is one of the major cities of Swaziland. What makes the school ideal is that, it shares some characteristics with both urban and rural schools. The research limited itself to documenting the views of the lived experiences of 6 Senior Secondary teachers who teach either Literature in English only or Literature in English and English as a Second Language at the Senior Secondary school chosen for purposes of data collection.

1.17. Abbreviations

CLT- Communicative language Teaching.

ECOS-Examinations Council of Swaziland

ESL- English as a Second Language. This applies where English is not the native language of the speaker but may be an official language in that country like in Swaziland.

EFL - English as a foreign language where English is not an official language and medium of instruction.

GCE O' Level - General Certificate of Education Ordinary Level

IGCSE- International General Certificate of Secondary Education.

HIGCSE- International General Certificate of Secondary Education.

SGCSE- Swaziland General Certificate of Secondary Education. It is a localised version of the

IGCSE.It is the current syllabus used in Swaziland Government or Main stream schools. The Language syllabus is grounded on the Communicative Language Teaching Approach

1.18. Definition of Key Terms

Literature: refers to the body of written material on a particular subject and will include, but will not be limited to, the subject Literature." The notion of literature has changed overtime and nowadays does not only refer to highly valued canonical and or notional literary texts. It may also include multimodal texts.

English Literature: Refers to English Language Literature and includes works of art written by writers from England, Scotland, Wales, Ireland and countries of the former British Empire including the United States of America. Writers of this Literature must be English L1 speakers.

Literature in English: Is literature written in English by people to whom English is not their L1.These are writers who write in English and come from various parts of the world hence we have Literature in English by Caribbean, African and American writers. As a subject literature in English may have some English Literature texts as well as those by people from the outer circle.

Eclectic Approach: refers to the method of language education that amalgamates numerous language teaching approaches and methodologies dictated on one end by the aims of the lesson and the learner's abilities. This approach gives room to the language educator to borrow and adapt various teaching methods to dovetail these to the requirement of the learners whilst eliminating monotony in the teaching –learning context. In addition, it is a conceptual approach that does not merely include one paradigm or a set of assumptions. Instead, eclecticism adheres to or is constituted from several theories, styles, and ideas in order to gain a thorough insight about the subject, and draws upon different theories in different cases. 'Eclecticism' is common

31

in many fields of study such as psychology, martial arts, philosophy, religion and drama (Kumar, 2013 and Rivers, 1981).

Communicative Language Teaching: This second and foreign language teaching approach also referred to as CLT or the Communicative Approach is founded on the premise that, it places at its core interaction as both the means and the ultimate goal of language learning. History of language Education has it that, this learning method came about as a response to the Audio Lingual Method and was developed from the notional Functional Approach. The latest innovation of this CLT approach is the task based language learning approach. CLT places great importance on the communication aspect of language, meaningful learning, the learner as central to the learning process and the diminishing importance of structural teaching (Brown (1994)

1.19. Summary and Conclusion

The first chapter has laid the foundation for the research that was to be carried out. Among other things it gave the background information into the research stated the objectives of the study and the questions to be answered. A justification for the study was presented together with limitations and delimitations of the research.

1.20. Overview of the forthcoming chapters

The main focus of this study was to determine the role of literature in the teaching of English as a second language at Senior Secondary level in Swaziland. The study is presented in five chapters and will be broken down as follows:

Chapter One, as already stated in the previous chapter, introduced the study, and stated its purpose, objectives and research questions. It also outlined the problem of the study, its significance as well as its rational. The last part presented the definition of terms and abbreviations as well as a summary of the chapter.

Chapter Two presents a review of literature related to the role of Literature in the teaching of English as a Second Language in Swaziland's Senior Secondary Schools.

Chapter Three discusses the methodology employed in data collection. Among other things these will be research design, population, sampling procedure, and research instruments. After which will be a discussion of the data collection procedure, data analysis as well as ethical issues.

Chapter Four dealt with a presentation of the study's findings as well as the discussion and interpretation of the findings. The first section discussed the pilot study participants followed by a presentation of the populations' demography. The main part was a discussion of the data collected which was presented in this order:

●What the views of teachers are with regard to the role of Literature in English in the in the teaching of English as a Second Language.

●What the teachers' views are with regard to the status of Literature in English as an optional subject?

●What are views of teachers' regarding their preparedness to use Literature in English in the teaching of English as a Second Language?

Chapter Five summarized the major issues discussed in the findings and outlined the recommendations for further investigation and further suggested items for possible further research.

CHAPTER 2

2. Review of the literature

2.1. Introduction to the Chapter

The previous chapter introduced the study by first giving it a contextual background, stating its aims and objectives and justifying its importance. This chapter reviews the literature on the main precepts of the study so as to provide a basis on which the study is carried out. The chapter begins by providing a theoretical framework that underpins the study. The Inter-subjectivity approach is explored as a model to explain the use of literature in teaching English. It then discusses the main positions of other researchers in relation to the stated objectives. The first one is the place of Literature in English in the teaching of English as a Second Language. In addition, an examination of what other researchers present regarding the position or status of Literature as an optional subject in the school curriculum is presented. The last section of the review focuses on examining the existing views of the teachers on their preparedness to use Literature in English in the teaching of English as a Second Language in similar learning contexts, so as to locate the study within existing knowledge and establish any knowledge gaps.

2.2. Models of using Literature in teaching language

Over the years ELT methods have changed one after the other and each having been developed because it addressed certain aspects of language or bringing an aspect that was lacking or neglected This was also necessitated by the fact that, in any given class there will be different learners from different backgrounds with different levels of language proficiency, as has been mentioned earlier. As stated in Chapter 1, In Swaziland English is a second language but in some very remote areas of the country a situation closer to EFL than ESL obtains. The teaching methodology must have the elasticity to accommodate all with their different cultural contexts and proficiency. Duff and Maley (2007) also emphasize the importance of varying task difficulty as well as text difficulty. Below are some of the methods that can be combined:

Grammar Translation Method: grammatical rules of the language take centre stage when this method is in use. With this method of languages teaching the learners are taught grammatical rules which they apply when translating between the languages learnt and the native language. (Carter & Long, 1991)

Direct Method: the teacher refrains from using the students' native language. The language taught is the only medium of instruction during the teaching of reading writing speaking and listening. Mart (2013 : 182) is of the view that language is best learnt when students actively use it in the classroom. Larsen-Freeman (1986 : 29) share that, this method has a primary objective of associating meaning and the target language directly through the use of regalia, pictures or pantomimes.

Audio Lingual/ Audio Visual Approach: More like the direct method but this one focuses on grammar through practice and exercise drills instead of vocabulary. Richards and Rogers (1986: 49) suggest that, mastering a language entails knowing the elements or building blocks of the language and learning the rules by which these elements are combined.

Cognitive Code Learning: Based on Chomsky's theory of Transformational- Generative grammar the Language Learning focused on the rule governed nature of language and its acquisition. This gave rise to the Cognitive Code Learning Theory. The learners were made to work out grammatical rules on their own. This was the major weakness of the theory.(Brown, 2001)

Alternative Designer Methods: In the 1970's a number of methods came to the fore. These included the Silent Way, Total physical Response and Suggestopedia. They were some of the least used methods. Nunaan(1989) and Brown (2001)

The Natural Approach: A Model developed by Krashen and Termel (1983) had qualities of the direct Method. It distinguished between the natural subconscious learning termed acquisition and a conscious process of learning. This approached focussed on meaning rather than form.

Krashen: refers to the Krashen's Natural approach of ESL learning where five Hypotheses were developed. These included the Acquisition /Learning Hypothesis, Natural Order Hypothesis, Monitor Hypothesis, Input Hypothesis and The Affective Filter Hypothesis. (Krashen, 1985).

Communicative Language Teaching: This approach lays emphasis on oral method of teaching. It aims to develop communicative competence in students. The backbone to this approach is real communication which provides learners with the opportunity to use basic and instinctive methods for language attainment. This renders the Communicative Language Teaching Approach to be learner centred. The Communicative Language Teaching approach is in line with Hall, (2005), Pillar, (2007) and Paran, (2008) description of Literature as one Language teaching resource which is both real, or authentic and very rich. Of note is that this dovetails with the objective of the SGCE Literature in English which places the communicative teaching approach at the centre of the teaching activity thus focusing its attention on the learner. . Brown (1994: 43) suggests that in CLT a learner has the liberty to use language productively in a receptive manner while focusing on their own learning process having gained an understanding of their own learning styles.

Post Methods Pedagogy: Despite the so may ELT methods discussed above, there continued to exist some dissatisfaction with some of these methods because of their limitations. Debates and developments on the issues of pedagogy have spanned 4 centuries as observed by McKendry (2006) Over the years teachers have moved from one method to the next. Towards the close of the 20th century it became clear that it was imperative to move away from using a single method for ELT. Kumaravadivelu (2001: 537) observed that it had become imperative for the language teacher to come up with a pedagogy that transcended beyond the parameters of single methods methodology. Some of the reasons advanced in favour of what was termed 'post Methods Pedagogy', were that, this method would 'facilitate the advancement of a context sensitive language education' that would take cognizance of the learner's indigenous socio-cultural, political and linguistic uniqueness. Such pedagogy would give room to the teachers to craft their own theory of practice. Another advantage of this method that is propagated is that, both the learner and the teacher embark on a discovery journey together. Other post methods propagators with Kumaravidelu (1994) were Clarke (1994) and Prabhu (1990). Alongside this thinking

36

Paudel (2016: 1) and Bell (2001) question whether there is any best approach or methodology and stated that, 'In this world, nothing is final, nothing is absolute and fixed, and everything is relative and fallible.' This tallies with Kumaravidelu thinking that the concept of post methods is founded on the belief that it exudes "particularity, practicality and possibility. Bell (2001) also refutes the notion that Post methods and post modernism propagate the notion that methods in the language class are 'dead'. This is not so according to Block (2001) who believes that the term method continues to refer or describe what teachers do in the classroom.

There are other models in the teaching of literature that are worth noting .These include the cultural Model, the Language Based Approach and the Personal Growth Model as discussed below:

The Cultural Model: Bottino (1986) views this model as a traditional approach to teaching literature which pays special attention to the text as one that expresses permanent ideas or thoughts whilst focussing on its cultural aspect. The latter is a platform for considering the socio political phenomenon of the text and the historical and literary contexts within which it is situated. According to Bottino (1986), the main advantage of this model is that, it enables the student to encounter a wide variety of expressions and words, some of which may not be related to their own culture or ideology. The major limitation of this approach is that, it does not accommodate newer methods of teaching which are child - centred as opposed to those that are teacher-centred. This method however, fails to provide learners with the opportunity to engage with language in an extended way.

Language based Approach: This Literature model of language teaching and learning as described by Carter and Long (1991:6) is also referred to as the 'language-based approach'. This framework allows the students to approach and access a text so as to demonstrate specific aspects of language or linguistics (such as figurative and literal language or direct and reported speech). The disadvantage of the Language based model is that, this approach alienates the teaching of language from teaching of the text. The learner is deprived of the opportunity to engage with the text. Carter and Long (1991) contended that Literature's use is stereotypical because it is used plainly for linguistic purposes as a basis for language teaching and learning activities. On the other hand, Borja and Marina (2012:7) argue that studying the language of the

literary texts will help to incorporate the language and literature syllabuses in a very close way. This gives the teacher the platform to give students tasks that will require them to dig into their knowledge of mundane lexical, dramatic and discoursal entities so as to appreciate and analyze the text.

Personal Growth Approach: Because the language based approach and the grammar translation methods are at the opposite end of the spectrum, the personal growth model can be viewed as the linking circle or bridge between the two and also positions learning in cultural contexts. As learners articulate their opinions and feelings they are able to bring in their personal as well as cultural experiences, as argued by Carter and Long (1991:22). The learner negotiates and constructs meaning through interacting with the text.

2.3. The eclectic Approach in English language Teaching

The Eclectic Theory of language education is founded on the principle that no one method is entirely appropriate for all pupils under all circumstances. Instead, it advocates the combination of numerous approaches and methodologies to teach language determined by the purpose of the lesson, its context and the abilities of the children. According to McKendry (2006) there is no single or universal method that is best for teaching English as second language. He concedes that there has risen a need for language teachers to adopt an eclectic approach. It is envisaged that this approach will provide teachers with a platform to bring to use different elements adapted from the various approaches. It is hoped this will allow for a variety of teaching styles, concepts and ideas to be combined and used as appropriate to the situation in which they are used. Because of the variety of approaches used, monotony is eliminated. In which case teachers will choose from what is best from all approaches (direct method, grammar translation method, audio lingualism and communicative approach. The rationale to do this is referred to as "principled eclecticism" Kumar (2013) advocated for the use of the eclectic approach in the teaching of English language. To support his assertion, he states that this method of teaching claimed its fame because it has the ability to produce good results without placing too much

pressure on the learner. It surpasses other methods because the learners know exactly what they are learning.

2.4. Application of the Eclectic approach

There are several ways of using literature eclectically to teach language. Below are four examples of how literature can be used in the Language classroom, as suggested by Collie and Slater (1990: 3).

a) Literature as content: the teacher uses literature as the content of the language taught. Here literature is taught as a subject and concentrates on such aspects as the history and characteristics of literary movements, historical and socio-political backgrounds to a text and literary forms.
b) Literature for personal enrichment: This happens when the teacher provides situations where the learners mirror or look at feelings experiences and opinions. The learners are encouraged to effectively engage with the text both intelligently and emotionally.
c) Literature based approach: when using this approach the teacher incorporates the language and literature syllabuses in a way that is closely interlinked. This allows the teacher the opportunity to engage students in tasks that will require them to draw from their knowledge of mundane lexical, dramatic and discoursal entities so as to appreciate and analyze the text.
d) Stylistics in the classroom: The teacher uses Literature to expand the learners' overall awareness and understanding of the language. It is also instrumental in enabling the students to draw sensible interpretations of the text itself.

There are four considerations that teachers using the eclectic method should be made as tabulated by Duff and Maley, (2007: 12).

a) The need to select texts that are relevant and are interesting to the learner and their linguistic difficulty must be at par with that of the learner.

39

b) Much as the shorter texts may be appropriate for use during lessons, the longer ones are more information rich.

c) The cultural context should not be too removed from the learner to the point that they feel excluded.

d) The culture must be culturally appropriate and not offensive.

Borja and Marina (2012) on the other hand emphasize that the materials needed in the form of texts should be easily available. The same texts should be useful or exploitable in language teaching and should relate to the learners literary background.Duff and Marley (2007) argue that the three Literature teaching models (Language based method, Grammar Translation method and Personal growth model) are divergent in terms of how they treat text. These three approaches to teaching Literature differ in terms of their focus on the text: firstly, the text is seen as a cultural work of art, the other engages the text just as a resource artefact; secondly, the text is used as a focus for grammatical and structural analysis; and thirdly, the text is the stimulus for personal growth activities. What is needed is an approach to teaching literature in the EFL classroom or a grammatical text and the last one aims at personal growth. The two authors posit that, there is a need to come up with a method that tries to combine all three into one whilst making literature manageable and accessible to learners and that it is appropriate for the learners' linguistic development. The eclectic method has the potential to be all that because it allows for the amalgamation of more than one method to meet the learners' needs and the purpose for teaching.

2.5. The role of Literature in the teaching of English as a Second Language

The relationship between Literature and English Language can be looked at as a rather difficult union which over the years has experienced separations and carefully interwoven separations and make ups as propagated by Carter (1988); Carter, Walker and Brumfit (1989); ; Cook (1994) and Short (1996). The communicative methodology that began to surface in the 1970's emphasized the pivotal role authentic material played in classroom activities in a bid to achieve communicative competence. It was hoped that, the outcome of this would be for the learners use in real life situations. According to Daskalovska and Dimova, (2012) Literature found its way back to the language classroom because teachers wanted to expose their learners to an

extensively wide material that would compel the learners to interrogate and navigate the text. In turn the learners would evaluate and question the material and in the process they would be wrapped up in the text emotionally and artistically whilst relating or linking this to their personal experiences.

With regard the issue of enhancing the teaching of English as a second language there has been a debate on whether or not to use of Literature in Language teaching or how it should be used that has raged on and on over the years. Traditionally, Literature had a pivotal or central role in the English as a Second Language teaching context because of the prevalence of grammar – translation approaches in the Language classrooms (Khatib and Nourzadeh, 2011). Due to the influence of the Formalists and Structuralists, literature was accorded a lot of attention (Khatib and Nouzadeh, 2011). Formalists analyse a text based on its "literariness"- the formal elements of literature, such as grammar, syntax, rhythm, meter, figures of speech, and so on. Structuralists on the other hand analyse the relationship between these elements, how they give structure to the text, and the laws by which these structures work. Thakur, (2003) purports that literature teaching before the Second World War was synonymous with the teaching of language. There were several times when classes were dominated by rote memorization of long lists of words extracted from the literary texts and the translation of such texts. This was done at the expense of the beauty of Literature for which the text was created and its appreciation was neglected or overlooked as observed by Carter (2007). This author further argues that the literature teachers were teaching the same way they were taught Literature at university.

Whilst the above is true in Kramsch and Nolden, (1994: 28) observed that there is a division between language teaching and learning and literature in general. They refer to this as "the institutionalized dichotomy between literary studies and language training". This is a trend also observed by Lyman-Hager (2000), and Burnett and Fonder- Solano (2002). It is further revealed by Burnett and Fonder-Solano (2004) that, there have been mistaken beliefs between language instructors and Literature teachers that have culminated in incidents of hostility. Common among these were the stylistic, critical and rhetorical analyses which are ideal for teaching Literature and not using Literature to teach language. In this way, the use of literature as a resource for English as Second Language instruction, did not match the communicative needs of the learners.

41

Burnett and Fonder- Solano (2002) believes that, it was on the basis of the above reasons that teachers began to view Literature as an unhelpful or inadequate way of meeting the aim and objectives of the English as Second Language curricula. As a result, Literature was pushed out of the classroom. The controversy over the use of literature for the purpose of teaching English as a Second Language still exists. According to Basnet and Grundy (1993), quite a number of English as a Foreign Language teachers view Literature a meritorious work of art which is far above the proficiency level of their students and this has led to a number of teachers not using it in their teaching. For some it is just one of those activities that you may use just for the sake of using it.

Further discussing the controversy on the employment of literature in the teaching of ESL, McKay (2012) in Khatib and Rahimi (2012) questions the appropriateness of using Literature to teach grammar as an integral component of English language teaching. This stems from the nature of literature texts which are said to have a language structure that is both difficult and unique. McKay (2012) observes that whether a text is authentic or inauthentic will impact on its effectiveness in the teaching of grammar. An authentic text may be very difficult or beyond the proficiency of the learner. On the other hand, an inauthentic text may be written in a language that is simple and similar to everyday language as opposed to the authentic one where the writer may use language that is unique to him and therefore individual and personal. Authentic texts may be specific or peculiar to the genre or particular way natives use the language.

Although there are advantages of using Literature in the Language classroom there are other arguments leveled against the use of literature in ESL are that literature texts can have or use language that is not in a dictionary and can be extremely long (McKay, 2012) inferring meaning from the context of any reading material will take place if 90 per cent of the text can be comprehended. At times it becomes necessary that the texts chosen are more suitable, abridged or rewritten. Sometimes the text can be deemed too long yet its brevity could be appealing just as its simplified version. Opting for extracts from the book to cater for brevity may compromise comprehension of text as omitted text can create gaps. Both the grammar and vocabulary is not graded in authentic texts, which may make the text difficult or beyond the proficiency of the learner.

Another disadvantage is that, there might be language and cultural references that even native speakers from other countries, areas or age groups would not understand. If the teacher also does not understand it could be a very big problem (McKay, 2012). The students' cultural background as well as their sociopolitical experiences may delay their understanding of the text. For example, it would be difficult for learners in ESL contexts to understand "The Pride and the Prejudice" if knowledge of the class systems and the values of the people of England are not known. Khatib and Rahimi (2012) concede to the above when they state that the cultural viewpoints which are reflected in every piece of Literature can affect the way learners receive a text. Teachers may have challenges whilst trying to help learners grasp and navigate meaning of the cultural perspectives of ESL texts.

Towards the end of the nineteenth century, however, literature found its way back to the English as a Second language classroom. Collie and Slater (1990); Brumfit (1986) and Widdowson (1983) in their studies have advocated for the use of literary texts in ESL teaching especially the short story and poetry. To a certain extent there is some general consensus that the gap between Literature and Language is becoming narrower and narrower as highlighted by Paran (2006) and especially in EFL there has been a noticeable shift towards amalgamating Language and Literature. In the same way, Carter (2007) proposes that, there is significant evidence that some of the hostilities and differences between Literature and Language are at least beginning to wane and Literature is now assuming a higher profile in the sphere of Language learning. Carter (2007) however has cautioned that this trend is not dominant in the research inquiry of the early 1980's.

Twenty first century writers like: Paran (2008), Pillar (2007) and Hall (2005) all consent that literature should be incorporated into Language teaching. According to Marx et al (2004), after centuries of expansion and atomatization of literature, we are living in the age where Literature is losing its value. Compagnon (2007) articulates that literature has lost considerable ground in schools, in business as well as in media in the last decades. Paran (2008) perceives the concept of literature reduced to an absurdum in the literary institution itself, in class, in criticism as well as in creative practices.

The views and perceptions on the employment of Literature in the ESL classroom have changed over the years. According to Durant (1993), many linguists, literary critics and practitioners have spoken out on the varying approaches or outlooks of educators on the annexation of Literature to the ESL language context. Butler (2006) identifies three evolution stages for the use of Literature in an ESL classroom teaching. In the initial stage Literature was viewed as the pinnacle of language learning and was accorded a high status. This was referred as the 'traditional phase". Bringing Literature in English to the teaching of language focused on form and grammatical rules at the expense of the literary text'. However, between 1960 and the 1970s literature lost its popularity and was almost totally removed from Language classes which became increasingly functional. Durant's last stage followed after the 1970s and was more of a reversal of the second stage. Literature assumed its place in language teaching and it was studied with other non-literary discourse material. Discourse stylistic approaches took centre stage.

During the decade of the 80s the awareness of Literature in English as resource for teaching English has been resuscitated and still remains thus until now. What has fueled this renewed interest in using Literature is the publication of textbooks on the role of literature in language classes by authors such as Duff and Marley (2007) and Lazar (1993). However, it is worth noting that some misunderstanding and divergent views over the bringing into the Language classroom of literature as a resource still persists. Many teachers think of literature just as a work of art which is beyond the proficiency level of their students. For this reason they do not bring it to their Language teaching and learning environment (Basnet & Grundy, 1993). A few of the teachers who use Literature use it as a stop gap kind of activity and do not give it the pivotal role it should be accorded as Wasanasomsithi (1998) observes. The use will be arbitrarily and haphazardly chosen and will not be underpinned by any theoretical or methodological approach. The Eclectic Approach purports to provide teachers with the platform to choose a compendium of methods to address specific learning needs and styles. This approach enables teachers to choose a method because it is appropriate and effective for an individual child in a specific situation. Some scholars believe that literature expands the linguistic knowledge of the learners. Povey (1967) contends that literature is a rich source of meaningful in put especially in EFL settings. This means a teacher can use this rich resource in a multiple of ways.

44

Paran, (2008) presents four scenarios that obtain in situations where English is a Foreign Language, a situation that is also true for the teaching of English where it is taught as a Second Language. This is because in some situations the divide is not so clear and both types of English manifest themselves in a country labeled as either EFL or ESL. At one end is a situation where there is limited or no effort at all on the part of the instructor to teach language in the Literature classroom. Sometimes even where there is an attempt to use Literature, the involvement revolves around serving a literary aim such as considering the linguistic choices made by the author. At other end of the spectrum is a situation where the focus is on language learning where the teacher's emphasis is on language teaching. Here the activities in the teaching of language are specifically tailored to this end. There may also be no clear aim and indication to further the aim of language teaching and learning. Although not unanimous, many researchers like Augustin (2012); Paran (2008);   Hall (2005); Pisson (2000); Cook (1994); Lazar (1993) and Carter (1988), propagate that Literature must be used in ESL teaching and the claim for this is that Literature presents how the potentials of literary works, linguistically and culturally, are useful for learners to learn and improve their linguistic competence and cultural competence so that they will probably have communicative performance. A similar observation made by Brumfit and Cater (1986) is that, the Language used in Literature texts is like common or normal language and has a high incidence of elements of speech such as metaphors, similes. Carter and Walker (1989) also consent to the same view above. Crystal (2003) emphasizes that a learner can learn more than one language at a time but the grammatical structures of any language are best learnt in context.

In support of the above statement, other teachers acknowledge that a literary text which is rich and has variety can be very motivating for language learners. This would stimulate or provoke a wide range of responses from the learners which will facilitate language teaching and learning. They also noted that literary texts can stimulate the learner's imagination or creativity and offer good examples of real use of language while creating room for discussions. In this way, the learners will experience personal involvement in the learning process as observed by Azad, Ferdoush and Yeasmin (2011). This practice is in line with the Eclectic Approach to teaching. Literature as stated here, will adopt different methods to meet different goals like writing and discussion.

45

In addition, Duff and Marley, (1990) argue that literature is employed as a means of second language teaching because of the linguistic reason. What this exhibits is the notion that literature is at the core of language teaching since it exposes the learner to actual language application samples. It is therefore, as per the Eclectic Approach, of paramount importance for teachers to expose their language learners to the different forms and styles and to be able to distinguish the function of each one of them. This counters thinkers like Wa Thiong'o, (1986) who say this methodology may promote imperialism of target language and that texts may be linguistically difficult or require more background about language and culture to mediate meaning.

For Marley and Duff (1990) reading in ESL is inclined towards promoting the culture of reading whilst Eccles (1989) describes it as one that cultivates and sharpens all the four language skills. Literature has a variety of linguistic opportunities that the teacher can put to use to map or formulate activities that will play a more interactive role. According to Pilar (2007), the development of communicative competence should not take centre stage in the communicative approach to language teaching. He says this method will see provide communication between reader and writer and the teacher can use this to get the learner to reflect on language. The teacher will also be able to foster communicative competence.

The Communicative Language Teaching Approach, as Alam (2007: 37) suggests, promotes group activities and language-learner interaction. Among these are debating topics around the text, creating a scenario and initiating predictions and these all seem to grow naturally out of literature texts. The ability to involve learners in negotiating and mediating meaning can be easily provided by literary texts, also supports the use of literary text in language classroom (Kramsch, 1993).

Duff and Maley (1990) observed that initially, the practice of using literature to teach language focused on form and grammatical rules at the expense of the literary text. In this way it was void of the literary interest and interest on content. They further assert that recently, there has been a shift towards viewing literature as a means of fostering communication competence. This approach permits the teachers to involve pupils in real, plausible communicative competences. Brumfit and Cater (1986) concede that, the language that is employed in texts is more like

46

mundane or normal language with a high concentration of elements of speech such as metaphors and similes. Furthermore, Lazar (1993) further says these items are not literature specific because they also occur in ordinary communication.

The issue of teaching literature, classic or any artistic work written in English, as a part of the ESL program has been much talked about or at the center of controversy from as early as the 1960s. Today, with the interdisciplinary outlook in the academics, there is a renewed concentration on how literature should feature in the language classroom. According to Collie and Slate (1987), literature manifests a real-life language. The real life situations and the language and associations of people serve as exciting factors for learners. As Scott (2004) states "The novel is selected for its relevance to students' experiences" in an attempt to promote an all-encompassing approach to reading for pleasure whilst exposing pupils to a systematic study of grammar. Added to that, it is believed employing Literature in the Second language instruction cultivates student motivation for learning. The benefit of using Literature in language instruction can be viewed as double edged. Literature can masquerade as an ordinary language and as a fictional language.

Using literature in ESL helps learners to use their imagination while leading them to develop their own ingenuity. The learner explores the events and share different or similar emotions through the literary text. In this case, literature establishes a link between learner and text whilst enabling the language teacher to use text that all are exposed to. It will be like using a grammar prescribed book. Using rich literary texts brings out multiple meaning that can form the basis for discussion, a useful aid for language learning. Literature develops thinking skills, as suggested by Roe and Ross (2006). They also observe that discussions in the literature classroom enhance reasoning skills that have to do with categorization, cause and effect, making extrapolations, use the imagination to conceptualize setting, plot, and characterization among other things.

It is therefore, of paramount importance that teachers bring Literature into the language classroom especially for teaching vocabulary structures of grammar, phonology, morphology, and syntax of the target language by using their own imagination to cultivate their own resourcefulness to help their students. Roe and Ross (2006) postulate that Literature provides the

47

teacher with a language framework for both those who listen to it as well as those who read it and that worthy literature provides instances for or exposes pupils to appropriate sentence patterns, acceptable plot structures, and a wide vocabulary and word function. They continue to state that for pupils whom English is learnt as a second language literature can develop their English whilst enabling them to enjoy the interesting background in which it will be presented. At the same time all children will experience a vocabulary boost from words intertwined into the tales they will be reading.

Teachers' views on how to use literature in the teaching of ESL will vary from teacher to teacher and from place to place. This will in most cases be shaped by the teachers' experiences in both theory and practice, the type of learners a teacher is handling as well as the pupils level of proficiency. There are four major factors that come into play when a teacher makes up his mind to engage literary texts in the language instruction. Collie and Slater, (1990) identified these as personal participation, cultural enrichment, authentic teaching material and language enhancement.

Marshal (1979) carried out a study on using literature in EFL with Puerto Rican students that revealed that literature promotes or fosters the willingness to accommodate cultural diversity for both teacher and learner. Whist she was working with her learners and focusing her attention on assisting them to deal with the hardships posed by the text she learnt that her own understanding of the book was greatly improved so was her appreciation. In addition, as she worked with her students, helping them overcome the difficulties of the text, she discovered that her own appreciation of the text was strengthened, and so was her understanding and admiration of the pupils she was teaching.

Students' perceptions of their ESL teachers' culture and teachers' respect for the students' culture served to motivate learners (McLaughlin, 1987). If the culture implicitly or explicitly presented in the curriculum was considered alien, learners might develop resistance. Because language is an intrinsic part of one's culture, the extent to which learners were willing to identify with the culture of the target language determined the level of success in learning the target language (Trofimovich, 2008).

In another study carried out by Subramaniam, (2003) it was unearthed that the incorporation of the literature section into the syllabus for English language at secondary school was geared towards bringing forth and inculcating creative writing skills among students. The study revealed that, teachers used a variety of techniques in the literature instruction. These included reading poems systematically, showing videos, using newspaper articles, role playing, mind maps etc.

The researcher concluded that the methods of teaching were highly influenced by English language teaching methodology. The focus in this approach was on comprehension or understanding achievement and the recognition of predetermined information from the text at hand. This would happen at the expense of methodology that aims at inculcating and cultivating involvement in meaning making or aesthetic recognition of the language employed in the text.

The other finding is that, the literature lessons were geared towards mastering the literature content and not employing Literature as a vehicle or tool to develop language acquisition. Most instructors preferred using those techniques or methods that were aimed at just preparing pupils for their Literature examinations. Long, (2000) is of the view that the teaching of literature has lacked a consistent methodology for presentation. If there is lack of methodology then there can be very little success in using literature in the ESL classroom. This is further confirmed by Brumfit and Carter, (1986) in the following extract,

> *'The literary syllabus itself should have two broad stages, with the second one an option for those who wish to go on to become self-conscious about the process. The first stage will be concerned with enabling students to "experience" literature; the second will enable them to describe, explain or otherwise "account for' the experience. But in our view, the error of much literature teaching is that, in practice, it reverses this process'*(185)

Although this study focused on the use of Literature circles in Malaysia, the researcher felt that there was a need to find out what the situation is in as far as the use of literature in the English as a Second language instruction in Swaziland at Senior Secondary Level.

Roe and Ross (2006), advance that Literature is not just the backbone of several sections of the language arts curriculum but also brings the two together. They say, when learners listen to

stories they are exposed to opportunities of sharpening their listening abilities while class discussions give pupils the opportunity articulate their thoughts, feelings, and reactions. In reading literature pupils are provided with the opportunity to perfect their comprehension strategies in meaningful and realistic situations. The two are of the view that student writers have at their disposal many types of literature that they may use as samples for their own creative writing and literature can be their dramatic arts basis. The internet as well as the computer can provide pupils or learners with stories they can read and in turn create their own stories. According to Widdowson (1983) literary texts possess multiple inferences and in a way simulate diverse ideas among pupils. This he concedes could be a recipe for creativity, motivation and accelerated interrogation with the text for both student and teacher. Maley (1989) concedes that Literature deals with a mixture of language types and varieties subject matters as well as colloquial and formal forms affirming the beliefs that the rules of Language and vocabulary scope can be improved through Literature.

Pilar (2007: 8) writes that, T S Elliot acknowledged that, his poem 'is a heap of broken images", where voices and characters succeed one another and superpose. What can be observed here is that, this new organization and this novel organization and demonstration of knowledge is very motivating and will engage learners in genuine decoding of communicative meaning? The unfamiliar or unique associations of new words can be employed by the teacher to create a scenario in which the learner can reflect on the nature of the target language and the effect of modifying the regular word order, altering the expected meaning of a word or inventing new combinations of two lexical items.

To optimize the advantages of literature use in language teaching classrooms the kind of literary materials plays a pivotal role (McKay 1982). Generally speaking, the method for choosing literature normally involves two facets which are the learners and the text itself. In order to satisfy the learners, the literary text chosen should take into account the what the learners' preferences, interests and pastimes are, and should also concern itself with their language adeptness, cultural framework, and literary context (Lazar, 1993; Collie & Slater, 1987; Brumfit, 1981; Marckwardt, 1981). On the other hand when considering the literary text as a unit, the guiding factors or criterion should include length of the text, its thematic considerations, types,

status, convenience of obtaining texts (Carter & Long, 1991; Mckay, 1982; Brumfit, 1981). This confirms what Akyel and Yalçin (1990) also stated above.

What can be concluded from the foregoing discussion is that the criteria for choosing literary texts should be made based on the learners for which it is intended. This selection should also be guided by the needs of the learners and what they prefer. Davis, Gorell, Kline and Hsieh, (1992), agree that, the learners' perceptions about literature are not often taken into consideration. What often happen is that the literary texts selection is always made by those in authority over the curriculum, materials writers, or classroom teachers. The most likely scenario could be that the literature preferences or tastes of the professionals might not be similar to those of the students just as their expectations of which literary text will be interesting and fitting for students may not always be accurate and real.

Although most teachers presently consent that there is a great need to revert to the use of literature in the English as a Second language teaching or curriculum there is still a need to justify its reintroduction. Literature still has to pave and negotiate its way back into the mainstream language teaching materials (Lima, 2010). It is argued that, some of the teachers who have attempted to fuse literature in the language classroom find themselves faced with a number of problems. Among the problems cited are the following: lack of clearly defined objectives of the role of literature, inadequate or absence of training in the area of literature teaching and learning, lack of relevant background knowledge and training in literature coupled with inadequate methodologically –well- designed teaching materials (Edmondson 1997).

Although there is a section on teacher preparedness, it is worth noting that although there are so many advantages of returning literature to the language classroom there are still a number of challenges. A great number of the teachers have tried to incorporate literature in their classrooms it has been found out that a majority of these teachers find themselves facing a number of serious problems. According to Khatib and Nouzadeh (2011) and Edmondson (1997), among these obstacles are the following: inadequacy or the absence of training or mentoring in the field of literature teaching in ESL, lack of clearly outlined objectives that spell out the role of literature in the teaching of ESL and the scarcity of adequate background knowledge and training in literature and at times the lack of appropriate or relevant methodology as well as in relevant and

effective teaching learning materials. Prevalent among these issues are matters relating to the selection of Literature textbooks, the literature syllabus and program curriculum improvement are still much present currently, especially in the context of promoting English for the global village the world has become.

Edmondson (1997) is of the view that some teachers stress that when they use artistic literature as a supplementary material in the teaching process they can be sure that their students can hear, read and work with the real language. This is in direct contrast with articles from textbooks which are usually simplified or adapted to suit their purpose. There is a great possibility that this may have a negative effect on the learning process. Using only language textbooks deprives the pupils of the opportunity to work with real text and will therefore be less likely to understand and embrace emerging ideas. This calls for confronting students with authentic language that is used in real life situations and not just created solely for the learning environment. In the teaching of English as a foreign language, Yen (2005) observes that literature is seldom taught for its own sake but always has a bearing on the teaching and learning of language. In a study they carried out they interpreted the pupils' enthusiasm and positive attitude towards literary texts as a manifestation of their acknowledgement that literary texts are effective teaching materials.

Some studies and articles, as will be discussed below, have looked at the teaching of various components of ESL Language some of which are vocabulary, sentence construction, reading speaking and writing, reading, etc. When we learn a second language, our vocabulary in that target language is one of the most important skills to cultivate, even though the other skills like grammar and pronunciation are also important. But without vocabulary it would be more difficult to communicate. The understanding of vocabulary is central to the acquisition of the key language skills: speaking, reading, listening and writing. The knowledge or ability to acquire vocabulary can positively impact towards making an EFL speaker a good reader, listener and writer. Research on vocabulary shows that vocabulary acquisition typically can be categorized into three approaches indirect instruction (Deridder, 2002;Tekman&Daloglu, 2006); direct instruction (Laufer 2003;Pulido 2003) and one that advocates for genuine word practices also referred to as learning words within the literature study setting (Blachowicz & Fisher, 2006 and Dixon-Krauss, 2001).

Successful comprehension is, to a great extent determined by the reader's lexicon or awareness of word connotations in a prescribed text. "The bond that exists between reading comprehension and lexis awareness is solid and unambiguous. It is not very clear what the relationship is there is evidence to suggest that the relation is a two way one" (Stahl1999). What is encouraging for teachers which can be concluded from studies on vocabulary development is that vocabulary teaching has a positive effect on reading comprehension Stahl (1999).

Povey (1967) postulates that, "Literature will extend one's linguistic knowledge by means of provision of evidence of 'subtle and extensive' vocabulary" usage. He further says, this will also increase the actual and complex syntax. Duin and Graves (1987) are also of the view that "words embody power, words embrace action, and words enable us to speak, read, and write with clarity, confidence, and charm", Brumfit and Carter (1986) state that whether this is intentional or unintentional, reading aids not just the lexical competence of learners but also enables them to combine these different words into meaningful units. Krashen (1989) also claims that, most ESL learners learn their vocabulary through wide reading. This is in contrast with just teaching vocabulary for its own sake accounts for a smaller percentage of their acquisition of new words.

Pinar and Jover (2012: 4-5) have discussed the following eight ways or techniques of employing Literature in the Language classroom: comparing and contrasting, matching, analyzing, expansion, reconstruction, media transfer reduction and replacement. When comparing and contrasting, learners would be expected to draw either or both differences and similarities. Learners could for instance be asked to either compare or contrast two characters or incidents. Learners may be required to match two sets of items by making syntax or meaning related links. There is also an element of comparison involved here. To analyse a text would involve learners focusing on the language of the text to construct meaning. The expansion technique would give room to the learner to develop an idea or story in her own way. Given the way a story ends, the learner could be instructed continue the story and say what could have happened after the story finishes. When learners are asked to write a poem in continuous prose or vice versa, this is called transfer. In reconstruction the learners are required to rebuild a text by rearranging jumbled up words, sentences or paragraphs and providing left out information. This technique is related to replacement because here the learner has to provide or replace some elements of the text with

53

similar words. This could be synonyms, verbs, adjectives: antonyms, etc. Reduction is the opposite of expansion in the sense that in reduction learners are expected to remove parts of the text to make it shorter.

In order to make sense of the text, readers have to ask questions, make predictions, form hypotheses, use their imagination, background knowledge and personal experience until they arrive at a satisfactory interpretation because the words on the paper remain mere words on paper until a reader actively engages with them as rationally as best as his knowledge of life and competence in the language suffices, (Daskalovska & Dimova, 2012). In such a scenario the eclectic approach obtains because a number of teaching methods can be combined to achieve this. A study conducted by Ahmad (2011) found that learners who employed the incidental learning strategy when reading performed better than those pupils who used intentional vocabulary learning strategies. Associated with this is the fact that, with incidental learning the students would think about the word over and over and thus involve a higher thinking or cognitive order which results in improved word retention. Another skill that would be sharpened is that of guessing as learners try to infer and map out meaning.

However, Lazar (1993) asserts that, these items are not literature specific because they also occur in ordinary communication. It is on this basis that other researchers have refuted the fact that Literature is a unique resource for the teaching of Language.

2.6. The Optional Status of Literature, in English as a Second Language Teaching.

Literature and Language are treated differently from country to country or across the Educational Hierarchy of each country. For some the two are treated as separate subjects with different enrollment opportunities. Elsewhere they are separate but offered concurrently while for others they have been merged into one subject. The common trend though is that in ESL and EFL they form one component. The latter scenario concurs with what Adesuyi, (1991) comments about that the two subjects can be viewed as two sides of the same coin. For him Literatures and language stand on the common ground that they are both concerned with communication one way or the other. He further concludes that then the two should not be separated. The two,

language and Literature, are used on a daily basis by people as they read or speak. In this scenario language is employed to articulate what the people think, feel or experience. The marriage between language and literature is evidenced by carter and Long (1991: 101) who contended that the integration of literature and language can do "as much for the language development of the student as for the capacities for literary understanding and appreciation". Language is hence composed of both the spoken or written words which are ordered and employed for the purpose of conveying messages across. This language will therefore exhibit its people's way of life such as their culture, traditions perceptions and, customs. Literature also explores and depicts the same through language. What can be concluded from the discussion above is that the two subjects are related.

The relationship between the two subjects is evident from the fact that, when the education sector in Nigeria understood the pivotal position of Literature as cited in Ogunnaike (2002), the need to merge the two subjects because they were interrelated emerged. It was at this juncture that the education policy makers took a decision to fuse the Literature and language at the Junior Secondary level. The subject comprising both Literature in English and English Language came to be known as English Studies. In Swaziland however, the two are separate subjects but are both compulsory a Junior Secondary Level. What is observable here is that in both instances Literature is not given the same importance at Senior Secondary level. Here Literature is either optional or not offered at all. This contradicts what is observed by Brumfit and Carter (1986) that literature over the years has become a crucial door through which we can arrive at a point where proficiency in English Language as well as any other language.

The recent emergence of the text-based teaching and learning methodology recommends a program that provides for language, culture, and literature to be taught as a continuum. These recent studies have exhibited the benefits of literary texts as an integral part of the language program despite the fact that these could bring a lot of challenges for both teachers and pupils (Rice, 1991). This is what Van (2009) concedes to when he postulates that, literature should be compulsory because it provides learners with an environment engage with meaningful situations that are laden with evocative language and amusing characters. According to Rice (1991) many recent studies manifest that a lot of teachers view literary texts as appropriate language teaching material despite the fact that most find this extremely challenging for both teachers and pupils.

Making Literature an optional subject, or not part of ESL program coupled with the absence of training on how to use Literature in ESL instruction is tantamount to saying literature has no value. Collie and Slater (2007) contend that Literature is a vehicle for argument, narration, exposition and many more. It can be concluded that concerted effort has to be made to make literary texts part of EFL / ESL instruction at all levels from primary, secondary and senior secondary. Some teachers view literature as a doorway to language learning through broad reading as well as a direct route to the target language. The best way to learn a foreign or second language is by living among people that speak the target language, as suggested by Nuttall (1982). The closest or easiest option for teachers to make this possible is to make the learners read extensively. One way is making literature compulsory thus the onus is upon the teacher to require them to read or to tempt them to do so.

Teachers believe that exposing students to scenarios where they will vigorously participate in deducing the meaning of the text by observing, inferring and mediating, their language acquisition is consolidated. Schmidt, (2000) postulates that, as learners think more and more about information as they engage in various mental class activities they are more likely to retain that information.

Roe and Ross (2006) declare that, it is incumbent upon the teacher and of vital importance that they use Literature in the teaching of language. This is true in particular for the teaching of grammatical structures, morphology, syntax, phonology and vocabulary of English language whilst drawing on their own imagination experiences and ingenuity to assist their learners. Samad, Aziz and Abdullah (2008) conducted a study to determine what the views of the teachers were on the use of Literature Circle as a method of teaching ingenious creative writing using Literary texts. The study recommended that Literature should be employed to teach English Language and teachers felt that Literature had a place in the Language learning forum and therefore affirming that Literature should not be an optional subject.

If the study by Ritlyova, (2014) is anything to go by, then making Literature optional would be tantamount to committing an academic crime. This study is underpinned by the belief that literature is effective in the teaching of all four Language skills which cover, as it is generally

56

known, reading, listening, writing and finally speaking. It is believed that the duty of the teacher is to cooperate with the learners. The onus is upon the teacher to present pupils with opportunities to work with the text in different ways, because as their role model the teacher is the one from whom the students are learning, copying that teachers' views and sometimes even the beliefs that he/she upholds. The teacher is the one who encourages students to come up with their suggestions and use them effectively to develop their learning skills. Carter (2007) concludes that, the other questions relating to whether Literature should be optional or not is the question, how literature can be merged with language so that the learners benefit and what the most appropriate methods of incorporating Literature in English Language teaching could be.

The vital role played by Literature in the teaching of Language is further affirmed by Roe and Ross, (2006) when they postulate that the two (Literature and Language) make available a language sample for those who hear and read. This is further emphasized by Van (2009) when he postulates that the study of literature should be compulsory if its primary objective will be to expose students to meaningful contexts rich in a descriptive language and interesting characters. Many language teachers concur that literary texts have the potential and tenacity in the continuous growth of varying characteristics of a foreign language. It is believed that among other things literature stimulates the knowledge of Second language vocabulary, fixed expressions and lexical phrases (MacKenzie, 2000). Carroli (2008) cites knowledge of language awareness as being the end product of inculcating Literature into language teaching. Research concerning vocabulary instruction and the acquaintance with new words has shown that there exists a robust connection between understanding a word and comprehending the text (Beck, Mckeown and Kucan, 2008). When learners continue to the spoken and written word in several varying backgrounds their understanding of the way the word is used will be natured and expanded.

In order to make sense of the text, readers have to ask questions, make predictions, form hypothesis, use imagination, background knowledge and personal experience until they arrive at a satisfactory at a satisfactory interpretation because the words on the paper remain mere words on paper until a reader actively engages with them as rationally as best as his knowledge of life and competence in the language suffices. (Daskalovska & Dimova, 2012). In such a scenario the

eclectic approach is appropriate because it gives room for the teacher to select and combine different methods that will be appropriate for the learner and the purpose.

According to Maley (1989) Literature deals with a mixture of language types and a variety of subject matters as well as colloquial and formal forms affirming the belief that the rules of Language and vocabulary scope can be improved through Literature.

2.7.Teacher preparedness to engage literature text in the ESL classroom.

The issue of teacher preparedness takes into consideration that any good tool in the hands of a novice or amateur can be both useless and dangerous. So whether Literature is a good resource for Literature or not also rests on how well equipped teachers are to handle literature in the language class. What the teachers perceive as individual beliefs about what they are capable of in assisting pupils to learn, has proved to play a part in promoting their classroom performance. Those with low efficacy are reluctant to explore and experiment with new materials in planning exciting lessons for their pupils (Bandura, 1996).

Some of the contradictions present between teachers' beliefs and practice can be attributed to the absence of information and skills. The latter play a very crucial role in determining whether a teacher will teach well or not. The absence of sturdy comprehension and expertise may result in a teacher failing to deliver the subject content effectively. It is incumbent upon the teacher to be skilled in varying teaching techniques to accommodate all learners, weak and strong and to have a broad understanding of the subject matter so as to be able to keep the intelligent students challenged and motivated. Inadequacy of information and expertise often infringe on the teacher's capability to change and try out varying teaching methods. It becomes difficult to make use of the learner-focused approach propounded by Kuhs and Ball (1986), if the teacher lacks a sound and profound understanding base in the subject he or she is teaching. In the same breadth, a teacher who lacks adequate information and skills may find it extremely difficult to deliver his or her lesson with confidence

58

Basnett and Grundy (1993: 1) posit that, "We have encountered language teachers who think literature is irrelevant, who argue that what students need are texts that are 'practical' and 'rooted in everyday experience', and not work of art. And we have encountered literature teachers who look down on 'mere language' work, as though literary texts were made from some ethereal matter and not constructed out of language at all." However, according to a study by Arikan, (2005: 85), the data suggests that teacher trainees would prefer to be exposed more to courses that are more literature inclined. Such courses could be 'Literature for Vocabulary Development' or 'Film and Literature'. Arikan (2005) believed that with the inclusion of such subjects, the learners will be exposed to the real or genuine language usage

Some studies reveal that Language teachers many a times did not obtain any training in using literary texts in the Language classroom and pedagogical instruction books are also lacking in this regard (Hirvela 1989 & Belcher; Hirvela 2000). As a result of this the Language teacher is left feeling incompetent in handling literary texts in the language classroom hence lessons remain teacher-centred and unproductive. Sage (1987) also supports this idea when he outlines that, in the teaching of literature there is also inadequate training that is to prepare the teacher to use literature in the language classroom. He also cites the lack of adequate goals to spell out the importance of literature in the teaching of language program. Alongside this is the idea that some teachers who desire to use literature in their teaching of language were let down by their lack of training in this field. It is evident that teachers should stop focusing on how pupils cannot realize the importance of literature and demonstrate to them what Literature can do. Teachers should display a positive attitude towards literary work and should be well versed with material before teaching. In addition, there is need for teachers to design lessons that are appealing and informative. Some teachers view literature as a good resource for ESL, for improving all four Language skills and a doorway to other cultures Tasneen (2012). McRae (1996: 228), talking about literature teaching in general, suggests that 'the dominant paradigm in literature teaching world-wide is still teacher-based input'. This according to Donato and Brooks (2004) and Weist (2004) is related to the notion that if the teachers lack training then that means that even when, at a later stage, they want to bring literature into the language class they will not have the methodological knowhow to do so and therefore, will not be in a position to engage in a meaningful debate in this area, and will be forced to go back to the traditional way of teaching.

59

They would teach the way they were taught, propagating the infamous teacher-dominant approaches. In a study by Harlow and Muyskens (1994) in which a total of 59 French and Spanish instructors were participants, teachers placed literature on the 11th position on the scale of 14 goals for language teaching in terms of activities. Cultural readings were placed 10th. Belcher and Hirvela (2000) explain that this is a result of the fact that teachers normally are not exposed to any training on how to engage literary texts in the classroom. Hedge (2000) concurs that even the methodology handbooks available seldom make mention of bringing literature into the language classroom.

What can be concluded from the discussion above is that it could probably motivate learners if Literature could be brought into the language class. In order to motivate learners, EFL/ESL teachers always have a challenge in the process of teaching English. Gozales (1998) pointed out that, the important factors such as the absence of motivation of students, lack of effectiveness in the teaching, resources and methodology, limited time and large classes were some of the reasons teachers advanced against the use of literature in the teaching of English as a Second Language. In a study conducted by Adlina, Marzilah and Tina (2008) in Malaysia, it was found that the teachers felt that the issues bordering on time, students' proficiency, syllabus requirements and exam oriented objectives were the main reason that may hinder the use of literature in their teaching. Another school of thought that is prevalent amongst teachers is that, this method is ideal for advanced and average pupils. For the weaker ones it was felt that this would not be practical because the pupils cannot read English. Other concerns were to the effect that the teachers had to follow the prescribed syllabus dogmatically (Adlina et al, 2008).

From the discussion above, it is evident that teachers have many concerns and there is still a lot that needs to be done to motivate learners. The teachers' experiences are molded by several factors. It is the view of many scholars that the relationship between beliefs and practice is weakened when teachers work under perceived constraints (Thompson, 1984). Though educators may have very strong beliefs about teaching and learning, when faced with a situation which is discouraging such as when pressure is exerted by principals, by parents, by class size and so on, their beliefs may not be reflected in their practice.

60

The presence of mediating factors as observed by Thompson (1992) makes the relationship between belief and practice not consistent. Teachers may start with an ambition to teach and may import new ideas which will be squashed by the pressure to perform well in the exams so as to pacify principals and parents (Brown and Borko 1992). The teaching becomes exam oriented rather than knowledge based hence Literature is accepted as one of the most effective resources in ESL teaching. Another view of teachers is that, most pupils tend to prefer novels mostly and poetry least. This is demonstrated in a study carried out by Akyel and Yalçin (1990) who investigated the reactions to the actual benefits' of prose fiction, drama, and poetry, in promoting language proficiency among EFL students at senior high school yielded the following findings. This study referred to here, established that a majority of learners thought that the novel was the best resource for helping them improve cultural cognizance and linguistic competence. Another observation was that drama is considered to have great effect in the harnessing of oral expressions. The least popular according to their students was poetry and short stories. Tied to this was a revelation that there is a connection or relationship between the students' language proficiency and their perceptions of the literature component. Pupils whose language proficiency was ranked high exhibited a high appreciation of the chosen literary texts while those with low or average competence viewed the literary texts as difficult and uninteresting or dull. The same observation that learners in general tend to appreciate poetry least and novels most was made by Hirvela and Boyle (1988). What can be concluded from the discussion above is that pupils whose language proficiency is low or average have to be motivated to appreciate poetry like they do novels.

Of note in relation to the above is that language teachers prefer literary texts as effective materials while some language teachers hesitate to use literary texts in their classroom (Johnson, 1999). According to Lazar (1990), the language teachers are not just reluctant to use literary texts in their language classrooms, but students are hesitant as well. This is because the use of literature in ESL teaching requires background language of the issues presented in these literary texts, most language teachers are reluctant and lack interest in using literature in their English lessons. Some language teachers consider literature as irrelevant, and argue that what students need are texts that are 'practical' and 'rooted' in everyday experience, not works of art" as is

observed by Basnet and Grundy (1993: 8) They also identified two schools of language teachers –those who are not sure of the benefits of literature and those that ignore language in their lessons and will not teach effectively prepositions, and syntactical, phonological and morphological structures of language.

It is beyond reasonable doubt, considering the discussion above that a lot has to be done to make all language teachers realise that Literature has benefits. This is so because teachers fail to utilize Literature in a meaningful way as a result of their own shortcomings, they fail to find activities that will utilize Literature in a manner that will be engaging and will allow students to experience the benefits of such an instruction, Butler (2006). Yet literary texts can have different interpretations, thus they produce different ideas among the learners and this leads to creative, motivated interactions with the text, the learners and the teacher (Widdowson, 1983).

It is evident from the discussion above that there is need to deal with the teachers' shortcomings so that they employ Literature in a meaningful way The recent turn in the tide that has seen literature receive attention as a language resource suggests that a new wave is blowing over hence it can be expected that there will be more methodology or pedagogy courses which will focus on preparing teachers in this area.(see Martin 2006; McNicholls 2006; Rosenkjar 2006). What this implies is that, the generation being trained will now be able to teach literature in ESL contexts.

Waring and Takaki, (2003) lament the scarcity of research on the English as a Second Language vocabulary acquisition strategies of learners during reading, there has been research on the extent of vocabulary acquisition during reading. A study conducted by Pitts, White and Krashen (1989) revealed that the participants acquired only 6.4 per cent of target words through reading. In Day, Omura, and Hiramatsu's (1991) study the participants gained only 8.1 per cent of the meanings of target words through reading. Another study conducted by Hulstijn (1992) concluded that by stating the meaning of L2 words, the Participants only increased their word meaning by 1 out of 13 meanings whilst in another study by Horst, Cobb and Meara (1998) involving multiple-choice test participants gained 20 per cent word meanings unknown prior to their reading experience. The findings of this study were that reading was a good source of vocabulary learning but the great determiner was the combination of strategies used towards this end.

62

Several researchers and vocabulary experts concur that vocabulary learning can be looked at as a special case of reading comprehension (Blachowicz & Ogle, 2001; and Cunningham & Stanovich, 1998). In their research, which is related to the reaching and learning of vocabulary, they postulated that there are strong reasons attached to the execution of an ordered and disciplined method to the vocabulary instruction and the resultant or targeted comprehension. Snow, Griffin and Burns, (2005) observed that the resultant student vocabulary knowledge is a systematic building process of prolonged activities in which the learners establish the relationship between words and other words, their proper and improper examples of the words and other words associated with it in line with their sentence context.

From the discussion above, it is clear that in order to know a word one must understand the word's context. So as stated earlier, learners could probably be motivated if Literature could be brought into the language classroom. In order to know a word one must understand the word's context. The knowledge of words is linked to the ability to comprehend the dictionary definition of the word in question and also the context in which it is used (Stahl and Fairbanks, 1986). According to Stahl and Nagy (2006), an all-inclusive vocabulary centres around teaching the connotative and denotative meanings singular words and at the same time inculcating in the learner the ability to learn new words on their own. For one to design such a program of instruction, the ability to use multifaceted strategies will be required. These may include both direct and indirect learning methods. For both methods researchers say that it is imperative that the learner encounters the word several times. This is in line with Vygotsky's theory of scaffolding which literature and intensive reading can promote. A pupil is less likely remember a word if it does not result in contextual understanding (Laufer 2003). This is in line with what Roe and Ross (2006) also observe. They further assert that Literature can be a good language model for those who hear it when it is spoken and those who comprehend the written word and its varied word usage. They continue to say pupils for whom English is a second language can improve their English within an interesting context, and all children benefit from new and varied word usage or vocabulary that is woven into the stories. One popular methodology used by teachers to teach vocabulary is assigning the student to look up the meaning of words in dictionaries and write their definitions, parts of speech, synonyms, and antonyms, but

Greenwood (2002) postulates that, "Looking up words or making up words or committing definitions to memory often lead to a superficial understanding of the words and short term memorization".

.

It is vital that learners are taught vocabulary not for short term memorisation but for vocabulary expansion purposes. Simpson and Randall (2000) state that, most teachers whether consciously or unconsciously agree that students need an extensive, communicative or expressive vocabulary when called upon to write essays, research papers or make oral presentations in class. Thus, the vocabulary expansion teaching does not focus much on a student's receptive vocabulary - the vocabulary needed for comprehension (Pearson, Hiebert, & Kamil 2007). The focus of the vocabulary teaching program is on the student's productive, or expressive, vocabulary—the words a student uses for speaking and writing and not comprehension (Graves & Duin, 1985).They further assert that, drama is an effective means of teaching vocabulary whereby leaning takes place while learners carry out physical activities as opposed to lecture method or learning via demonstration. The keyword method enables the student to learn a word by recoding, relating, and retrieving it to something familiar. Vocabulary picture cards empower students to create their own pictures about the meanings of their words and are a very effective way to aid comprehension.

What can be concluded from the discussion above is that for teachers to teach vocabulary effectively, they have to utilise various teaching methods as propagated by the eclectic approach to language teaching. The largest influence on students' vocabulary is the amount or volume of reading they do, especially if it is wide reading that encompasses a rich variety of texts. It is not clear how many times a learner must experience incidental exposures before a new word is learnt. Some researchers have suggested that only a few exposures are needed before learning a new word becomes possible. According to Herman, Anderson, Pearson and Nagy (1987), the general consensus is that the frequency of exposure has a direct bearing on the increased rate at which new words can be learnt.

The reason the number of exposures to words for contextual understanding proved so vital to proponents of direct instruction is because as a student reads, numerous incidental exposures to

low-frequency words (words that rarely appear in a passage) does not usually happen (Laufer, 2003).For example, in a reading passage, the word *drone* will most likely occur only once and thus, not result in a contextual understanding of the word. Without a contextual understanding, the student is less likely to remember the meaning of *drone* the next time he or she encounters the word. Brabham & Villaume (2002) observed that the pupil's extensive vocabulary is directly linked to the classroom environment. This is to say that, if the classroom experience is rich and cultivates new exciting experiences the students learning of new vocabulary will be stimulated and nourished. Such a kind of brilliant environment that is alive can be achieved by bringing together all kinds of print material and novels. All the teacher has to do is to help students fall in love with words. Part of the experience would involve creating a platform for classroom discussion and conversations that would prompt the learners to think. Confirming this line of thinking is Oxford (2003) who noted that second language acquisition learning approaches are specific behaviours or thought processes that students use to enhance their own L2 learning. Some of the processes include motivational, cognitive, meta-cognitive or social activity. In a study by Arikan (2005) which evaluated the Literature Curriculum in Hacettepe, the findings revealed that of the one hundred prospective teachers interviewed, 50 per cent of the respondents claimed that their knowledge of the vocabulary improved with the help of these literature courses. 34 per cent cited improvement in reading skills whilst 12 per cent claim to have improved in speaking skills and 4 per cent in grammar.

Many scholars have discouraged learning vocabulary by memorizing new words. Decarrico (2001) states that, the rote learning of new words should be discouraged as this method deprives the learners' their understanding of this vocabulary. This is because the vocabulary learned in this way often results in the disregard of the lexical aspect of that word. Learners will just learn how to use the vocabulary in an exact form, but they do not know how to use it with different shades of meanings in real life communication. This is supported by Stahl (1999) when he also portends that not all approaches to teaching word meanings successfully improve meaning or vocabulary acquisition. Among the strategies in question are the following: looking words up, Using words in sentences, using them in context and memorizing definitions.

A study by the National Reading Panel (2000) which was carried out to analyse scientific studies and their findings revealed that there is a strong relationship that exists between vocabulary and

65

the learner's ability to comprehend given reading material. The findings of another study carried out by Jitendra, Edwards, Sacks, & Jacobson (2004) were that the learners comprehension of can be aided by vocabulary and word knowledge and can contribute to improved comprehension just from reading. Lubliner and Smetana (2005) also affirm that "Children with larger vocabularies find reading easier, read more widely, and do better in school". Stahl (1999) echoes this idea stating that a greater part of vocabulary is acquired through context as a result of indirect or incidental learning. Therefore, the bigger the amount of input, (from extensive reading), the greater the vocabulary acquired. It is an undeniable fact that the development of for vocabulary in ESL can be achieved in many ways but the importance of extensive reading is important. The use of short story has been cited as one of the best strategies because short stories are easy interesting and fun. When teachers use short-stories to improve the of ESL learners' vocabulary, they would be teaching vocabulary within a particular context.

All the above points show that the learning of English should not happen in isolation. According to Scott Nagy, & Flinspach (2008), all forms of personal and academic learning will happen within the socio-cultural environment of the learner. This environment could be the school, home and community. Effective and efficient language and literacy teachers must engage practices that motivate or inspire diverse and rich uses of language whilst designing lessons within a social context that cultivates literacy learning. This is the essence of the eclectic approach to English Language teaching.

2.8. Summary and conclusion

This chapter focussed on the review of related literature where the researcher examined what other researchers have written on the topic. It has examined the eclectic theory as underpinning this research. The last section discussed literature relating to the three research objectives. Each research question formed a section on its own. The majority of researchers pointed that Literature has a role to play in the Language classroom and using multiple methods as espoused by the eclectic approach is an ideal method of teaching ESL. There is glaring evidence that there is a need to train teachers adequately to be able to fuse the two in a meaningful way. There is not much research on the teachers' positions on making literature either compulsory or optional. The

last part turned its focus on the teacher preparedness to use Literature in English in the teaching of English as a Second Language. The next chapter examined the methodology for collecting and discussing the study's data.

What can be concluded from this review of literature is that different perceptions on the use of Literature in the teaching of English language change from time to time. This has seen literature as a popular tool for language teaching at certain times and has been thrown out of the classroom at other times. The current trend is that literature is an 'ally' to Language instruction. This was based on the method or pedagogy in use. Some teachers are aware of the benefits of using Literature in the language classroom but in practice they do not use literature except to push for their pupils to pass the examination. In the era of post methods literature still has a place in the language pedagogy. The method of use remains an individual choice. Kumaravadivelu (2011), Prabhu (1990) and others concur that there is no single method that is appropriate for all language instruction scenarios. Using a variety of strategies to arrive at a desired end is pivotal. It can be concluded from the study by Ritlyova, (2014) that by, making Literature optional would be like committing an academic crime. This is founded on the belief that literature is effective in the teaching of reading, listening, writing and finally speaking. It is believed that the duty of the teacher is to cooperate with the learners. Borja and Marina (2012) posit that for Literature text books or materials to be adequately used in language classrooms they must be readily available and should be texts that learners can manipulate, exploit because they would be speaking directly to the learner and in the learners literary background Belcher and Hirvela (2000) call upon proper training of teachers so that they are able to engage with the Literature text in the language classroom.

CHAPTER 3

3. Methodology

3.2. Introduction

The previous chapter related to the study in line with the objectives that were posited in chapter 1. The current chapter focuses on the research methodology that this study followed. The chapter begins by discussing the research design that was followed. It then moves on to examine the population and sampling procedure that the study followed. The methods that were employed in collecting data are examined and methods used to analyse the data are discussed. The chapter ends by outlining the ethical considerations that guided the study. This study follows a qualitative approach. This is because the data that was collected focused on the views and perceptions of educators teaching at senior secondary, implying that the data collected would be mainly descriptive. Miles and Huberman, (1994) posit that qualitative data are a source of information rich descriptions and explanations of traceable local contexts from which one can draw meaningful explanations. The words collected in qualitative research can be arranged to tell a vivid narrative laden with meaning than can be summarised by numbers. Since the study set out to determine the views of teachers of Literature in English on the role of Literature in the teaching of English as a second Language in Swaziland Senior Secondary schools, it is the view of this researcher that this can best be captured using qualitative means.

3.3. Research design

Because the aim of this study was to explore and describe experiences, interpret and make meaning from the views of educators of Literature in English, a phenomenological design was deemed most appropriate. The research design this study utilised is a qualitative research design. Denzin and Lincoln (2005) and Creswell (2009) consider a qualitative research as one that involves an interpretive and naturalistic view of the world. Qualitative research adopts a subjective assessment of people's opinions attitudes and behaviours.This method is appropriate

for this study because the study sought to find and document teacher's positions and views on the use of Literature in English in the teaching of English as Second language, their opinions on the position of literature as an optional subject at Senior Secondary School in Swaziland and their views on teacher preparedness to use Literature in English to teach ESL.

The study adopted the case study design because it focused on gaining an in-depth understanding of the views of Literature in English and English language the Learning Hub High School. Miles and Huberman (1984) assert that, case studies are not determined or characterized by data collection and analysis methods but by their focus on a particular unit of analysis, in short, a case. The scholar goes on to say that, a case study can be carried out in a class or a particular group within a school or institution, the whole school, college or university.

The nature of data that was collected involved getting the views and perceptions of teachers of Literature in English on how the subject could be used to teach English language better. Since very little research of this nature has been carried out in Swaziland, a better understanding of the topic could only be realized if in-depth interviews with the study participants were carried out. To achieve this objective, an interpretive, qualitative design was deemed the most suitable.

The views of the teachers of Literature in English at this Senior Secondary School in Swaziland were sought and analysed so as to bring understanding of what the role of Literature in English in learning English is. The study used unstructured interviews and a focus group discussion to gather these views. A descriptive phenomenological case study approach was deemed to be ideal because the researcher wanted to find the views of teachers who worked in the same environment to determine what they thought about the position of Literature in English in English as a Second Language teaching. As Held (2007) and Van Manen (1990) observe, such an approach enabled this researcher to attain a deeper understanding of the teachers' daily experiences. Phenomenology has been described as a pursuit of original experiences (Held, 2007), and one of its strengths is that it allows a first-hand description of the experiences which can then help one to understand the narrator's thought process in its depth and breadth (Brinkman & Kvale, 2005). The researcher had one on one unstructured interview sessions with the participants. Each respondent was guided to reveal his or her view based on their

69

experiences. The researcher drew responses from the participants' lived experiences, based on the personal significance of their experiences, (Brinkman & Kvale, 2005).

3.4. Population

For the purpose of the study the target population were all English Language teachers who teach at senior secondary in Swaziland. Some teach both literature and language others teach either. A case of 5participants was used for the purpose of this research. The population was targeted based on their being teachers of English and Literature in English in the school. The teachers had slightly different views on the role of Literature in ESL and differed much on their views regarding the optional status of Literature, hence the primary focus of the study on them as a population.

3.5. Purposeful Sampling

For the sake of aligning the study's purpose of identifying subjects with shared characteristics and common ESL experiences, a purposeful sampling procedure was utilized for this study. Informed by Palys's (2008: 697) view that sampling decisions are determined partly by the objectives set, the researcher opted for purposive sampling. "For one thing, qualitative researchers are less often interested in asking about central tendency in a larger group" (Palys 2008: 697). This view identifies with the study's context in that although the school has a substantial number of teachers; it was only the views of the English teachers that were judged as helpful, part of the scope, rather than those of the general population. Thus the criterion sampling was adopted as an option in purposive sampling and assisted in selecting the individuals who were well placed in terms of informative response. Criterion sampling is an option in purposive sampling that includes the selection of individuals who meet a certain criterion, for example having a certain disease or having had a particular life experience. Teachers of English as described above were thus observed to be sharing the same professional experience.

The participants were selected using the criteria that they were teachers teaching Literature in English, making them fit for the phenomenon which is the purpose of the study (May & Pope:

1995). All 11 teachers were given the demographic questionnaire. The researcher used this to choose one teacher per age group. This allowed the researcher to collect views of teachers of different age groups. The assumption was that the age nearly determined the participants' work experience. However, the overriding criterion was that they had to be willing to volunteer information based on their experience and knowledge. Thus consent was the ultimate determinant of an individual's inclusion in the study as part of the sample. The participants were senior secondary school teachers of Literature in English and English as a Second Language. The participants were required to have hands on experience in teaching, and therefore, were best placed to answer the interview questions. Using the criteria above, 5 respondents were selected from a population of 11 in the school. The 5 respondents consisted of 3 male and 2 female participants.

The participants were given informed consent forms which they had to sign and were assured that their information would be treated in strict confidence. This is in line with Bodgan and Biklen (2007); and Shank (2006) who insist that the issue of confidentiality is important when carrying out research. Permission was also obtained from the Director of Education who also copied the Regional Education Officer of Manzini where the school is located.

The reason the researcher used a peri-urban school was because it was thought that a majority of schools are rural and a few are urban, and a semi-urban school is expected to have characteristics that may be similar to either rural or urban school, which necessitates that the findings may be generalized to both contexts of Swaziland schooling. Both rural and urban schools would find the conclusions and recommendations of the study relevant in a sense. Semi-urban schools in the Swaziland context are those schools located in communities that may be understood to be growth points. These can be conventionally understood to have been rural in essence, but transformed over time to have urban traits.

71

3.6. Case Study Participants

As stated earlier, the purpose of this study was to explore the lived experiences of five teachers of English as a Second Language and Literature in English at High school or Senior Secondary level. For this reason, participants with shared characteristics were selected. All five participants were University graduates. What is of note is the fact that, although all Senior Secondary teachers are degree holders, some obtained Secondary Teachers' Diplomas first. For the purpose of this study, it did not matter whether participants had both the Diploma and degree or just the degree.

3.7. Research Site

Choice of the research site was based on the fact that it is situated in a peri-urban area. The Learning Hub High School (a name given to the school for research purposes)is located next to the biggest industrial area in Swaziland and is along the Manzini Mbabane corridor. It is one of the oldest and largest schools in the country with a total population of 1721 pupils and 88 teachers. This is one of the best performing schools in the country and normally has a pass rate that ranges between 90 and 100 % in the SGCSE Examination results. At senior secondary the following subjects are offered: English Language, Literature in English, Siswati, Mathematics, Physical Science, Biology, Geography, History, Economics, Accounts, Design and Technology, Food and Nutrition, Fashion and Fabric, Agriculture and Prevocational studies.

The English department has eleven (11) teachers including the Head of department. 5 of these teachers teach Literature in English at senior secondary level. Literature in English is a compulsory subject for the Humanities stream and it is an elective for the Commercial one whilst the Science stream does not opt for Literature in English.

3.8. Instrumentation

For the purpose of this study the researcher used a Demographic questionnaire, an Interview Guide and Focus group discussion.

3.8.1. Demographic Questionnaire

The study first used a demographic questionnaire which was given to all 11 teachers who teach English language at the school used for the purpose of this study. These questionnaires were delivered to the Head of Department from whom the researcher collected the filled in forms two weeks later. The participants were purposefully selected based on their age and willingness to participate in the study.

3.8.2. Interview Guide

The study employed unstructured face to face conversational interviews (Appendix 4). These were used to gather in-depth knowledge of the teachers' views or beliefs about the role of Literature in the teaching of ESL. The researcher first created a rapport with the participants so as to get acquainted with them.

3.9. The Focus Group Discussion

After interviewing the participants separately, a focus group discussion was arranged whereby all the participants came together and held a discussion as a group. This was done using focus group questions (Appendix 5). The purpose of this was to collect any information that would have been overlooked during the individual interviews, and also explore further issues that might not have been clear during the individual interviews.

The focus group discussion session was arranged with the help of the Head of Department. What necessitated that was the difficulty of assembling the group together at any one time. This had been further complicated by the fact that these focus group discussions were held at a time when the Grade 10's were undertaking their external oral examination. Such an arrangement enabled the focus group discussion to take place during normal school time. The Focus group discussion was used to confirm or refute the face to face unstructured conversation information on the teachers' views.

A pilot study involving two teachers and two trainees in a nearby school was carried out to test the questionnaire. This was done to test the research questions and also to avoid biases that might

arise if the teachers in the study school were to be used. This enabled modifications to the questionnaire to be made where weaknesses had been identified.

The unstructured interviews were supposed to be broken down into two thirty-minute sessions for each participant but they ultimately took up to an hour with each participant. This change was necessitated by the difficulty of finding free time during school hours. Having recorded the unstructured conversational interviews the data was transcribed with the help of "Transcribe Really" which is an online transcribing facility. As the researcher was recording, a microphone was connected to one laptop and the voices of all participants and researcher were converted into words on the computer. Using the recorded scripts, the transcribed version was corrected because sometimes the difference in the pronunciation resulted in wrong transcription. This made the process of transcribing easier and faster.

3.10.   Pilot phase

At the pilot phase two teacher trainees and two Senior Secondary teachers were used for the study. The teacher trainees were third year students majoring in English Language and Literature. They had had two sessions of six weeks teaching practise. They were admitted into the program because they had passed Literature and English Language at Senior Secondary Level. They participated in two, half an hour sessions of semi structured interviews. The teacher trainees were chosen because they were convenient and appropriate. Their high school experience was still fresh and it was assumed they could easily compare that to their college experience. Their interviews were done at their college on a Wednesday and Friday when they have no lessons. This was easy since the researcher was a member of staff. The two teachers were from the same school that was to be used for the study. Their interviews took place at their school during Wednesday and Friday when the rest of the school had dispersed for extracurricular activities. The researcher intended to determine if the instrument would solicit the desired information. Bodgan and Biklen (2007) posit that pilot study findings were used to assess the potential of the main study. The researcher realized the need to ask participants what their view on the optional status of Literature was. If teachers spoke in favour of using literature in ESL the assumption was that those teachers would want to make Literature compulsory. It transpired that even those who are for Literature may not learn it if it was a compulsory

74

subject.On the basis of the findings the interview schedule guide was changed and re- arranged until the researcher was convinced that it was well adapted for its purpose. Once the data was collected the main themes were identified and tabulated and these helped inform the main research interviews and the findings were triangulated with those of the main study.

Another assumption that the researcher made was that all teachers who majored in Literature at college had studied it at senior secondary level. This was not the case with all teachers. The researcher realised the need not to assume even where all seemed obvious. The researcher gathered from the pilot study that despite the fact that the pilot study participants were studying Literature and were taking methodology lessons, the participants were not looking forward to teaching Literature. Both teacher trainees had not opted to teach literature during their second year teaching practice. The researcher felt the need to know what the teachers' initial attitude towards literature was. This pilot phase assisted the researcher in trying and testing the instruments to ensure their reliability in the actual research. In a bid to ensure reliability the research questions were piloted on 1 female and male teacher training college students as well as two Senior Secondary School teachers of Literature in English. This enabled the researcher to determine the strength of the questions in terms of their relevance and ability to solicit relevant information and to enable the researcher to amend pilot study questions, formulate new questions and discard redundant ones.

3.11.   Data collection

The first practical step in data gathering was the addressing of ethical issues, which involved the securing of written consent from the involved individuals. The researcher received a letter of consent from the Department of Curriculum Studies, School of Education at the University of Kwa-Zulu Natal with the institution's official branding (Appendix 6). Thereafter the gatekeepers' consent letters were obtained, allowing the researcher to collect data. The first came from the Director of education in the Ministry of Education and Training (Appendix 1). The principal of the participating school also provided his (Appendix 2). After the principal of the

participating school had introduced the researcher to the Head of Department, the researcher managed to purposively select 5 teachers who would be the participants of the study.

During the interviews, conversations were audio-recorded and transcribed for analysis and to understand the main study's emerging data. Each interview section aspired to understand the teachers' worldview on the objectives of the research study. Having collected, transcribed and formulated themes of the main study, the information collected was tested against the focus group findings, data analysis and literature review information. To triangulate the accuracy of the collected data from face to face unscheduled interviews, the findings were compared to those obtained from the focus group ones to determine if teachers really reported what they used literature for or to validate the findings.

3.12. Data analysis

To analyze the collected data, the study made use of a qualitative method of analysis known as 'content analysis'. Zhang and Wildemuth (2009: 1) assert that content analysis has a high level of dependability in qualitative research contexts, and may be used in analysing data collected in the same context. "Data from qualitative content analysis usually consist of purposively selected texts which can inform the research questions being investigated" (Zhang &Wildemuth 2009: 2).Thus the analysis method was favoured for practical purposes as identified closely with the studied phenomenon and its method of inquiry.

Simultaneous collection and analysis of data allows progression from understanding emerging information to the formation of new ideas in a logical manner (Morse 2002). The researcher analysed the descriptions given by participants and divided them into meaning-laden statements gathering those meanings that were essential to the construct of the phenomenon being studied. Other existing views are of the opinion that content analysis leads to the formation of new theories, or the verification or challenging of existing theories for understanding knowledge or phenomena. These views gathered were grouped into systematic classes that would allow for interpretation of each class of responses. Data collection formula combined Heidegger's concept of Hermeneutic interpretation (1962) and Ponty's Principle of perception (1958). This helped the researcher understand the emerging meanings from initially collected data (Conroy, 2003; Van Manen, 1990). These would thus help in understanding the role or roles as initially set out.

76

The first hand experiences and views of the participants were interpreted to come up with themes, as has been suggested by Conroy (2003). Because the themes are an abstract construct that the researcher has to identify before, during, and after data collection procedures, an inductive coding and tabulating of information was applied to identify and refine the themes to the point where they could be inferred in the analysis. This involved a careful reading and segmenting the data and comparing each theme with the rest.

Emerging themes from the unstructured interviews were analysed to be confirmed or refuted during the focus group discussions for validity and rigor. Extra care was taken to concentrate on only those practices that were relevant to the understanding of the issues being studied while eliminating those that were irrelevant and useless so as not to cloud essential judgment, as has been suggested by Sadala and Adorno (2002).

3.13. Ethical issues

The researcher took great care to ensure that the ethical standards were adhered to. The utmost gate keeper's consent was sought from the Director of Education at the Swaziland Ministry of Education and Training. To be granted this letter the researcher had to submit the research proposal, a letter from the thesis Supervisor and the name of the school where the research would be conducted. The Director was not only responsible for going through the research proposal and then granting permission to carry out research, but also to writing to the head teacher of the participating school which shall be called the Learning Hub High School for ethical reasons informing them of the pending research work that would involve their institution.

The Director granted the researcher permission to conduct the study and even copied the letter of consent to the Manzini Regional Education Officer who is directly responsible for school in this District and the institution where the research was going to be undertaken. The next step was to write to the Learning Hub High School requesting for permission to use both English Language and Literature teachers at the school as well as using the school facilities (such as classrooms and counselling rooms)to carry out the study. Written permission was obtained from the Principal of the Learning Hub high School. This letter of consent issued had the institution's letter head and

was signed by the Principal. This, together with the Director's letter and research proposal, was attached to the research proposal submitted to the Ethical Clearance committee at the University of KwaZulu–Natal.

Once in possession of a Research Ethical Clearance letter (Appendix 6), the researcher went to the Learning Hub School and requested to meet with the Head of Department who is the immediate supervisor of the then prospective participants. The researcher purposefully selected the participants for the study. In a meeting set up by the Head of Department the researcher met with the participants and explained what was expected of them and of the purpose of the study. Their right to willingly participate or not participate in the study, and the need to sign the consent form (Appendix 7) was explained, so was their right to withdraw or refuse to be recorded if they felt the need to do so.

Because the teachers had to consent to participate then it was only ethical that they knew the purpose of the study without making them know what the researcher's opinion on the matter was. This was to minimise the chance of participants volunteering information that is, according to them, what the researcher expects or would like to hear.A conscious effort was taken to utilize any prejudice arising from prejudgments to aid in interpretation of the information, attitudes, perceptions, and feelings shared Heidegger, (1962). These are aspects that may spur participants gently on to further discussions and interpretations, until multiple perspectives on the role of Literature in ESL acquisition have been identified.

Participants' demographics as added in the Appendix 7 were collected before the interviews, and participants were given numbers that were used in the digitally recorded interviews, and transcripts to ensure anonymity and confidentiality. Participants were thanked for their cooperation, efforts, and time before and after the interviews.

3.14.   Summary and conclusion

Chapter Three presented a description of the research methods that this thesis employed. Some of the theoretical issues regarding the validity of the both the data collection and data analysis were discussed. A total of 5 teachers of Literature in English and English Language were interviewed

using open ended interview questions and focus group discussions. This was preceded by the pilot study phase which employed three participants. The open ended questions were changed and amended to cater for emerging ideas and to give room to unearth several layers of information. . So some discussions were unique to the participants but still very much related to the subject under review.

The main study findings were transcribed and coded into themes. These themes were compared with those of the focus group discussion to validate the findings. The data was then presented in Chapter Four in line with the objectives of the research stated in Chapter One. Using tables and charts the data was described and discussed in Chapter Four.

CHAPTER 4

4. Results and Findings

4.1. Introduction

The previous chapter has examined the methodology that was used to carry out this research and the justification for the use of the selected data collection methods. This chapter analyses the results that were obtained from the interviews with participants, and discusses the findings that have been made based on the collected qualitative data. It begins with a characterisation of the study's participants. The chapter then proceeds to examine in a systematic manner the main results based on the research questions that had been formulated earlier on. The lived experiences of the participants involved in teaching are examined in the context of the eclectic approach. The findings' patterns are then discussed and interpreted in reference to the views presented in the theoretical perspectives of the literature review, and those nuanced in the theoretical framework. A conclusion to the chapter is then made which encapsulates the key findings.

It is reasonable to assume that interest in a subject will result in teachers being able to teach more effectively as they enjoy the subject hence the enthusiasm can be passed to the student resulting in their gaining interest in the subject. One of the tenets of the eclectic approach is that a multitude of methods and strategies can be employed in the teaching of a subject. Interest in the subject thus becomes one aspect in effective teaching of language.

The 5 participants had studied literature at University. Participant 2 and 4 respectively, elaborated on this by saying:

> *'Yes...unfortunately I only did literature in English from Form 1 to Form 3. It was compulsory then to do it. I enjoyed it a lot. We were taught by a very vibrant teacher, Mrs Mwanga. Uhm...when I came to high school, I was intending to pursue it, but it was not offered in the school's curriculum which I enrolled at. So I could not do it even though I did have a wish that I could have done it up to O' Level.'*

'Well the unfortunate part is that I didn't study Literature in high school, I only did it up to Form 3. Then Form 4 and 5 I was a Science student so my majors were Science subjects, so I didn't do Literature at High school level. It was only at university level because I had been admitted for humanities so I had to do Literature there'

Theoretically, and in reference to the scholarly views presented in the literature review, the above participant's outlook portrays an attitudinal and cultural perspective regarding the teaching of English Language using Literature. Against the backdrop of Bo Tso's (2014: 116) view, the respondents exhibit a trend related to the literary culture in their education. Bo Tso (2014), believes that "the English curriculum, especially at the tertiary level, should not be limited to the study of functional aspects of English language, but should encompass life-wide learning and a broader appreciation of literature, so as to develop intellectual skills for ESL students. The respondents' views may be understood to indirectly suggest a relationship between learning and teaching of Literature from the teacher's perspective. Although offering minimal insight regarding the individuals' perception of the role of Literature, the responses resonate with a feeling of limited enjoyment of the subject since they had belonged to a non-literary culture in their studies, with the latter (Participant 5) suggesting that their first encounter with the subject was a tertiary level. The participants established a relationship between their experiences of learning literature to the teaching methods of their facilitator then. Thus literature becomes a unique subject whose learning has a bearing on how it is taught, which may determine the success or failure of the taught individual. The teacher explains their perception of role based on their own learning experience.

When asked whether they have good memories of their junior and senior secondary learning experiences, the participants gave varying answers again. Three of the participants claimed to have had an enjoyable and beneficial learning experience while the other two would wish to forget this period of Literature learning. Participant 1 is the only one who enjoyed learning literature at both junior and senior secondary. Despite these contrasting experiences all Literature teachers expressed their love for teaching Literature, something they have acquired over the years. Even participant 1 loves the subject though he says he was thrown into the deep end when one Literature teacher retired and the new teacher wanted to teach Geography only instead of Literature. In terms of teaching experience, only one of the participants had taught for less than

10 years, two had taught from 10 and 20 years whilst the other two had 20 to 30 years teaching experience. On average the teachers are experienced in the field because four have taught for over 10 years. The length of time the participants have been teaching indicates that they are quite experienced in teaching the subject hence their lived experiences can be relied on as they have been in the profession for a long time. The fact that there was one participant who had not been teaching for long would enable a contrast to be made in relation to those who had been teaching for long. It is the view of this researcher that this participant might help in bringing out new or current trends in the college learning methodology.

From an eclectic paradigm, one notices that the tenets of the theoretical view are manifested in how the teachers address their experiences. With the eclectic approach recommending that teaching methods should base their activities on the ones that work best for the best learning experience, the respondents express their levels of enjoyment in relation to how their teachers taught them. Related to the above theme of vibrant teaching as forwarded by Participant 4 above, it follows that Literature is a subject whose teaching may not be sensibly based on one prescriptive teaching model, but on a flexible one that allows for innovative activities that may differ per individual teacher, and these may be formulated in and for different learning situations. The level of enjoyment in any of the scenarios would therefore be closely related to the level of success in terms of learning of the language aspect of English (English as a Second Language).

Regarding the study's research question aimed at addressing the views of teachers in relation to the status of Literature English as an 'optional' subject, the data also afforded the researcher an insight. Although implicit, and tending to permeate across respondents' opinions, teachers felt that to offer Literature in English as an optional or elective subject presents a disadvantage to both the learners and their teachers, as it may be seen as an effective tool among others to teach English as a Second Language. Since the dependent variable in the study is English as a Second Language, and the research may be considered as an attempt to advocate for its teaching using Literature as one of the tools, the responses present nuances for the selecting of the literary method as one of the methods to be used in the teaching. This is in line with the precepts of eclecticism, whereby any useful and result-bearing teaching may be adopted. It also resonates with some views presented in literature in chapter 2, suggesting that Literature may be gainfully used to teach language.

The current analysis also included studying the patterns in responses regarding the question of whether the teachers themselves were prepared to teach English as a Second Language using Literature in English as one of the teaching tools. Although literature had limited opinions and theoretical perspectives in this regard, participants showed different levels of preparedness to use Literature to teach Language. This may be related to the teachers'' own learning experiences, upon observation of their experiences that determined how prepared teachers would be to use Literature in teaching language. These patterns will be addressed in the following section, where a discussion of the presented and analysed data will be undertaken.

4.2. Study Results and Discussion

The study questions which were used for the interviews and focus group discussions were structured so as to seek answers for the three research questions. The emergent themes and their subthemes are presented alongside extracts of the participants' interview sessions and focus group discussions. Qualitative studies owe their genuineness to the fair and accurate presentation from the perspective of those that have lived the experience. The interviews were recorded and transcribed to be as accurate as possible in reflecting the views of the participants.

The study was interested in gathering information on lived experiences of teachers who had gone through college before university and those that went straight to university after high school. The latter must have done a Post Graduate Diploma in Education. This emanates from the fact that there are teachers who go straight to university study a Bachelor of Arts degree and therefore have no professional training, thus are required to further study for a Post Graduate Diploma in Education in order to qualify as teachers. On the contrary, teachers who progress from college to university will have done Education and on entry at the university they enrol for a Bachelor of Education degree. All participants are teachers in the same school that was chosen for this study.

Participant 1, a male, was aged 42 when the study was conducted. He has a B A Humanities degree, and in addition has a Concurrent Diploma. Participant 1 has 21 years teaching experience in both Literature in English and English language at Junior and Senior Secondary. At Senior Secondary he teaches one class a specific component. He had to study literature because it was

offered with the languages he had qualified to study at university. This was a wakeup call for him because he began to experience Literature differently.

Participant 2, who was male, a holder of a Secondary Teachers Diploma in Education and a Bachelor of Education degree, was aged 46 years and had taught for 23 years. He had taught at Junior Secondary for 5years before studying to towards his degree. His high school Literature learning experience was not enjoyable but his attitude changed when he got to college. He had taught Literature in English and English Language to the same class a couple of times.

Participant 3, who was male, was aged 35 at the time of the study and had taught Literature in English and English Language at both Junior and Senior Secondary for 12 years. The participant had never taught the same class Literature and Language. He had a Bachelor of Arts degree and a Post Graduate Diploma in Education.

Participant 4 was a female aged 36 who started teaching with a Secondary Teachers Diploma in Education and after teaching for five years enrolled for a Bachelor of Education degree. She had been teaching for 12 years. She taught Language and Literature in alternating classes. Although she did not have a good experience with Literature in English at high school, her perception changed when she upgraded and had a teacher who she said, loved literature and as such was able to instil love for literature in her pupils.

Participant 5, a male and holder of a Bachelor of Arts in Humanities and a Post Graduate Diploma in Education, was aged 25 and had taught for 2 years at senior secondary. He had not taught at Junior Secondary. His high school literature learning experience was beneficial because the methods used made him understand and enjoy Literature. This information is presented in Table 3

Table 3: Age, Education profile and teaching experience of study participants

Age bracket	No of participants	Qualification	Teaching experience (years)
25 – 30	1	BA Humanities + PGCE	2
31 – 35	1	BA Humanities + PGCE	12
36 – 40	1	STD, Bed	12
41 – 45	1	BA Humanities + CDE	21
46- 50	1	STD, Bed	23

The participants were asked whether they had liked studying Literature in high school. This was done in order to know if they had appreciated literature from an early age. Three of the respondents had liked studying the subject right from high school, while two did not enjoy the subject until they had joined college. From table 3 we observe that four three of the participants are holders of a Bachelor of Arts in Humanities and either a Concurrent Diploma in Education (CDE) or Post Graduate Certificate in Education (PGCE). Two participants obtained a Bachelor of Education degree and had graduated with Secondary Teachers' Diploma prior to that. All participants had studied Literature in English at junior secondary where Literature in English is a compulsory component of the syllabi. At senior secondary three studied Literature in English and two did not study Literature.

4.3. Teachers' perceptions on role of Literature in teaching English

Research Question One: What are the teachers' perceptions of the role of Literature in the teaching of English as a Second Language?

The teachers' perceptions on the role of literature in the teaching of English as a Second language were drawn from the participants' attitude towards this subject as perceived from their high school learning to their college experience and finally their own teaching experience. Of the five participants, only one had a pleasant experience learning literature at high school. Two of the five participants had an experience they would like to forget because they claim their teachers were not good ambassadors of the subject while the other two had no high school Literature background. One of those who did not study Literature at senior secondary asserted that at university his learning experience was not so good because the lecturers employed the lecture method all the time.

Of the other two, one postulates that, his junior Secondary teacher "was very vibrant and helped develop love for the subject by dramatizing the texts and involving pupils in instruction". Although two participants do not look back to their High school literature days with pride and joy today they themselves are now the Literature practitioners at high school level. From the interviews the five participants claim to have developed adequate love for the subject and teach it with pride.

Eclectically this finding presents insights into the selected opinions that teachers have of Literature, influenced by their own learning of the subjects earlier, as students. Although the graphic presentation of the data suggests a large section of the respondents as not having learnt literature at senior secondary school level, of those that did learn it is gathered that their level of satisfaction determines their opinion on the role Literature is later to play in the their lives as they teach the subject. It is thus meaningful to assert that those teachers who did not enjoy learning Literature, for reasons of which are presented in the responses above would not enjoy it as teachers, nor would they expect their learners to enjoy it. In addition, as suggested in the above findings, some of the teachers develop an enjoyment for the subject even though they would not have enjoyed it as learners themselves. Therefore the teachers' perception of the role as per the given and discussed finding may be eclectically explained as reasonably associated

with their learning experiences. The different techniques that the teachers' own teachers employed to teach them Literature are seen to affect their own perception of the role of Literature in their future lives as professionals..

The teachers' perception of the impact of their Literature learning either at school or college on their language learning was manifested in their responses as discussed below. Participant 4 felt that the Literature lessons at all these levels did not impact positively on the learning of English.

> *'Although now as a teacher I have come to realize that Literature has a role to play in language learning of English Language. I never felt like that during my learning days as these were taught as two separate subjects.'*

The above response, in terms of the study's perspective presents the view that whatever methods of teaching permeated their learning days; there is a difference in how the respondent perceives the role of literature in the teaching of English Language as a student and later as a teacher. Their satisfaction only came to materialize when the respondent became a teacher, in opposition to what was felt earlier whist a student. This may be attributed to the choice of teaching these two phenomena, as the responses show that they were taught as two different subjects. The fact that their former school's structure (for them as students) did not draw the relationship between Language and Literature by teaching them together or interdependently resulted in the respondents not perceiving the role. Thus eclectically, the response presents choice of teaching Language in isolation from Literature as presenting a lesser role for the respondent of the latter to the former. However, one notes that the respondent later suggests enjoying the subject later as a teacher, which might be attributed to the method of teaching it. Thus the eclectic aspect of using Literature in Language teaching helps in gaining the sought perceptions in the mentioned matter.

Four participants shared the same view during the focus group discussions when asked if literature learning had a bearing on their language proficiency. This shaped their belief that Literature can be used eclectically to teach language. They attested that their Literature learning experience played a great role in moulding and shaping their language knowledge and usage. Participant 1 had this to say:

87

'I went to a very rural school and no one would expect someone from such a school to excel in English. But at secondary I used to read very widely because of Literature.'

Literature is hereby presented as a subject that demands for intense reading, thus improving the learner's vocabulary. The above response is an instance of a learner whose background language challenges were alleviated by exposure to Literature, which in turn exposed them to wider vocabulary. Thus Literature is presented as playing a significantly positive role in the teaching of Language. It may be sensibly inferred that although such a learner may not excel in literature itself as a subject, they might earn the advantage of excelling in Language, owing to their improved vocabulary, gained through rigorous reading afforded by literature. Thus, teachers' choice of teaching Literature through reading, among other methodological choices is hereby eclectically discussed. A related view is presented by participant 2 below.

Participant 1 stated that, his vocabulary was enriched by his studying Literature as the teacher made sure that the five teachers agree that studying literature at school has a positive effect on Language learning because, even the one participant who said it was not beneficial at school saw how effective Literature learning was during his tenure as a teacher of English language.

Of note is that of the five participants, two had a good encounter with Literature at high school and College or University level. If Literature is not taught well learners tend to have a negative attitude towards the subject. Unfortunately some of these people end up teaching Literature in English or English as a Second language or both. Despite this poor learning of Literature almost all teachers concur that Literature plays an important role in moulding and shaping the way learners learn and use language. One teacher even said that coming from the poor English background of his school no one expected him to excel in English. Since Literature also inculcated in him a strong desire to read, it can be said that the eclectic approach to Language teaching is very helpful. One of the tenets or principles of the eclectic approach is that it enables learners to comprehend the language most readily when it is used in Literature because it would be used within the parameters of its culture and context. Duff and Marley (2007) posited that using literature in language teaching offered the learner with an easy and appropriate way of learning while it provided the teacher with the best mode for teaching language.

Since the methodology learnt at college informs the teaching practices in the schools, participants were asked to reflect on what they learnt at college in this field. In terms of their

teaching experience four participants had taught for less than twenty years whist one participant had taught for more than 20 years. As much as all the teachers concur that the methodology lessons equipped them with the necessary skills to teach Literature, they unanimously agreed that these lessons did not cater for the use of Literature in the teaching of Language.

Participant 3

'My methodology lessons taught me not to teach a text out of content, not to make children read the whole text in turns during lessons in class and not to read without purpose. Reading in class was not effective because pupils were always anxious before their turn and were always comparing their reading to those reading after them. This compromised their comprehension of the read text. I thus try to ensure that everything I teach is within the context of the lesson plan and I encourage them to read with a purpose even when on their own'

'One thing I learnt from my methodology class was that it was improper to assign pupils to just read but the teacher had to direct them to what they should look for in the text. This would mean that the teacher had to read ahead and come up with guiding questions. I try to use the right methodology to teach reading so that the learners understand what they are reading and can relate to the text'

The above findings are based on the skills aspect of teaching, which teachers undergo as student teachers. Among other education focus areas, methodology is presented. This is a direct reference to the tenets of the eclectic approach, whereby teachers are advised to select the most appropriate methods to teach Language. This exposed the student teachers to both the proper and improper methods of teaching, as presented in the response above. With this liberty, teachers who were exposed to this teaching methodology aspect of their teacher training are understandably aware of the fact that there are working and non-working methods of dealing with Language and Literature in teaching. If a method did not work for them as students, the teachers should be aware of that there is a possibility the same may not work for some of their students. This informed awareness would then assist teachers in selecting the most appropriate method of teaching Language, with the eclectic approach as one of the ways of using literature in

a language class. What this means is that most teachers lacked the right methodological training to incorporate Literature in the teaching of Language. Some of these teachers have learnt through experience to choose the right teaching materials to teach Language using appropriate ways for individual learner. This is what Rivers (1981) propounded when he said teachers should select from a wide spectrum of methods found to be proper and applicable to the lesson taught and the learners in that class. Kumar (2013) further asserts that adeptness in language use and knowledge is promoted by the continuous practice of the language as a whole

Another aspect on which all the participants agreed upon and was confirmed during the FGD is the fact that literature is the best resource for teaching language. They assert what Brumfit and Carter (1986) observe that the language that is used in literature texts is common place, everyday language carrying a high volume of speech elements or figures of speech. This is supported by what the respondents had to say.

Participant 3
'Pupils practice language in a realistic way.'

Participant 1
'Yes it is the best resource'

Participant 5
'If you teach speech one must choose a real speech for demonstration.'

Asked what aspects of language could be best taught using literature, the participants presented diverse opinions. Participant 3 cited vocabulary, idioms and proverbs, Participant 4 chose vocabulary and writing, Participant 1 picked reading, vocabulary, writing and structure while participant 5 chose vocabulary and sentence construction. What this indicates is that Literature can be a resource of a very wide variety of language components. These different aspects of teaching and learning of Literature are the eclectic component of the discourse, whereby the teacher considers the subject, and opts for the teaching method that works best for it teaching. The diverse opinions presented by the respondents suggest the absence of a single formula for

90

the teaching of Language, through Literature, or any other means. Thus the eclectic theory suggests a choice among many other methods, with the aim of selecting the most useful one.

When participants were asked if they were in support of using literature as a resource for teaching language Participant 5, 3 and 1 respectively cited the following:

'Literature and Language are kissing cousins. When I teach language I find myself teaching Literature because I would have imported from literature an aspect that best fits my language teaching.'

'With the communicative teaching approach a teacher is expected to use real speech when teaching speech writing. Literature becomes that resource. Even for descriptive writing we use extracts from literature as models.'

'No, I don't think so, but there's always been this relationship between Language and Literature that you cannot take away... Inasmuch as we were doing Literature, basically there was a lot of language involved because we were always analyzing the language used, attitude, you derive a lot from Language used, yes'

Participant 1 stated that, all language areas can be taught through Literature in English because literature provides a context within which language can be learnt. Speech writing is one aspect that the participant felt was best taught through Literature because it required real speech which can be found in Literature. He further says making use of such literature illustrations "…makes teaching Language very easy". This finding is in line with the Eclectic approach as stated by Kumar (2013: 1) that proficiency of language occurs through constant practice of usage of the language as a whole. Literature is seen as one resource that caters for all language components. Depriving learners of the Literature experience is paramount to removing one essential ingredient for their improved proficiency in the language.

As already stated, all the participants cited vocabulary as one Language area that Literature in English can enhance and improve. All five participants believe that Literature enhances vocabulary whether intentionally (where there is a deliberate intention to teach) or unintentionally (when learning of vocabulary is spontaneous or not necessarily the intended

91

outcome). The general feeling is that if you read you are bound to pick up a few new words. Two of the participants cited that their vocabulary was strengthened by their Literature experience despite the fact that there was very little input from the Literature teacher. The other three participants say vocabulary was learnt because the teacher paid attention to new vocabulary words. Van (2009) believes that syntactic knowledge and vocabulary enrichment can be accelerated through literary texts. In other words, literature involves a profound range of vocabulary, dialogues and prose. When asked if Literature can be used to teach language components like vocabulary Participant 2 stated that, by merely reading a Literature text, vocabulary is enhanced:

> *In Literature pupils have the opportunity to learn the meaning of words in context. They learn how to use these words because they will have learnt them in context.'*

> Participant 3
> *'Learning Literature was very beneficial because it gave me the opportunity to expand my vocabulary.'*

> Participant 5
> *'The pupils also pick easy vocabulary which they can use in their descriptive and argumentative essays. They can pick words relating to feelings and mood or words that describe specific things such as weather, feelings, places and people.'*

The participants went on to say that they believed that much vocabulary is learnt intentionally than spontaneously. This was obtained from the FGD. Three of the participants agreed that teaching literature in English results in intentional vocabulary learning which assists in English language learning. Two of the participants in the FGD stated that teaching literature results in unintentional vocabulary learning which still expands the students' English speaking, writing and reading capabilities.

This thesis purported to find out how teachers taught vocabulary using literature texts as their resource. The different participants had different preferences on the genre they felt best suited this purpose. Prose as a method of teaching Literature in English was favoured by four of the

participants as greatly improving the language skills of students, while one cited poetry as the ideal vehicle for vocabulary teaching. As participant 2 stated:

> *'When pupils have poetry lessons there is a lot of vocabulary that they can learn .For them to understand the poem they need to understand the meaning of words used in their context.'*

Participant 1 in the face to face interview cited prose as one of the best reference for vocabulary teaching gave an example of using a poem when asked to describe how he would teach vocabulary. Instead of citing a story the participant chose a poem entitled "The Passer- by", and revealed that the class would be asked to brain storm on this topic. Before the poem was even read the class would have to come up with various mental pictures of who or what the passer-by is. In the same lesson the pupils would have to look up synonyms for the words discussed. Participant 2 who had placed prose at the top of forms of literature that could be used in vocabulary teaching also gave an example of the poem, "The woman I married." Among things discussed would be the appropriateness of the phrase, "the woman" and why someone one loves is just a woman. Pupils would go on to suggest names that would be fitting or appropriate. Participants also felt that although learners can improve their vocabulary by merely reading more and meaningful vocabulary is learnt when teachers make an effort to use Literature to teach vocabulary among other things. They believe more vocabulary is learnt because it has been intentionally taught. This is another emphasis on the use of the eclectic approach to language teaching.

The Pearl was cited by Participant 2 as an example of a prose text that would be used in the teaching of vocabulary and the sentence "Kino and Joana froze in their positions," was used. The word "froze" was chosen and the participant stated that the pupils would have to explain why the author used this word. That done the pupils would have to come up with other words the writer could have used and as a class discuss why these were appropriate or not. They would then learn how mood and feeling are conveyed through words. Among other things, this would be used as a pre writing activity during composition learning. Participant 4 added that another strategy that could be used was that of getting pupils to read a chapter and picking words that they are not

familiar with. They would then underline or highlight the words and then use them in different sentences from those in the book.

Long (cited in Alam, 2007) suggests that the Communicative Teaching Approach promotes group activities and language-learner interaction. Among these are debating topics around the text, creating a scenario and initiating predictions and these all seem to grow naturally out of literature texts. The ability to involve learners in negotiating and mediating meaning can be easily provided by literary texts. This is in line with the Eclectic approach. In addition, Vygotsky's theory of Socio cultural learning is also in support of this.

Since the research aimed at determining the position of teachers on the role of Literature in the teaching of English as a Second language what has come out is that teachers believe literature has a role to play in Language learning. This is despite the fact that the participants had an unpleasant and not so productive literature learning experiences; all five participants in the FGD agreed that Literature can be a rich resource for the teaching and learning of English as a Second Language. Making literature a component of Language or part of the curriculum could benefit learners more in their quest to improve their mastery of the language.

The participants also cited problems related to the integration of Literature in the teaching of ESL during the FGD. Two participants cited pressure to produce good results as one factor that makes teachers reluctant to teach Literature. The participants reported during the FGD that there is competition among teachers of different subjects and teachers who have a high pass rate are praised and sometimes even rewarded. As a result those who do not produce good grades get dejected and do not want to teach the subject. Participant 4 said:

> *'I have had to drop literature with my present class because I felt I was putting too much pressure on the students yet they were not coping. My fear was that they would not pass and unfortunately when pupils fail the blame comes back to the teacher. It's like you have not done your best.'*

The other three participants during the FGD felt these fears were not founded because they produce 100% pass in the same feared subject. They believe all pupils can pass literature if the teachers find the right way to teach the subject. One way they cited was involving pupils in the

94

teaching learning process instead of going there to tell them something they do not know. As participant 5 observed during the one on one interview:

'For me now that I am teaching literature I involve my pupils and they get to love literature. This is because now I don't even come as a teacher…. You can lecture other subjects but not literature. Now we bring in our feelings, opinions and we justify why we feel that way. We argue and discuss and I feel that's how Literature should be taught.'

Participant 2*:*

'When I came here I discovered that students thought they could not credit literature and they did not believe me when I said it was possible to get an A star. This kind of attitude can be detected even among the teachers.'

Participant 3:

'English is a difficult subject and most people perceive it as such. Both the teacher and pupil must be committed. If a teacher cannot clearly impart his knowledge then the learner will also find it difficult to understand Literature. A teacher must love his subject and have confidence in himself before he can pass on that love to his pupils.'

All participants concurred during the FGD that another challenge in the use of literature in the classroom is the ever changing list of textbooks to be studied. Every two years a new set is introduced and just when the teacher is getting used to the contents of the text it is removed from the syllabus. Yet the attitude that both teachers and pupils have towards a subject will determine how well it is delivered and received. For four participants the choice of books at Senior Secondary is not always appropriate for the pupils. Expressing his feelings Participant 4 said:

'The challenge is in the selection of texts. The teachers do not select their own books but select from a narrow pre-selected list. Teachers perceive texts differently. If a text does not appeal to the teacher it becomes difficult to teach that text.'

Participant 1

'Texts are rapidly changed. Just as teachers gain their confidence in a text, new texts are introduced. The teacher has to start all over again. If you don't have confidence in your knowledge of the text your lessons are bound to be disastrous.'

Participant 5:

What I've noticed...one weakness when it comes to choosing of the text when now you on the ground teaching you tend to wonder what was the person who chose the text thinking? It looks like the people who choose the text are people who are not on the ground with the students. They don't know the level of thinking of the students , they don't know what is it that will actually create interest in the students , it's like top down thinking . Here I feel like when it comes to the text teachers need to have an input.

Participant 2

*'Some of the ideas and situations presented in the works of art may not appeal to students. Most students want stories that revolve around love and relationships. **Romeo and Juliet** may appeal better than **Macbeth.'***

In conclusion it may be noted that according to the interviewed teachers, Literature has a role to play in the teaching of Language. Contrary to what the researcher expected all teachers love teaching Literature despite the fact that some did not enjoy it when still at school. Without being pretentious, they acknowledge that some teachers do not like literature because their vicious learning cycle has not been broken. This developed preference can be attributed to a number of factors, including the possibility of being able to teach it for the sake of benefitting the language aspect of education. Teachers are also cognizant of the view that despite the fact that Literature is such a good resource for language teaching especially with a view to employing the eclectic approach some problems of perception and attitude and expectations impact negatively on the use of literature in Language classrooms. Some teachers and principals do not appreciate the value of using Literature to teach Language but are more concerned with the pass rate. There is need to find a way to strike a balance if this situation has to change. It is thus concluded that most teachers are of the view that there are a number of gains obtained from using Literature to teach Language, and these may be seen in improved vocabulary, language confidence, enjoyment and others. Although some teachers acknowledge that they themselves did not study Literature during their high school years, they perceive a positive relationship between Language

and Literature, and they believe the latter has a significant role to play in the teaching of the former.

4.4. Literature as an optional subject and its use in teaching English

Research question 2: *How do teachers view making Literature an optional subject with regard using Literature as a Second Language?*

Addressing the second research question through eclectic data collection also presented an extensive range of views. Some respondents preferred the offering of Literature in English as an optional subject, whilst others opted for its compulsory offering. Both perspectives had informed justifications, ranging from background language challenges, which would affect performance, to other factors. Literature in English has been a stand-alone subject at Senior Secondary Level. Until 10 years ago Literature was a compulsory subject for all Senior Secondary learners. But even though few years ago some schools made it an optional subject, for now it has been completely scrapped off from the curriculum of some schools. This part of the study was aimed at finding out what is the ideal place of Literature is in the school syllabus if literature is to enhance the teaching of English as a Second Language. The findings were informed by, among other things, what teachers' beliefs on the importance of Literature in the teaching of English are and whether Literature should continue to fade out of the Senior Secondary Program.

During the FGD, all five participants were of the view that Literature is an effective and most appropriate resource for teaching Literature. As stated by Roe & Ross (2006), Literature supports all areas of the language arts curriculum and at the same time bring all of them together. They argue that, by listening to stories an opportunity is provided for sharpening listening skills, while class discussions give pupils the opportunity articulate their thoughts, feelings, and reactions. In reading literature pupils are provided with the opportunity to perfect their comprehension strategies in meaningful and realistic situations. Roe and Ross (2006) are of the view that young writers may use various genres of literature as models for their own writing, and that literature can be the basis for creative drama.

97

However, when asked if Literature should be made compulsory for all Senior Secondary learners the participants had contradicting views. Participant 2 was adamant that Literature should not be made a compulsory subject at this level. This, he expounded emanated from the fact that some students were not inclined towards the arts, but were more of Scientists and accountants. A poor English background was also cited as a reason for not making Literature compulsory.

Participant 2:
'I think Literature should be an optional subject because some students really have a very poor English background and some are more inclined towards the Sciences.'

Participant 4:
'I have dropped Literature because I felt it was going to disadvantage them in their final grading.'

Eclectically, the above view may be discussed as the awareness that enforcing a compulsory offering of Literature in English may disadvantage those learners whose career focuses are not literature based, and they themselves are also struggling with the subject. For example, science biased learners may struggle to cope with the literary aspect of learning, as their orientation is scientific. Thus the eclectic function of choosing what can be good for students may present a risk of forcing material that may challenge and not benefit the learners, both in learning outcomes and their careers. It thus follows that the offering of Literature in English as a compulsory subject may be done with reservation. The fact that the subject benefits the teaching and learning of Language may be weighed against other challenges that it presents.

Two participants want literature to be made a compulsory subject for all Senior Secondary learners, as emerged from the FGD. To these two participants literature is an integral part of the program. Participant 5 felt that if Language was made compulsory literature must also be compulsory. It was the feeling Participant 4 that language learning cantered on the four language skills: reading, writing, speaking and listening which are all enhanced during Literature learning. Two of the participants in the FGD felt that Literature must be made a component of Language and not a stand - alone subject. In this way all pupils would be exposed to Literature and thus reap all the benefits cited in this research.

98

Participant 3:

> *'I would make Literature a component of language rather than making it compulsory. Literature is very demanding in terms of time. 'Making literature compulsory in high school would be detrimental to many learners. They have already been forced to learn Mathematics, which the majority find difficult, and one science subject, which is equally difficult. Literature is not for the weak therefore it would be adding a third difficult subject reducing their chances of passing. I believe what they have learnt in Junior Secondary is enough to open their minds. If they have not mastered the language it is hard luck for them.*

> *'I think I'll be biased on this one. I would want it to be a component of Language. I feel that you must love Literature. It is almost like Mathematics. You must love it and be willing to read extensively. If everybody has to do it, it would be a challenge and put unnecessary pressure on both the teacher and pupil especially because our pupils lack the reading culture'*

Asked whether the participants felt Literature should be the compulsory at Senior Secondary level one participant said it should not, two believed it should be optional and two said it should be a component of language learning. This is an exhibition of the difference between belief and practice. All five participants earlier agreed that literature was a good resource for Literature but in practise not all want their students to study Literature. In the focus group it came out that reasons for this varied. Three cited the pressure to produce good results whilst four believed Science students were not Literature material. All the teachers blamed the curriculum designers for not making literature compulsory. One participant even said unless all pupils in the school had to study literature very few learners will opt for it and very few teachers will like to teach Literature.

Yet, in support of their stand on the issue of making Literature compulsory Participant 2 made this observation:

> *'I think it is impossible to teach Language without Literature in English because when I want to teach anything I use examples from the studied text. When I teach compositions I*

would use a sentence like "Kino and Joana froze in their positions". The choice of words makes the readers feel the mood or tone of the composition in the same way understands how the couple above felt.'

'I think it must be compulsory because even though we encourage our students to read widely they do not. If Literature is compulsory pupils would get to appreciate how to harvest the language from the Literature texts. In Literature pupils are the audience and receivers of written word yet in Language they switch to become writers. They would emulate what they learn in Literature having learned from best sellers.'

During the focus group discussion Participant 2 confirmed the opinions or views stated above by taking a very clear stand that Literature and Language are two sides of the same coin.

'I think it should be compulsory ma'am, I think it must be compulsory because the thing is we do encourage the students to read widely but do they read? They do not read and you don't get the time where you will tell them about the ...say importance because it is not enough to let them read but again tell them how do they have read for their compositions so this subject was made compulsory at high school the students would get to appreciate as to how do they harvest the language because in Literature , they are the audience but when it comes to the English language they switch and become the writers , they are going to emulate what they have seen that side and bring it this side . They just change the roles that's all, so I wish it was compulsory because that would make them excellent writers because they would be copying from the best sellers, the best writers.'

The sentiments discussed above are in support of the eclectic approach to teaching Language. For this participant Literature fosters the reading culture which is the backbone for all learning. As stated in the literature, Kumar (2013 : 1) asserted that, the different components of English for example grammar, pronunciation and vocabulary have no meaning when they are isolated from one another. English thus should be taught holistically and not on a separate component basis. The participant saw Literature and reading in general as valuable and most appropriate raw material for composition writing. He also feels learners will harvest the language,

100

vocabulary style of writing. At one end the learners are the audience and at another they the writers. Despite all the advantages that the teachers have advanced in favour of Literature as a source for using the eclectic approach to teach Literature some still perceive Literature as a difficult subject which cannot be done by all. As long as subject teachers perceive their subjects in this way they will do little to help the struggling students and in turn they will also carry the notion that Literature is a hostile subject. Despite the fact that all teachers felt that Literature is a good resource for language teaching as the eclectic approach dictates, few teachers want Literature to be a compulsory subject. The very people who see its benefits still feel it should not be compulsory. Somehow this supports the idea that Literature is for a select group. At the studied school Literature is not an elective for science, it is an elective for commercial students and is compulsory for the arts students. This suggests that, though it is a good language resource it still cannot contribute towards the language proficiency of the science and those commercial students who do not elect it.

Reading is believed to enhance Language learning yet most teachers feel that their pupils are not good readers. Without this vital ingredient – reading- Language learning may not be fully accomplished. Four of the participants concurred during the FGD that reading enhances language learning while only one of the participants stated that reading does not necessarily cultivate language learning. The challenge here, as stated by most participants, is that the culture of reading is either lacking or non-existent amongst learners. One of the participants felt that Literature did not necessarily promote the culture of reading. For this participant reading in literature was not a pleasant activity.

Participant 4:

'The teacher would just get to class and tell us to read our literature books. She would just sit there and stare at us while we faked reading.'

The other four participants believe that Literature inculcates the culture of reading. Pupils that were taught to read properly and did not look at this as a form of punishment or time wasting tactic developed love for reading.

Participant 5

'Yes, I would say it was beneficial to my language proficiency. It made me love reading. The more I read the more I learned. I began to look for answers in Literature books and not history books even if the issue was historical.'

Participant 4

'Because of the way literature was taught to me while I was upgrading I developed love for reading.'

Although one participant believes that literature does not enhance the culture of reading while four believe it does, one can assume that the one who holds a negative view was affected by the poor teaching technique employed by the person who taught Literature. Getting into class and telling pupils to read without any proper guidance and well stated purpose can have far reaching consequences.

The four participants feel that Literature can play a significant role in changing the pupils' attitudes towards reading. Considering the fact that the participants claimed that Language is enhanced by extensive reading and yet all the participants believe that most pupils lack the culture of reading. It becomes obvious that Literature can bridge the gap between those that read and t

those that do not. The following are some of the participants' responses:

Participant 2:

'They are not good readers. They do not read.'

Participant 4:

'No they do not like reading at all. Actually we are thought of as a nation that does not love reading.'

Participant 5:
'Our pupils lack the culture of reading.'

Participant 3:

'It is very difficult to get them to read.'

The opinion of the participants on the status of Literature in the school curriculum can also be determined from the participants' views on whether pupils doing both Literature and Language do well in Language than those who do not study both.

Following that there are students that do English Language only and those that do both Literature and English language the study sought to find out if there is any correlation in the results between terms of the English Language results. It is believed that the participants' responses can also shed light on whether they think Literature should be optional or not. Three participants strongly agreed that literature seemed to have a positive effect on Language learning. The following are some of their responses:

Participant 1:

'Students that do both subjects do well in English. This is because literature gives them the opportunity to practice language and to see it in action within a certain context.'

Participant 5:

'Literature expanded my vocabulary and improved my sentence construction composition writing. Pupils who opt for Literature perform relatively well not just in language, but also in History, Religious Education and other subjects.'

Participant 1:

'I have realized that those that do both perform better in language. They have broader thinking skills. When asked questions they will go deeper and answer the "why" aspect when the others will stop at "yes" or "no".'

One of the participants did not believe that pupils studying literature outperformed those who did not do Literature when it came to English Language. There are instances in the school where pupils who do not do Literature and specialize in Sciences and commercials. There will be some among this group those that will do exceptionally well. Cited as a reason for this is the teachers' failure to marry the two subjects and end up teaching them as unrelated subjects.

Participant 3 stated that it is not automatic that people who do literature pass language. The performance of the pupils depended on the teacher's ability to use Literature to enhance the learning of English Language.

Participant 3

'Well, those who do both are at an advantage but it all depends on the teacher. If he can fuse the two such that if he identifies a good narrative passage then he uses it in language. If the teacher fails to Inco-operate Literature in his language teaching then it does not benefit the pupils.'

From the discussions above it has become clear that Literature, if properly handled by practitioners, can facilitate the learning of English language. The onus is upon the teacher to design effective and appropriate English Language lessons that will draw on literature. Literature is undeniably a good resource for literature and teachers believe all pupils can benefit from it. The Eclectic approach to language teaching can thus be a useful one because teachers can choose any material as long as it is methodologically appropriate for the level taught, relevant to the objectives of the lesson and taking into consideration the varying abilities of the learners, as stated by (McKendry, 2001).

During the focus group discussion participants discussed various ways in which they use Literature to teach Language. Each teacher has his own preferences in terms of what to teach and how. This they say is also determined by the quality and level of language proficiency of the learners. Participant 1 made the following observation:

> *'Yes, yah I think they are so much enriching and we can also learn uhh... even basic grammar, grammatical rules we can unpack from it, yes. We have adopted different methods for teaching prose and poetry and to be able to identify which method is suitable where and under what circumstances. For example brain storming on what death and sleep are then comparing them would be a good introduction to teaching the poem on death and sleep. For the same topic you can let learners read the poem and analyse it line by line to see similarities and differences'*

Another way of looking at the Eclectic approach is that it is a method of language education and is rooted in the notion of combining different methodologies and approaches to teach language. As Povey (1967) contended, Literature is a rich source of meaningful input especially in EFL settings. The process of teaching is dependent on what the lesson purports to achieve (aims and objectives) as well as the individual abilities of learners. It breaks the monotony in the classroom. Despite the fact that all five teachers felt that Literature is a good resource for language teaching as the eclectic approach dictates, few teachers want Literature to be a compulsory subject. The very people who see its vast benefits still feel it should not be compulsory. Somehow this supports the idea that Literature is for a select group. At the studied school Literature is not an elective for science, an elective for commercial students and

105

compulsory for the arts students. This suggests that, though it is a good language resource it still cannot contribute towards the language proficiency of the science and commercial students. If this is the feeling of Literature teachers then non Literature teachers are likely to be more hostile to the subject. Yet the eclectic approach propagates that the teachers can select the relevant material for the desired purpose which can also be varied to cater for the different or unique needs and learning styles of the learners. This means that, even the non-arts learners can benefit from the incorporation of literature in the language class. The teacher would have the responsibility of engaging Literature in a way that would be beneficial for the learner

4.5. Teacher Views on their preparedness to use Literature to teach English

Research Question Three: What are the views of teachers on their preparedness to use Literature to teach English Language?

Having established that teachers believe literature can enhance the learning of language and that all pupils would benefit from studying Literature, the thesis then focused on how teachers view their preparedness to use Literature to teach English Language. The participants in the FGD felt that methodology lessons at college or university should equip teachers with the skill of incorporating literature into language teaching. This is one aspect they feel is lacking in the preparation of the prospective teachers. Only Participant 5 attested that the pedagogy at college was designed such that it focused on the use of literature to teach ESL

As much as all the teachers concur that the methodology lessons equipped them with the necessary skills to teach Literature, they also all unanimously agreed that these lessons did not cater for the use of Literature in the teaching of Language. One participant went on to say even the inspectors and workshop facilitators do not demonstrate knowledge or awareness of the role of Literature in the teaching of Language. At college they focused on the teaching of the two as separate subjects. This is one aspect they feel is lacking in the preparation of would be teachers. Only one participant attested that the pedagogy at college was designed such that it focused on the use of literature to teach ESL

Participant 5

'*The PGCE program prepared me well to teach Literature. We were taught to put emphasis on learner centred teaching which allows learner to develop their own thoughts, feelings, etc. towards a character. This makes it easier for them to remember. They also learn the independence of reading on their own without much pushing and they sometimes bring aspects of the text you have missed as a teacher. This is most common in poetry. My students get very good grades in the final exams even though there is a general belief that Literature is a difficult subject.*'

Three of the participants viewed their methodology lessons having done very little to equip them with the necessary skills to integrate Literature into the teaching of English. The methodology lessons just focused on the teaching of each component as an independent entity. They reported that experience has been their great teacher because over the years they have learnt to integrate the two. Participant 2 had this to say on the failure of the University methodology to prepare him to use Literature in ESL.

Participant 2:

'*I think it only happened when we were doing our post graduate certificate in our education. There was a bit of that, mark my word. I'm saying there was a bit of that. Even the lecturer who was actually trying got us interested and involved. He would always be sitting right there , I mean you talking about a class of about 90 students , just seated there not engaging us, at that time I didn't really comprehend what was going on until I was out in the field.*'

Participant 2:

'*Not at all. The methodology for teaching these two components was taught separately. In practice the two subjects are taught by different teachers and therefore using literature to teach language is not always feasible.*'

This is one aspect that is lacking with the methodology lessons.
'My methodology lessons did not give me the skill to integrate Literature in my Language teaching.'

Participant 3:

'My methodology lessons taught me not to teach a text out of content, not to make children read the whole text in turns during lessons in class and not to read without purpose. Reading in class was not effective because pupils were always anxious before their turn and were always comparing their reading to those reading after them. This compromised their comprehension of the read text.'

All the participants feel that their methodology lessons did not equip them to use literature in the teaching of English as a Second language. This is in line with Hirvela (1989) and Belcher and Hirvela (2000) who suggested a similar notion when they observed that some studies reveal that Language teachers normally receive no training in using literary texts in the Language classroom and pedagogical instruction books are also lacking in this regard. One participant stated that the two subjects were taught as though they were at the opposite ends of the spectrum. What can be drawn from this is that the methodology lessons still need to be redesigned to cater for this aspect if teachers are expected to bring literature into the language classroom.

This was again confirmed in the focus group discussion when Participant 3 had this to say about his methodology lessons at university and their appropriateness in preparing teachers for their use of Literature in English in ESL teaching

Participant 2

'Eh…Literature, maybe now as a teacher I do see where it can actually help a student but at that time when I was still a student myself I didn't see any benefit from it. In fact if we had maybe an option to choose Language over Literature I could have chosen just English Language because no one had actually shown me how this two meet , how they

support each other, they were just separate subjects. Yet, maybe now as a teacher I have a different opinion pertaining to that one.'

Participant 5 also confirmed this in the focus group discussion as he made a comparison between theory and practice. He responded by saying;

'During my study for the degree there was no methodology as the degree was not preparing me for teaching. After obtaining the degree I enrolled for the Post Graduate Certificate in Education. It is then that we started curriculum studies and methodology. I took the course part time and at that time I was already working part time. In the field you learn from your mentors and I found them reading with the students daily and discussing matters arising page by page, literary devices, characterisation and all. There was a conflict between my methodology lessons and practice. In methodology lessons we were told to let learners read on their own and learn to pick what was required for the lesson then discuss the issues. It was a good idea but when practiced I found the former more meaningful to the learners. Poor language inhibited them from identifying many of the features required. Yet when they read in class page by page we would identify them together and they understood the story more.'

The last two speakers concur on the lack of teacher preparation for the teaching of English language using Literature in English. For both their teaching experience has taught them to integrate Literature into the language teaching. Participant 3 also states that he would have chosen language over literature in English if he was given the chance not to. According to Participant 5 the learners have challenges with English "poor language inhibited them from identifying many of the features discussed. This means there is need for the eclectic approach to teaching English language to be strengthened at college or university so that when teacher trainees get to the field they would be able to implement what they would have learnt at college or university.

Another aspect that the teachers feel is lacking in preparing teachers for their teaching, especially using Literature as a resource for language learning, is meaningful impact from the inspectors for the two subjects and the in-service program which should empower teachers by providing on the

job training. The inspectors do not give the necessary direction that will guide the teachers to use Literature in English in the teaching of English language. Among other things the teachers felt that the in-service training does not cater for the needs of the teachers because no in-service training has been directed towards helping teachers with issues that boarder on methodology. This is supported by data collected during the focus group discussion where on participant 1 articulated this:

> *'When doing BA there was no methodology taught. That came during PGCE and the lessons were mainly on learner centred approaches to teaching Literature. Maybe we could have learnt more or we needed workshops to improve our methodology but that did not happen. Literature workshops are not helpful. Presenters never say anything about methodology, they only talk about performance in the national exam and how they teach their students. We need well organised lessons on teaching methods, a refresher course and improvement to what we know based on current research findings.'*

This is also supported by what is observed by Hirvella (1989); Belcher and Hirvella, (2000) and Hedge (2000) who all observe that some language teachers have not received any training on the use of Literature to teach Language. Sage, (1987) on the other hand, as stated in the literature review decries the inadequacy of training or preparation in Literature circles for language teaching. The emphasis on examination performance over conceptual understanding and improvement mentioned above has been discussed by Thompson (1983). This pressure to perform has led one Participant 4 to stop teaching Literature.

> *'I have dropped Literature because I felt it was going to disadvantage them in their final grading. You must love it and be willing to read extensively. If everybody has to do it, it would be a challenge and put unnecessary pressure on both the teacher and pupil especially because our pupils lack the reading culture'*

Much as all the participants (teachers) have an overwhelming feeling or perception that Literature in English has a significant role to play in the teaching of English as a second Language and consider it as the best resource, their opinion on whether Literature should be a compulsory on elective vary. Two participants want Literature in English to be compulsory the

110

rest feel either science learners need not be overburdened with an arts subject (as it is classified) or not all leaners were cut out to learn Literature. This indicates that even the participants who love Literature and have so much faith in it still feel it is not appropriate for some learners. This confirms that the pressure to produce good results takes precedence over using literature eclectically to improve the learners' proficiency in the English Language. The participants own appreciation of the wonder of Literature is not strong enough to make them advocate for Literature to be made compulsory. Three of the participants were not happy with their college methodology and felt that there was need to strengthen what teachers learn at college or university so as to be able to use literature to teach Language and align their beliefs with their practices. Two participants when asked if literature should be made compulsory said changing the negative attitude learners have would be essential:

Participant 5 *It is the negative attitude teachers have .instead of acknowledging*
their shortcomings and seeking help shift the blame to learners who
are not serious ,won't read. Teachers should look at why they fail to teach,

Consequently, the study thus concludes that the respondents differed much on the question of offering Literature in English as a compulsory subject. With all the benefits of teaching Language through Literature as presented in research question above notwithstanding, it is not clear if teachers are for the offering of Literature as a compulsory subject. In as much as they enjoy teaching it, some believe that the subject may be a burden for those learners whose background has less literature, especially English literature. Thus they are bound to struggle with learning the subject from a cultural background of different vocabulary and limited exposure to English. As a result, the eclectic aspect of teaching is seen as affording teachers an opportunity not to impose Literature in English on all learners. Thus this allowance to selecting the most appropriate teaching methods is seen at play in this respect.

4.6. Conclusion

This chapter presented and analysed the data collected from the field through interviews and the Focus Group Discussion. It has highlighted how the teacher's educational background can have an influence on their liking the subject which in turn will also affect how they teach the students literature as a way of learning the English language. The chapter has also delved into the perception of teachers on the role of Literature in teaching English. In addition, the chapter has also examined the teachers perceptions on how making Literature to be an optional subject will affect its use in teaching English. Finally the chapter has also examined the perceptions of teachers on their preparedness to use Literature in teaching English language. The conclusions of the study and suggestions for future research are discussed in the forthcoming chapter.

CHAPTER 5

5. Summary, Conclusions and Recommendations

5.1. Summarising the Findings

This section presents a summary of the findings that were inferred from the collected data, and analysed in the preceding chapters. Since the study initially set out to document the perceptions of teachers on the role of Literature in English in the teaching of English as a second Language at senior secondary school in Swaziland, the summary of findings is presented in this section. With a major factual basis of the fact that the numbers of candidates writing SGCE Literature in English examination is only 20% of the total number of candidates that write these exams every year, the findings offered substantial data with which to conclude on the studied opinions. The same data was used to make informed recommendations based on the conclusions made. The findings are summarized as responses to the initially set research questions presented below:

1. What are the views of teachers with regard to the role of Literature in English in the in the teaching of English as a Second Language?

2. What are teachers' views with regard to the status of Literature in English as an optional subject?

3. What are views of teachers' regarding their preparedness to use Literature in English in the teaching of English as a Second Language?

A cross sectional view of studies done previously depicts that Literature in English in Second language contexts has been on the basis of the eclectic approach. For this reason the use of Literature in Language teaching has been on the basis of its appropriateness methodologically, content-wise and for a specific target group. Some of the goals of Literature use in teaching English as a second Language aimed at achieving some of the following: critical thinking skills, communicative competence, linguistic competence and cultural awareness as well as knowledge of the English Language. The teacher therefore has the responsibility to choose and use

Literature for clearly defined goals. No one text or genre will be appropriate for all teachers but teachers need to know what they want to teach, how they want to teach it and the type of learner they are working with. It is thus acknowledged that inasmuch as much as Literature may be challenging, partly due to the reality that some texts may be classical and difficult; the same texts may still play a major role in improving the learners' language competency. The eclectic approach thus recommends in this context that Literature may be used in the teaching of English as a Second Language as long as it presents some advantage in the teaching and learning.

5.2. Findings and conclusions

The realised findings are presented in line with the research questions that were outlined in the first chapter of the thesis. They are direct responses to the questions as informed by the data collected.

1. What are the views of teachers with regard to the role of Literature in English in the in the teaching of English as a Second Language?

A high level of importance is attached to the role played by Literature in English in teaching English a second language and the sentiments communicate support for the teaching of language using literature, thus attaching an importance of the latter, in the teaching of the former. The teachers are aware of, and in support the use of Literature in English in teaching English as a Second Language. Eclectically, this unreserved support presents a preferred choice among others in teaching tools, with Literature being one that teachers trust to be effective and necessary in the teaching of language.

2. What are teachers' views with regard to the status of Literature in English as an optional subject?

Regarding this aspect of the study, the following informed opinions prevailed:

a) There are no clearly defined goals that the Ministry of Education and Training has put forth to drive the incorporation of Literature in the teaching of English language. At Junior secondary Literature is a core subject and at senior level there is no rigid guideline.

114

Some schools offer literature as a core subject, some as an optional subject and a significant number of the schools do not offer it at all.

b) Because of the emphasis on national results, teachers are reluctant to make Literature a compulsory subject. This is despite the fact that the teachers had unanimously agreed that Literature is a good resource for language teaching.

c) The gap between theory and practice is wide when it comes to what teachers know and what they practice. They all agree that Literature is a rich Second Language resource but they still say literature is difficult and some learners cannot cope.

This question was also addressed by a number of findings. Most responses exhibited an implied surrender of power to the mandated authorities with regard to the 'compulsory' or 'non-compulsory' status of Literature in schools. This presents a dichotomy in relation to the prevailing views by the earlier mentioned scholars, who unanimous feeling, through certain studies, was that Literature may be included as a compulsory subject. Although not clearly articulated, the common feeling through empirical steps is that Literature in English should be included across the curriculum in Swaziland schools. However, the study's findings are that senior secondary teachers are not yet prepared to endorse their support for this stance, as they believe that there is still much to be done regarding how to teach the subject. Thus the role of Literature for the stated functions seems to be problematic. It is met with mixed emotions, and participants were selective in their preferences.

3. What are views of teachers' regarding their preparedness to use Literature in English in the teaching of English as a Second Language?

This question also afforded insight into how prepared teachers were with regard to using Literature in the teaching of English as a Second Language. It was learnt that:

a) There is a glaring need to provide methodology courses that will equip teachers with the skill of integrating Literature in Language teaching.

b) The in-service department is not very effective when it comes to training teachers on the use of Literature in ESL instruction.

Upon observation, it is noted that few teachers express unconditional preparedness in using Literature to teach English as a Second Language. This is attributed to the fact that the methodological approaches to the concept and its teaching have various sub-approaches, and a number of teachers feel that they are not appropriately equipped to carry out this task. As such, a number of participants expressed clear views in that they were not prepared for this task.

5.3. Recommendations

The above findings necessitated that the study offered the following recommendations regarding the teaching of English as a Second Language using Literature in English, particularly the role of the former as opined by the subject's teachers. The following were ultimately recommended:

1. The workshops organised by the Ministry of Education and Training in conjunction with the English Inspectorate should focus on improving the teaching of English and not just the overall performance of centres. A diagnostic attitude should prevail. This emanates from the observation that inasmuch as the teachers communicated their awareness of the importance of Literature in English in the teaching of English as a Second Language, they are less prepared to teach these phenomena using the stated methods. Thus these workshops may focus on improving the methodological aspects of teaching language, in addition to the teacher training content.

2. There is need for the Ministry of Education and Training and the Department of In-service training to carry out needs assessment research to explore the needs of the teaching fraternity. The subject policies should be clear and in line with the aspirations of the Ministry and modern trends in education. Should Literature in English be a compulsory stand-alone subject or part of the English language program like at junior level? Or should it be an optional subject. Authorities and

policy makers have the mandate to decide on the compulsory or non-compulsory offering of a subject. Motivation should be provided for either of the suggested views, and those outweighing the other may be instilled and enforced. Learners may be expected to learn Literature as part of compulsory school syllabi only if the development benefits them; their learning and their career aspirations.

3. Teachers must bridge the gap between their theory and practice in using Literature as a resource in the teaching of English as a Second Language, thus affording all learners the opportunity to learn Literature. In relation to the above recommendation, this study is of the view that Literature is a beneficial subject and may be taught whenever possible. Learners must not be deprived of the benefits it presents to the overall learning exercise. Thus, if teachers are of the opinion that Literature may be used in the teaching of Language, it is in their best interests to motivate this discussion, and eclectically justify that particular stance. This would benefit both the progress of the teaching and learning processes, and the ultimate education of the learners. Thus, from a theoretical perspective, teachers have an important role to play in the decision making regarding the use of Literature in the teaching of English as a Second Language. Teachers should assume this important role, and move from an almost passive, theoretical consideration of this aspect and move to action.

5.4. Proposed directions for future research

The finding and the analysed data provided a knowledge basis from which to inform suggestions regarding further research for other scholars. A number of knowledge gaps were left unsatisfied by this study with regard to the use of Literature in the teaching of English as a Second Language, particularly in the Swaziland context. However, the same observations may be applied to other education systems with the same or related concerns. The following are presented as possible research focus areas, with justifying remarks:

117

a) A study that will use a bigger sample can be conducted to get results that can be generalized as opposed to the case study approach.

b) From the study and related others, a recent, significant change in the status of Literature in school curricula has been noted, however, little can be inferred regarding its pedagogical significance in the language classroom (i.e. Literature in English). This deficiency in well-articulated significance might be as a result of clearly defined goals employed in the highlighting of this significance. Thus a related study may focus its efforts in uncovering this significance, noting that this study only based its findings on the teachers' opinions.

c) Discussion of the results segment of the study uncovered a need to research on the needs of Language teachers, which may be addressed in the occasional workshops organized by the education authorities. The findings are likely to inform the ministry on the particular focus areas for the workshops. This would also help the ministry in addressing the needs of the teachers, and ultimately improve their quality and experience of teaching.

d) The differences in the methods of teaching of Literature in English as propositionally highlighted in this paper's problem statement may also be considered worth studying. A quantitative comparative study may be directed at measuring the levels of 'advantage' for different language teaching and learning contexts, one with Literature as one of the tools, and the other without. Language assessment marks may be utilised as the data with which to compare the effectiveness of Literature as a language teaching resource. This will help in gaining insight into whether there is any advantage for those learners who use are taught English as a Second Language through the use of Literature in English. It will also assist in measuring whether the non-use of Literature in the same classroom may be attributed to failure for language learners, or low performance.

This section has been an attempt at offering a comprehensive conclusion to the study and its findings. It is hoped that this research has presented data that can be used for further research on the use of Literature to teach English at Senior Secondary school level in Swaziland. Further studies are needed to improve the way in which English language is taught, especially because

the status of English is that of a passing subject. The Eclectic approach provides for a study method through which the relationship between Literature in English and English as a Second Language could be understood, thereby assisting in the studying of Literature as a resource for language teaching. The chapter has also offered circumstantial recommendations with regard to the teaching of English as a Second Language using Literature in English as a tool.

REFERENCES

Adlina S. M., Marzilah A and Tina A. (2008). *Teachers' perceptions of literature circle as a technique to teach creative writing using literary texts. Research in English Language Teaching*, 1(1), 37-52.

Adesuyi VA (1991). *Relationship between students exposed to English Literature and performance in WASC English language among secondary students in Ondo state*. An unpublished MA thesis. University of Ife. Ile-Ife. Nigeria

Agustin R. T. (2012). *Literature in the foreign language syllabus: Engaging the student through active learning*. Valencia: Universitat de Valencia Press.

Aghagolzadeh, F. & Tajabadi, F. (2012). A debate on Literature as a Teaching Material in FLT. *Journal of Language Teaching and Research*, 3(1), 205-210.

Ahmad, J. (2011). Intentional versus incidental vocabulary learning. *Interdisciplinary Journal of Contemporary Research in Business*, 3(5), 67-75.

Akyel, A. and E. Yalçin. (1990). Literature in the EFL Class: A study of goal-achievement in congruence. ELT Journal, 44(3), 174-180.

Alam, F. (2007) Imperial Entanglements and Literature in English: Using Postcolonial Literature in ELT. Dhaka: Writers.ink.

Arikan, A. (2005). An evaluation of the Literature Curriculum in Hacettepe. University *English Language Teaching Department,* Turkey, 8(1), 63-67.

Babee, R. & Yaya, W. (2014). Significance of Literature in Foreign Language Teaching. *International Education studies*,7(4), 80-85.

Bandura, A. (1996). *Self-efficacy: The exercise of control*. New York: Freeman.

120

Basnet, S. & Grundy, P. (1993) Language through Literature, *Creative Language Teaching Through Literature.* London . Longman.

Beck, I. L., McKeown, M. G., & Omanson, R. C. (1987). The effects and uses of diverse vocabulary instructional techniques. In M.G. McKeown & M.E. Curtis (Eds.). *The nature of vocabulary acquisition* (pp. 147-163). Hillsdale, NJ: Erlbaum.

Beck, I. L., Mckeown, M.G. and Kucan, L. (2008). *Creating robust vocabulary, frequently asked questions and extended examples.* New York: Guilford.

Beerens, D.R. (2000).*Evaluating teachers for professional growth: Creating a Culture of motivation and learning*. California: Corwin Press.

Belcher, D. & Hirvela, A. (2000). Literature and L2 Composition. Revisiting the debate. *Journal of Second Language writing*, 9(1), 21-39.

Bell, D. M. (2001) Method and Post method: Are They Really So Incompatible. TESOL Quarterly. 37(2) 325-336.

Bernard, H. R., Petto, P. J., Werner, O., Boster, J., Roney, A. K., Johnson, A., Ember, C. R., & Kasakof, A. (1996). The construction of Primary Data in Cultural Anthropology- Current Anthropology. University of California: Berkeley.

Bibby, S. & Brooks, G. (Eds.) (2013). Literature in ELT. *Journal of Literature in Language Teaching*, 2(2). Available from: http://www.lilt.jalt.org.(Accessed 18 October 2015).

Bibby, S. & Brooks, G. (Eds.) (in press) *Literature in Japan. Journal of Literature in Language Teaching, 2*(2). Retrieved from <lilt.jalt.org>

Blachowicz, C. L. Z. & Fisher, P. J. L. (2006). *Teaching vocabulary in all classrooms*. Upper Saddle River, NJ: Pearson.

Blachowicz, C. L. Z., Fisher, P. J. L., Ogle, D., & Watts-Taffe, S. (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly, 41*(4), 524-539.

Block, D. (2001). An exploration of art and science debate in Language education. In M. Bax & Zwart, J .W. (Eds.) Reflections on language learning; In honour of Arthur van Essen (pp. 63-74) Amsterdam: John Benjamins.

Bo Tso, A. W. (2014). Teaching Short Stories to Students of English as a Foreign Language (EFL) at Tertiary Level. *Journal of Language and Linguistic Studies,*. 10(1): 111-117.

Bogdan, R. C., & S. K. Biklen, (1992). *Qualitative Research for Education, 2ⁿᵈEd.*Boston: Allyn & Bacon.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods, 5ᵗʰEd.*Boston: Pearson Education.

Borja, J. & Marina, T. J. (2012). *Literature in the English language classroom – Poetry.* From www4.ujaens.es. Accessed 8ᵗʰ August 2016.

Bottino, O. (1986). "*Literature and Language Teaching*", Facultade de Letras da Universidade de Lisboa

Brabham, E. G., & Villaume, S. K. (2002). Vocabulary instruction: Concerns and visions. *The Reading Teacher*, 56, 264-268.

Brinkmann, S. & Kvale, S. (2005). Confronting the ethics of qualitative research. *Journal of Constructivist Psychology* 18, 157-181.

Brown, D. (1994). *Principles of Language Learning and Teaching*. London: Prentice Hall. p. 43.

Brown, C. & Borko, H. (1992). *Becoming a mathematics teacher*. In Handbook of research in mathematics and teacher learning. New York: Macmillan.

Brumfit, C.J, and Carter, R. (eds). (1986). *Literature and Language Teaching*. Oxford: Oxford University Press.

Brumfit, C.J., & Benton, M. (Eds.). (1993). *Teaching literature: a world perspective*. London: Pergamon Press.

Burnett, J. & Fonder-Solano, L. (2002). *Crossing the boundaries between literature and pedagogy: Perspectives on a foreign language reading course.* In Scott &Tucker (eds.), 75–106.

Butler, I. (2006). Integrating language and Literature Studies: A Case Study of the English 100 Course at the University of North West. Unpublished Master's Thesis, University of South Africa.

Canagaraja, A. S. (1999). Resisting Linguistic Imperialism in English Teaching. Oxford: Oxford University Press.

Carroli, P. (2008). Literature in Second Language Education. London and New York: Continuum.

Carter, R. & Long, M. (1991). Teaching Literature. Harlow: Longman.

Carter, R. & Long, M. N. (1988) Teaching Literature. Harlow : Longman.

Carter, R., Walker, R. & Brumfit, C. (1989). Literature and the learner: methodological approaches. Modern English Publications and the British Counsel.

Clarke, M. A. (1994). The dysfunctions of the theory / practice discourse. In Kumaravadivelu, NO 3:
(2001). towards a post method Pedagogy. TESOL Quarterly. 35, 537-560.

Collie J. and Slater S. (1987). *Literature in Language Classroom*, Cambridge: Cambridge University Press.

Collie, J. & Slater, S. (1990). Literature in the Language Classroom: A resource book of ideas and activities. Cambridge: CUP

Collie, J. & Stephen, S. (2007). *Literature in the Language Classroom: A Resource Book of Ideas and Activities.* Cambridge: Cambridge University Press.

Compagnon, A. (2007). *Literature, Theory and common sense*. New jersey: PUP.

Conroy, S. A. (2003). A pathway for interpretive phenomenology. *International Journal of Qualitative* Available from: http://www.ualberta.ca/~iiqm/backissues/2_3final/pdf/conroy.pdf. (Accessed 22 August 2015).

Cook, G. (1994) Discourse and Literature. Oxford: Oxford University Press.

Council of Europe, Strasbourg. (2008).*Common European Framework of Reference for Languages: Learning, teaching assessment*. London: Cambridge University Press.

Creswell, J. (2007). *Qualitative inquiry & research design: Choosing among five approaches, 2nd Ed*. Thousand Oaks: Sage Publications.

Crystal, D. (2003). English as a second language. Cambridge. CUP

Cunningham, A. E. & Stanovich, K .E. (1998). What reading does to the mind. *American Educator*, 22, 240 – 263.

Day, R., Omura. C. & Hiramatsu, M. (1991). Incidental EFL vocabulary learning and reading. *Reading in a Foreign Language*, 7(2), 541-551.

Daskalovska, N. & Dimova, V. (2012). Why should literature be used in the language classroom? Procedia-Social and Behavioral Sciences, 46, 1182-1186.

Davis, J. N., Gorell, L. C., Kline, R. R. & Hsieh, G. (1992). Readers and foreign languages: A survey of undergraduate attitudes toward the study of literature. *The Modern Language Journal*, 76, 320–332.

Decarrico, J. S. (2001). Vocabulary Learning and Teaching. Celce-Murcia, M. (ed.). Teaching English as a Second or Foreign Language, pp. 285-299. Boston: Heinle & Heinle.

DeRidder, I. (2002). Visible or invisible links: Does the highlighting or hyperlink affect incidental vocabulary learning, text comprehension, and the reading process? *Language Learning, Technology*, 6(1), 123-149.

Dixon-Krauss, L. (2001). Using literature as a context for teaching vocabulary. *Journal of Adolescent & Adult Literacy,* 45(4), 310-318.

Dlamini, M. (1972). *The Aims and objectives of the Imbokodvo National Movement.* Mbabane: Swaziland Printing and Publishing.

Donato, R. & Brooks, F. (2004). Literary Discussions and Advanced Speaking Functions: Researching the (Dis) Connection. *Foreign language Annals,* 37(2), 183 - 198

Duff, A. & Maley, A. (2007).*Literature: Resource Books for Teachers*. New York: Oxford Press.

Duin, A. H. & Graves, M. F. (1987). Intensive vocabulary instruction as a prewriting technique. *Reading Research Quarterly, 22*(3), 331-330.

Durant, A. (1993). Interactive approaches to teaching of literature in Hong Kong. In Brumfit & Benton 1993. *Teaching literature: A world perspective*. London: Macmillan in Association with Modern Publications and The British Council, pp. 150-171.

Durant, A. (1995). Introduction to 'Language through Literature'. A*pproaches to teaching Literature in English in L2 contexts*. London: SprakOchFiktion

Edmondson, W. (1997). The role of literature in foreign language teaching and learning: Some valid assumptions and invalid arguments. AILA Review, 12, 42-45.

EDSEC policy (2011). *The Swaziland Education training sector policy.* Government of the Kingdom of Swaziland.

Erkaya, O. R. (2005). Benefits of using short stories in the EFL Context. *Asian EFL Journal, 8*, 1-13.

Fonder-Solano, L. & Burnett, J. (2004). Teaching literature/reading: A dialogue on professional growth. *Foreign Language Annals, 37*(3), 459–467.

Larser and Freeman, (2011). Techniques and Principles in Language Teaching. (With M. Anderson). Third Edition. Oxford: Oxford University Press.

Giorgi, A. (2005). The phenomenological movement and research in the human sciences. *Nursing Science Quarterly*, *18* (1), 75-82.

Gonzales, D. (1998). Teaching and learning through Chat: A taxonomy of educational chat for ESL/EFL. *Teaching English with technology,* 3(4), 57-69.

Graves, M.F. & Duin, A. L. (1985). Building students' expressive vocabulary. *Educational Perspectives,* 23(1), 4-10.

Gu, Y. P. (2003). Vocabulary learning in a second language: Person, task, context and strategies. *TESL The Electronic Journal for English as a Second Language, 7*(2), 1-25.

Hall, G. (2005). *Literature in Language Education.* London: Cambridge University Press.

Harlow, L. L. & Muyskens J. A. (1994). "Priorities for Intermediate-Level Language Instruction." Modern Language Journal, 7(8), 2,141–54.

Harvey. (2006). What's the next big thing with literature circles. *Voices from the middle*. 13(4), 10-15.

Hasminoglu, M. (2005). Teaching English through Literature. *Journal of Language and Linguistic Studies,* April 2005, 1(1), 53-66.

Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press.

Heidegger, M. (1962) *Being and Time*. New York: Harper-Collins Books.

Held, K. (2007). Phenomenology of "authentic time" in *Hursel and Haddeger International Journal of philosophical studies,* 15(3) doi 10.1080/096725070144591.

Herman, P. A., Anderson, R. C., Pearson, P. D., & Nagy, W. (1987). Incidental acquisition of word meanings from expositions with varied text features. Reading Research Quarterly, 22, 263-284.

Hirvela, A. (1989). Five bad reasons why *language teachers* avoid literature. *British Journal of Language Teaching*, 27, 127-132.

Hirvela, A., & Boyle J. (1988). Literature courses and student attitudes. *ELT Journal*, 42, 179-184.

Horst, M., Cobb, T. & Meara, P. (1998). Beyond A Clockwork Orange: Acquiring second language vocabulary through reading. *Reading in a Foreign Language*, 11, 207-223.

Husserlian, A. (2007). Phenomenological research. *Nurse Researcher, 17* (2), 16-24.

Hulstijn, J. (1992). Retention of inferred and given word meanings. Experiments in incidental vocabulary learning. In P. J. L Arnaud & H Beljoint (Eds). *Vocabulary and Applied Linguistics* (pp. 113-125). London: Macmillan.

Hulstijn, J. H. (1997). Mnemonic methods in foreign language vocabulary learning. In J. Coady & T. Huckin (Eds), *Secondary language vocabulary acquisition* (p. 203-224. Cambridge, UK: Cambridge University Press.

Hulstijn, J. H. (2001). Intentional and incidental second language vocabulary learning: A reappraisal of elaboration, rehearsal and automaticity. In P. Robinson (Ed.), *Cognition andsecond language instruction* (pp. 258-286). Cambridge, UK: Cambridge University Press.

Jitendra, A., Edwards, L., Sacks, G., & Jacobson, L. (2004). What research says about vocabulary instruction for students with learning disabilities? *Exceptional Children,* 70(1), 299-322.

Jonathan, J. P. A (2005). *Why Teach Literature in the Foreign Language Classroom?* Madrid: Universidad de Alcal'a.

Kachru, NO 3: (1985). *Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle. Available from:* http://onlinelibrary.wiley.com/doi/10.1111/j.1467-971X.1992.tb00054.x/abstract

Kachru, NO 3: 1982. *The other tongue: English across cultures*. Urbana, IL: University of Illinois Press.

Kamwangamalu, Nkonko & Chisanga. (1996). English in Swaziland: Form and function. In de Klerk, V. (ed.), *Varieties of English around the world: Focus on South Africa*. Amsterdam: Benjamins, 285-300.

Kamwangamalu, N. and Moyo, T. 2003. Some Characteristic Features of Englishes in Lesotho. Malawi and Swaziland. Per Unguam, 19(1&2), 39-54

Khatib, M. & Fat'hi, J. (2012). Postmethod pedagogy and ELT teaching. Journal of Academic and Applied Studies, 2(2), 22-29

Khatib, M. & Nourzadeh, S. (2011). Some Recommendations for Integrating Literature into EFL/ESL Classrooms. International Journal of English Linguistics, 1(2), 258.

Khatib, M., Rezei S., & Derakhshan, A. (2011) Literature in EFL/ ESL classroom. *ELT,* 4(1), 201-208

Kramsch, C. &, Kramsch, O. (2000). The avatars of literature in language study. *The Modern Language Journal, 84*(1), 553–573.

Kramsch, C. & Nolden, T. (1994). Redefining literacy in a foreign language. *Die Unterrichtspraxis,* 27(1), 28–35

Krashen, S. D. (1991). *Second language acquisition and second language learning.* Oxford: Pergamon Press.

Kuhs, T. & Ball, D. (1986). Approaches to teaching mathematics: Mapping the domains of knowledge, skills and dispositions. Retrieved August 5, 2016 from http://staff.li No 3:msu.edu/corby/education/Approaches_to_Teaching_Mathematics.pdf.

129

Kumar, P. C. (2013). The Eclectic Method- Theory and its Application to the Learning of English, *International Journal of Scientific and Research Publication*, 3(6), Shamushabad: Hyderabad.

Kumaravadivelu,   NO 3: (2006). *Understanding language teaching: From method to post method.*
    Mahwah, NJ: Lawrence Erlbaum Associates.

Labo-Popoola, S. O. (2010). The Place of Literature in the Teaching of English Language as a Second Language, *The Social Sciences*, 5(1), 49-54.

Larser and Freeman (2011). Techniques and Principles in Language Teaching. Third Edition. Oxford University Press: London

Laufer, NO 3: (2003). Vocabulary acquisition and second language learning. Do learners really acquire most vocabulary by reading? *The Canadian Modern Language Review*, 59(4), 567-587.

Lazzar, G. (1993). Literature and language teaching: A guide for teachers and trainers. Cambridge: Cambridge University Press.

Liang, Y. (2009). Problems and approaches of teaching college English in large classes. Science and Technology Information, 8, 120.

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry.* Beverly Hills: CA: Sage.
Lima, C. (2010). Selecting 'Literary Texts for Language' Learning. *Journal of NELTA*. December 2010, 15, (1-2), 110., 201).

Lincoln, Y. S. & Guba, E. G. (1985).*Naturalistic inquiry.* Beverly Hills: CA: Sage.

Lubliner, S. & Smetana, L. (2005). The effects of comprehensive vocabulary instruction on students' metacognitive word-learning skills and reading comprehension. *Journal of Literacy Research, 37*, 163-200.

Lyman-Hager, M. A. (2000). Bridging the language-literature gap: Introducing literature electronically to the undergraduate language student. *CALICO Journal, 17* (3), 431–452.

MacKenzie, I. (2000). Institutionalized utterances, literature, and language teaching. Language and Literature, 9, 61-78. doi:10.1177/096394700000900105, http://dx.doi.org/10.1177/096394700000900105. Accessed 8th October 2016.

Mainland, C. (2013). Teaching Literature like a Foreign Language; or, What I Learned When I Switched Departments, *Pedagogy*, 13 (1), 2013: 145-148.

Marshall, M. (1979). Love and death in Eden: Teaching English literature to ESL students. TESOL Quarterly, 13(3), 331-340.

Martin, J.R. (2006). Metadiscourse: designing interaction in genre-based literacy programs. R Whittaker, M O'Donnell & A McCabe [Eds.] Language and Literacy: functional approaches. London: Continuum. pp.95-122.

Mays, N. & Pope, C. (1995). Rigor and qualitative research. *British Medical Journal, 311* (6997), 109.

Marx, R.W., Blumenfeld, P. C., Krajcik, J. S., Fishman, NO 3:, Soloway, E., Geier, R. & Tal, R. T. (2004). "Inquiry-based science in the middle grades: Assessment of learning in urban systemic reform". Journal of Research in Science Teaching, 41(10), 1063-1080.

Mazibuko, E. (2013) "Swaziland: Access, Quality and Relevance" in Harber, C. *Education in Southern Africa.* Johannesburg. Bloomsbury Group.

Mckay, S. (1982) Literature in the ESL Classroom, *TESOL Quarterly16* (4), 529-536.

McKay. S. (1982). Literature in the ESL Classroom. TESOL Quarterly, 16, 529-536.

McKendry, E. (2006). Immersion Education: A short Guide for Teachers. *An Overview of Second language Teaching Methods*. Belfast: Queen's University.

McKendry, M. (2001). SLA before ABC: Factors facilitating second language acquisition in Irish-medium playgroups. *Teanga*, 15, 127-136.

McLaughlin, NO 3: (1987) *Theories of second language learning.* London: Edward Arnold.

Mc Laughlin, NO 3:, August, D., Snow, C., Carlo, M., Dressler, C., White, C., Lively, T., & Lippman. (2000). *Vocabulary improvement and reading in English language learners: An intervention study*. Retrieved December 12, 2004, from http://www.ncela.gwu.edu/pubs/symposia/ reading/6august.pdf.

McNicholls, I. (2006). Using enchantment: Children's Literature in an EFL teacher education context. In Paran (ed.), 71-85.

McRae, J. (1991/2008). Literature with a small 'l'. Basingstoke: Macmillan / Nottingham: CCCP Press.

McVey, D. C. (2007). Helping ESL students improve their vocabulary. *ESL Magazine*. (July/August), 20-21.

Mellow, J. D. (2000). Towards principled eclecticism in language teaching: The two-dimensional model and the centering principle. *TESL-EJ*, *5*(4), 1-1.

Mertens, D. M. (2003). Mixed methods and the politics of human research: The transformative-emancipatory perspective. In A.Tashakkori & C.Teddlie (Eds.), Handbook of mixed methods in social and behavioural research (pp. 135–164). Thousand Oaks, CA: Sage.

Mertens, D. M. (2005). Research and evaluation in education and psychology: integrating diversity with qualitative, quantitative and mixed methods. Thousand Oaks, CA: Sage. p6.

Miles, M. NO 3: & Huberman, A. M. (1994). Qualitative Data Analysis: an Expanded Sourcebook,

Thousand Oaks, California: Sage.

Minkoff, P. (2006). Talking it over in class. In Paran (ed.), (2006a). *Literature in Language Teaching and Learning.* Alexandria, VA: TESOL, 41(4) 465-496.

Mittal, R. (2016). Poetry Is Language at Its Most Distilled and Powerful": Bringing Poetry in Language Classes Can Make Language Understanding and Communication Skills Better Linguistics and Literature Studies 4(1): 52-56, http://www.hrpu No 3:org

Mkhonza, S. (2009). *Teaching English in Swaziland.* London. Barnes and Noble

Morse, J. M., Barrett, M., Mayan, M., Olson, K. & Spiers, J. (2002). Verification strategies for establishing reliability and validity in qualitative research. *International Journal of Qualitative Methods, 1*(2), 1-19.

Morse, J. M. (1999). Myth #93: Reliability and validity are not relevant to qualitative inquiry. Qualitative Health Research, 9, 717.

Nagy, W. E. & Herman, P. A. (1987). Breadth and depth of vocabulary knowledge: Implications for acquisition and instruction. In M. G. Mckeown, & M. E. Curtis (Eds.), *The Nature of vocabulary acquisition*. Hillsdale, NJ: Erlbau

133

Nagy, W. E. & Scott, J. A. (1990). Word schemas: Expectations about the form and meaning of new words. *Cognition & Instruction, 7*(2), 105-127.

National Reading Panel (2000). *Report of the National Reading Panel: Teaching children to read : an evidence-based assessment of the scientific research literature on reading and its implications for reading instruction*. [Bethesda, Md.?]: U.S. Dept. of Health and Human Services, Public Health Service, National Institutes of Health, National Institute of Child Health and Human Development.

Neuman, W. L. (2003). *Social research methods: Qualitative and quantitative approaches* (5th ed.). Boston: Allyn & Bacon.

Nuttall, C. (1982). Teaching reading skills in a foreign language. London: Heinemann.

Ogunnaike, O. (2002). The language of implicit preferences. *Journal of Experimental Social Psychology*, 46, 999-1003.

O'Neill, S. (2008). A case study of learning in English as a foreign language (EFL) in Japan: High school students' English proficiency levels and fostering positive cross-cultural attitudes. *International Journal of Pedagogies & Learning, 4*(5), 104-120.

Oxford, R. L. (2003). Sources of variation in language learning. In R. NO 3: Kaplan (Ed.), The Oxford handbook of applied linguistics (pp. 245-252). New York: Oxford University Press.

Paran, A. (1999). Methodological issues in using poetry in the ELT classroom. *ELT News and Views: Literature in ELT Supplement, 6*(1), 20–22.

Paran, A. (Ed.). (2006). *Literature in Language Teaching and Learning.* Alexandria, VA: TESOL, 41(4), 465-496.

134

Paran, A. (2008). "The role of literature in instructed foreign language learning and teaching: An evidence-based survey." Language Teaching, 41 (4) 465-496.

Parkinson, NO 3: & H. Reid-Thomas. (2000). *Teaching literature in a second language*. Edinburgh: Edinburgh University Press.

Parudean, A. N. (2015). Approaches to teaching Literature in EFL Classrooms. *Journal of Romanian Literary Studies* (6) Aurel Vlaiew: University of Arad

Patton, M.Q. (2002). *Transaction Models Responsive and Illuminative Evaluation in Qualitative Research and Evaluation Methodology, 3rd Ed*. University Of La Rioja: Sage Publications.

Pearson, P. D., Hiebert, E. H. & Kamil, M. L. (2007, Apr/May/June). Vocabulary assessment: What we know and what we need to learn. *Reading Research Quarterly*, 42(2), 282-296.

Pennycook, A. (2007).*Global English and Transcultural Flows*. Routledge, Edinburgh.

Pieper, I. (2011). Items for a description of linguistic competence in the language of schooling necessary for teaching and learning literature (end of compulsory education) – An approach with reference points. Language Policy Division, Council of Europe: Strasboug.

Pillar. A. L.(2007). Teaching language through literature: the waste land in the ESL classroom. *Odisea,* 1(8), 7-17.

Pinar, O. & Jover, T. (2011). Using Art in the Classroom. MacMillan Publishers Ltd.

Pitts, M., White, H. & Krashen, S. (1989). Acquiring Second Language Vocabulary through Reading: A Replication of the Clockwork Orange Study Using Second Language Acquirers. Reading in a Foreign Language, 5, 271-275.

Popay, J., Rogers, A. & Williams, G. (1998). Rationale and standards for the systematic review of qualitative literature in health services research. *Qualitative Health Research*, 8, 341-351.

Povey, J. F. (1967). Literature in TESL programs: The language and the culture. *TESOL Quarterly, 1,* 40–46.

Prabhu, N. S. (1990). There is no best method—why? *TESOL Quarterly, 24*, 161–176. http://dx.doi.org/10.2307/353586897

Pulido, D. (2003). Modeling the role of second language proficiency and the topic familiarity in second language incidental vocabulary acquisition through reading. *Language Learning*, *53*(2), 233-284.

Rice, I. & Linda, J. (2006). *What was it like? Teaching History and Culture through Young Adult Literature, Teachers?* New York: College Press.

Ritlyova, A (2014). Creative use of literature in language teaching. *Online konferencia* 29 94-102.

Richards, J. C. & W. A. Renandya (Eds.) (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

Rivers, W. M. (1981). Teaching foreign language skills. Chicago: The University of Chicago Press.

Roe, NO 3: D. & Ross, E. P. (2006). *Integrating Language through Literature and Thematic units.* Pearson: Allyn Bacon Prentice Hall.

Roe, NO 3: D, & Ross E. P. (2010). *Benefits of Literature.* Prentice Hall: Pearson Allyn Bacon.

Rosenkjar, P. (2006). Learning and Teaching How a Poem Means: Literary Stylistics for EFL Undergraduates and Language Teachers in Japan. In Paran (ed.), 117–131.

Sadala, M. L. A., & Adorno, R. de C. F. (2002). Phenomenology as a method to investigate the experience lived: A perspective from Husserl and Merleau-Ponty's thought. *Journal of Advanced Nursing, 37* (3), 282-293.

Sage, H. 1987. Incorporating Literature in ESL Instruction. New Jersey: Prentice-Hall, Inc

Samad, A. A., Aziz, M., & Abdullah, T. (2008). Teachers' perceptions of literature circle as a technique to teach creative writing using texts. In M. A. N. Omar & Z. Zainal (Eds.), Research in Language Teaching (pp. 27-52). Johor Bahru, Malaysia: Universiti Malaysia Press.

Sandelowski, M. (1993). Rigor or rigor mortis: The problem of rigor in qualitative research revisited. *Advances in Nursing Science, 16*(2): 1— 8.

Savidou, C. (2004).*The Internet TESL Journal, X.* Available from: http://itselj.org/ (Accessed 20 March 2016)

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge. CUP

Schwandt, T. A., Lincoln, Y.S., & Guba, E.G. (2007). Judging interpretations: But is it rigorous? Trustworthiness and authenticity in naturalistic evaluation. *New Directions for Evaluation*, (111), 11-25.

Scott, J. A., Nagy, W. E., & Flinspach, S. L. (2008). More than merely words: redefining vocabulary learning in a culturally and linguistically diverse society. In A. E. Farstrup &

S. J. Samuels (Eds.), What research has to say about vocabulary instruction (pp.182-210). Newark, DE: International Reading Association.

Shank, G. D. (2006). *Qualitative research: A personal skills approach, 2ⁿᵈ Ed*. Upper Saddle River, NJ: Pearson.

Short, M. (1988) *Reading Analyzing and Teaching Literature*. Harlow: Longman.

Short, M. (ed.) (1996) Reading, Analysing and Teaching Literature. Harlow: Longman.

Simpson, M. L., & Randall, S. N. (2000). Vocabulary development at the college level. In R.F. Flippo & D.C. Caverly (Eds.), Handbook of college reading and study strategy research (pp. 43-73). Mahwah, NJ: Lawrence Erlbaum.

Silverman, D. (2001) *Doing Qualitative Research: A Practical Handbook*. London: Sage Publications.

Snow, C.E., Griffin, P., Burns, M. S. (2005). *Knowledge to Support the Teaching of Reading: Preparing Teachers for a Changing World*. San Francisco: Jossey-Bass.

Srinivasa, R. I. (2010). Value of Literature in Language Teaching. Tabuk: Sage Publications.

Stahl, S. (1986). Three principles of effective vocabulary instruction. Journal of Reading 29, 662-668.

Stahl, S. & Fairbanks, M. (1986). The effects of vocabulary instruction: A model-based meta-analysis. Review of Educational Research, 56, 72-110.

Stahl, S. & Nagy, W. (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum Associates

138

Stern, H. H. (1983). Fundamental concepts of language teaching. Oxford: Oxford University Press.

Subramaniam, G. (2002). Reading through literature and literature through reading: The incorporation of a literature component in the Malaysian ESL syllabus. In M. K. David, & F. Hashim (Eds.), *Developing reading skills* (pp. 55-74). Malaysia: Sasbadi.

Swaziland Ministry of Education. (1986). Policy Document on Education. Mbabane. Swaziland. Swaziland Population Report (2015),

Tasneen, W. (2010). Literary Texts in the Language Classroom: a Study of Teachers' and Students' views at International Schools in Bangkok, *Asian EFL Journal, 12* (4)

Tekmen, E. A. & A. (2006). An investigation of incidental vocabulary acquisition and relation to learner proficiency level and word frequency. *Foreign Language Annals*, 39(1) 220-243.

Thakur, D. (2003). Teaching language through literature: Problems and principles. *Yemen Times*. 642. 13.

The General Certificate of Secondary Education (SGCSE) English Language syllabus, Syllabus 6873 (November 2013 and December 2014) Manzini: Macmillan Boleswa Publishers.

The General Certificate of Secondary Education (SGCSE) Literature in English syllabus, Syllabus 6873 (December 2014) Manzini: Macmillan Boleswa Publishers.

The Research Playbook. (2015). *Data Collection an Eclectic Approach.* Available from: https://researchplaybook.wordpress.com/2010/02/24/data-collection-an-eclectic-approach/ (Accessed 31 March 2016).

Thompson (1983). The "Good language learner". From: www.cels.bham.ac.uk. Accessed 20
    August 2016.

Tobin, G.A., & Begley, C.M. (2004). Methodological rigor within a qualitative framework.
    Journal of Advanced Nursing, 48 (4), 388-96. Unterrchtspraxis, 27 (1) 28-35.

Trofimovich, P. (2008). Using priming methods in second language research. London:
    Routledge.

Wa Thiong'o, N. (1986). Decolonising the Mind: The politics of Language in African Literature.
    London: James Currey.

Widdowson *HG. (1983). Learning* Purpose and *Language* Use, Oxford: Oxford University Press

Yen (2005Yimwilai, S. (2015), *An Integrated Approach to Teaching Literature in an EFL
    Classroom,* in English Language Teaching, vol. 8, No. 2, p. 15

Yeasmin, N., Azad, Md. A. K., & Ferdoush, J. (2011). Teaching language through literature:
    Designing appropriate classroom activities. ASA University Review, 5(2), 283-297.

Zhang, Y & Wildemuth, NO 3:M. (2006). *Qualitative Analysis of Content.* Available from:
    https://.www.ischool.utexas.edu/yanz (Accessed 10 April 2016)

UNIVERSITY OF ™
KWAZULU-NATAL

ENYUYESI
YAKWAZULU-NATALI

28 October 2014

Mrs TV Makhubu 214584595
School of Education
Edgewood Campus

Dear Mrs Makhubu

Protocol reference number: HSS/1419/014M
Project title: The role of literature in the teaching of English as a Second Language (ESL) at Senior Secondary Level in Swaziland

Full Approval – Expedited Application

In response to your application received 17 October 2014, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol have been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number.

PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 3 years from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Dr Shamila Naidoo (Deputy Chair)
Humanities & Social Sciences Research Ethics Committee

/pm

Cc Supervisor: Professor Gregory Kamwendo
Cc Academic Leader Research: Professor P Morojele
Cc School Administrator: Mr Thoba Mthembu

Humanities & Social Sciences Research Ethics Committee
Dr Shenuka Singh (Chair)
Westville Campus, Govan Mbeki Building
Postal Address: Private Bag X54001, Durban 4000
Telephone: +27 (0) 31 260 3587/8350/4557 Facsimile: +27 (0) 31 260 4609 Email: ximba@ukzn.ac.za / snymanp@ukzn.ac.za / mohunp@ukzn.ac.za
Website: www.ukzn.ac.za
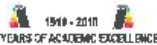
1910 - 2010
100 YEARS OF ACADEMIC EXCELLENCE
Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

141

The Government of the Kingdom of Swaziland

Ministry of Education & Training

Tel: (+268) 2 4042491/5   P. O. Box 39
Fax: (+268) 2 404 3880   Mbabane, SWAZILAND

09th October, 2014

Attention:
Principal/Head Teachers:
William Pitcher Teacher Training College   Swazi National High School

THROUGH
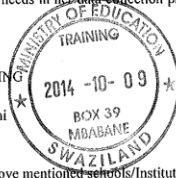Manzini Regional Education Officer

Dear Colleague,

RE: REQUEST FOR PERMISSION TO COLLECT DATA FOR UNIVERSITY OF KWA-ZULU NATAL STUDENT – MS. THAB'SILE VERONICA MAKHUBU

1. Reference is made to the above mentioned subjects.
2. The Ministry of Education and Training has received a request from Ms. Thab'sile V. Makhubu, a student at the University of Kwa-Zulu Natal, that in order for her to fulfill her academic requirements at the University of Kwa-Zulu Natal, she has to collect data (conduct research) and her study or research topic is: *The Role of Literature in the Teaching of English as a Second Language (ESL) at Senior Secondary School Level in Swaziland.* The population for her study comprises of all English Language Teachers from the above mentioned school/institution. All details concerning the study are stated in the participants' consent form which will have to be signed by all participants before Ms. Makhubu begins her data collection. Please note that parents will have to consent for all the participants below the age of 18 years participating in this study.

3. The Ministry of Education and Training requests your office to assist Ms. Makhubu by allowing her to use above mentioned schools in the Manzini region as her research sites as well as facilitate her by giving her all the support she needs in her data collection process. Data collection period is one month.

DR. SIBONGILE M. MTSHALI-DLAMINI
DIRECTOR OF EDUCATION AND TRAINING

cc: Regional Education Officer – Manzini
        Chief Inspector – Secondary
        Chief Inspector - Tertiary
        2 Head Teachers/Principals of the above mentioned schools/Institutions
        Prof. Gregory H. Kamwendo

Page 1

SWAZI

The Ethical Clearance C
University of KwaZulu N
School of Education
Edgewood Campus

Dear Sir/ Madam

Re: CONSENT ON USF

This letter serves to co
been granted permissio
School for her research.

She has assured the sch
and will be as unobtrusi
be associated with curre

Deleted:

Appendix 4: Informed Consent to Act as Research Study Participant

September 2014

Dear Participant

INFORMED CONSENT LETTER

My name is Thab'sile Veronica. Makhubu. I am a Masters student under the supervision of Professor Gregory Kamwendo in the School of Education, Edgewood Campus University of KwaZulu-Natal. My Masters research is on Curriculum Studies. The title of my study is The Role of Literature in English in the Teaching of English as a Second Language (ESL).I will be conducting my research in your school. In order to gather information for the research, you will be asked some questions.

 Please note that:

•   Your confidentiality is guaranteed as your inputs will not be attributed to you in person, but reported only as a population member opinion.

•   The interview may last for about 1 hour and may be split depending on your preference.

•   Any information given by you cannot be used against you, and the collected data will be used for purposes of this research only.

•   Data will be stored in secure storage and destroyed after 5 years.

•   You have a choice to participate, not participate or stop participating in the research. You will not be penalized for taking such an action.

•   The research aims at establishing what teachers views are on the role of literature in

        English in the teaching of English as Second language

•   Your involvement is purely for academic purposes only, and there are no financial

        benefits involved.

•   If you are willing to be interviewed, please indicate (by ticking as applicable) whether or

not you are willing to allow the interview to be recorded by the following equipment

	Willing	Not Willing
Audio equipment	✓	
Photographic equipment	✓	
Video equipment	✓	

I can be contacted at:

Email: thabiemakhubu@yahoo.com

Cell: + 268 76042870

As already mentioned above, my supervisor is Professor Gregory Kamwendo. His office is located at the Main Administration & Tutorial Building, University of KwaZulu-Natal, Edgewood Campus. Contact details: Tel: +2731-260 3531

Fax:+ 2731- 260 3600

E-Mail: kamwendo@ukzn.ac.za

You may also contact the Research Office through:

Prem. Mohun

University of KwaZulu-Natal

HSSREC Research Office

Govan Mbeki Centre

Contact details: Tel: 031 260 4557

E-mail: mohunp@ukzn.ac.za

Thank you for your contribution to this research.

Sincerely,

Thab'sile Veronica Makhubu

Appendix 5: Turn-It-In Report

Makhubu thesis

ORIGINALITY REPORT

8%	6%	4%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

PRIMARY SOURCES

1	medwelljournals.com Internet Source	1%
2	Submitted to St. Paul's Grammar School Student Paper	1%
3	www.thefreelibrary.com Internet Source	<1%
4	uir.unisa.ac.za Internet Source	<1%
5	eltsjournal.org Internet Source	<1%
6	eprints.ioe.ac.uk Internet Source	<1%
7	Daskalovska, Nina, and Violeta Dimova. "Why should Literature be Used in the Language Classroom?", Procedia - Social and Behavioral Sciences, 2012. Publication	<1%
8	www.ual.es Internet Source	<1%
9	en.wikipedia.org	

145

Appendix 6:   Editors' Letter

Potens Pen Scribendi Editors
4204 Malan Street
Fordsburg
Johannesburg
South Africa

13 June 2016

To whom it may concern

Ref: Editing services confirmation for Mrs. Thab'sile Makhubu's Masters Thesis

This letter serves to confirm that we, Noel Dube and Calory Larr Onyango are the appointed editors for the above named candidate's (Education) dissertation. Mrs. Makhubu approached us in early 2016, and engaged us in the language and structural editing of her Masters dissertation titled *The Role of Literature in English in the teaching of English as a Second Language at Senior Second School Level in Swaziland*. The services included addressing, among others, improving expression, grammar use, paragraphing, referencing (both in-text and end-of-text).

We are both registered members of the South African Editors Group, and all queries regarding the editing of Mrs. Makhubu's dissertation may be directed to us in the provided contact details. Any other further information regarding our services is only available upon request. It is our pleasure to be of **assistance** in whatever regard pertaining to the editing service provided herein. Thank you.

Kind regards

Noel Dube – Cell: +2776579153   Calory Larr Onyango – Cell: +27733664667

                                                                    Tel: +27115594538

Email: noeldube111@gmail.com   Email: potensp@gmail.com

Please provide the following information by putting a check [√] in the relevant place and giving additional information where appropriate.

1. Name: …………………………………………………………………..……

2. Age: 20-25……..   26-30 ………..   31- 35 ……….

                     36-40 ……..   41-45 ………..   46- 50……….

                     51-55 ……..   56-60 ………

3. . Gender   M ……….

                  F ………..

4. What is your teaching qualification   Secondary Teachers' Diploma ………..

                                   BA Humanities   ………..

                                   Bachelor of Education   ………..

                                   Post Graduate Diploma in Ed. ……….

                                   Other …………………………..……..

5. For how long have you been teaching: …………………………….……

6. Learned Literature in English at High school   Yes………..

                                            No………..

7. Learned Literature at college or University   Yes ………

                                          No ………

8. Do you teach Literature in English at Senior Secondary   Yes ………..,

                                         No ………..

9. Do you teach English Language at Senior Secondary   Yes ………..,

                                         No ………..

10. Do you teach both components to the same class   Yes ………..,

                                         No ………..

Appendix 8: Interview Questions

INTERVIEW CHECKLIST

1. Please tell me briefly about your literature learning experience from Senior Secondary to University?
2. Was learning literature at any of these levels beneficial to your language proficiency or learning in generally?
3. In what way did you learn English language during your Literature lesson?
4. How would you say your methodology lessons equipped you for integrating literature in your language lessons?
5. Why would you want or not want Literature to be a component of English Language syllabus?
6. What would you say are the advantages of including Literature in the ESL instruction?
7. Please explain what challenges you would face when integrating literature in ESL?
8. Do you think Literature can be a good resource for language lessons?
9. What do you think about literature as an optional subject in the school curriculum?
10. In your opinion what is the implication of this status?
11. Should the curriculum be revisited and what would you suggest?
12. Would you teach Language in your literature and why?
13. How do pupils who opt for literature perform in English and other subjects?
14. What in your opinion is responsible for your answer?.
15. Please tell me if you would make literature a component of Language or a compulsory subject?
16. Would you like to share any information concerning how literature is taught at senior secondary?
17. Are teachers ready to use Literature in the teaching of Language.

Appendix 9: Focus Group

FOCUS GROUP QUESTION GUIDE

In your opinion, does Literature have a role in the teaching of Language?

How popular is Literature in the schools and why?

Does the way Literature is taught have a bearing on how it is received by the learners?

How are teachers trained to use Literature to teach Language?

In your opinion what should be the status of Literature in all schools and why?

What do you think is the reason for this attitude towards literature is?

What should be done about to improve the situation?

Do all teachers of English want to teach Literature and what are the reasons for that?