

**INVESTIGATING THE TEACHING AND ASSESSMENT METHODS OF
ENGLISH LITERATURE AS A SECOND LANGUAGE IN THE JUNIOR
PHASE: A CASE STUDY OF THREE SCHOOLS IN WINDHOEK, NAMIBIA**

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ABSTRACT

The purpose of this study was to investigate the teaching and assessment methods of English literature as a second language in the junior phase. Literature showed that studying literature in a second language has many benefits which ranges from integrating language skills to increasing learners overall reading proficiency.

Social constructivism formed the theoretical framework for this study. The study followed a qualitative case study design by investigating the teaching strategies and the assessment methods used by teachers to teach literature.

The teaching and assessment methods used by teachers in their literature lessons were looked at through lesson observations and structured interview guide of six teachers selected using the snowball sampling strategy.

Determining learners' overall knowledge on elements of literature was done through completion of questionnaires by the sample of 71 learners. Learners were asked to indicate teaching strategies and assessment methods their teachers used during their literature lessons.

Data analysis was done by coding and categorizing responses into themes. Results were presented on the themes and patterns that emerged from the data. The main findings from the study showed that both teachers and learners experienced challenges in literature teaching and learning. The study found that lack of literature materials in

schools threatens the overall literature teaching. Furthermore, the majority of learners indicated that they enjoyed literature and are willing to be taught more literature and only a few who do not.

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ACRONYMS USED IN THE STUDY

JSC- Junior Secondary Phase

ESL- English as a Second Language

DoE- Department of Education

MoE- Ministry of Education

ZPD- Zone of Proximal Development

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DEDICATION

This study is dedicated to my late husband, Simon Matheus, who contributed a lot to the foundation of my career, my kids: Iyaloo Matheus, Ndati Matheus, Tangi Matheus and Nanyooshili Matheus, in a hope that they will all complete their studies and lead successful independent career lives.

DECLARATIONS

I, Sylvia Ndapewa Ithindi, declare hereby that this study is a true reflection of my own research, and that this work, or part thereof has not been submitted for a degree in any other institution of higher education.

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Sylvia N. Ithindi

Date.....

CHAPTER 1: INTRODUCTION

1.1 BACKGROUND INFORMATION

After Namibia gained its political independence, the government viewed education as the first priority. English was introduced as the official language and in most Namibian schools it was offered as a second language. The use of the communicative approach in Namibian schools, which recommends teaching English in native-like method was also introduced (Nyathi, 2001). This means that the focus of teaching shifted from the teacher-centered approach to learner-centered approach where learners are expected to play a vital role in the construction of language. Currently, the standard of teaching English in our country is deteriorating. This is indicated by the high failure rate of English in grade 10 and 12 external examinations. Having realised this situation, several measures are being taken by the government to counteract the decline of language teaching. One of the measures is the introduction of English literature into the English Second Language Syllabus for Junior Secondary phase in schools.

According to Savvidou (2004), teaching literature is an integrated approach and teachers need to select an approach which best serves the needs of the learners and the syllabus. Popp (1996) suggests the use of three models in the teaching of literature. They are: **The cultural model, the language model and the personal growth model**. According to her, **the cultural model** represents the traditional approach to teaching literature. It requires learners to explore and interpret the social, political literature and historical

context of a specific text but also encourages learners to understand different cultures and ideologies in relation to their own. Savvidou (2004) described **the language models** as the most common approach applied in classrooms. He further explained that it enables learners to access a text in a systematic and methodical way in order to exemplify specific linguistic features. This approach offers the range of strategies used in language teaching through activities which manipulate literary texts in order to serve specific linguistics goals.

The personal growth model attempts to link the cultural and language models by focusing on the particular use of language in a text, as well as placing it in specific cultural contexts (Savvidou, 2004). This means that under this model learners are encouraged to express their opinions, feelings and make connections between their own personal and cultural experience and those expressed in the text.

1.1.1.Namibian Syllabus

According to the English Second Language Syllabus for grade 8-10 (MoE, 2010), the study of literature comprises mainly two components namely: poetry and prose (including novels, short stories and drama). The prescription of reading per grade is as follows: Grade 8: 5 poems (compulsory) and one of the following: a choice of four short stories or one short novel or one drama. Grade 9: eight poems (compulsory) and one of the following: a choice of four short stories or one short novel or one drama. Grade 10:

10 poems (compulsory) and one of the following: a choice of five short stories or one short novel or one drama.

Although Literature is supposed to be taught to all the learners (full-time and part-time), only the part-time candidates write a literature paper, Paper 4, in the final Grade 10 examination and the full-time candidates are not assessed with the examinations. The English Second Language Syllabus (MoE documents, 2010) also explains clearly that literature texts should be assessed formally. At least two short tasks/tests on the prescribed literature should be marked per term. MoE documents (2011) explained that though the assessment of general knowledge on literature should be encouraged, the teaching of literature using authentic materials like newspapers, comics and magazines should precede assessment. They further argued that oral assessment should be used as a monitoring tool for teaching literature. If oral assessment reveals that learners do not understand what they have read even after being taught strategies used by efficient readers, diagnosis of the causes and finding solutions to the problem should follow.

MoE documents (2011) encourages also the use of representational texts in literature lesson, this can be anything from verbal words, a painting, photographs, cartoons, drawings, songs, comics, statues to even a building. The representational language of literary texts involves the learners engage their emotions as well as their cognitive faculties. In addition, Mbondo and Valombola (2011) explain that teachers need to select representational materials that will enhance learners' imaginations and interests. This

means that selected texts would be best if, after reading them, learners are left with a hunger to explore more about either the type or theme they discussed.

According to Ahmad and Aziz (2009) in many literature classes today, teachers merely tell the stories in their own words or explain each sentence as they read. As a result, learners do not get enough practice in reading and understanding for themselves. Also they miss out on an opportunity to enhance their vocabulary and language skills. This is probably why our learners do not want to read or write literary texts on their own.

The study done by Krishnamurthy (2010) stated that many teachers have been trained in the old system of pre-independence and as a result they are weak in English grammar and in reading. This means that learners from primary level to secondary level are being taught by teachers whose own proficiency in English is questionable, thus hampering literature teaching as well. In addition, the study done by Agee (2000) found out that even though teachers believed that literature discussion should emerge from learners' interests and flow with the authority of learners' voices, they felt compelled to talk about literature through the conventional language of analytic discourse. He further explained that such teachers teach texts that learners find difficult and these teachers have regarded their goals as teaching particular readings instead of teaching ways of reading.

1.2. STATEMENT OF THE PROBLEM

The Ministry of Education prescribes literature in Grade 8-10 in English as a Second language. However, English Second Language literature is only assessed as part of continuous assessment in Grades 8–10 and therefore not part of the end of year

examination. According to the study done by Krishnamurthy (2010) literature, in Namibia is neither used for language teaching nor taught as a subject to second language learners at all levels, thus literature teaching is a challenge. Most English teachers took English as a Second Language ordinary level in grade 11 and 12 where literature is not a formally taught as a component. These teachers thus do not have a strong literature background. It is against this background that the researcher investigated how English literature is being taught and assessed in the English Second Language as a subject in the junior secondary phase in three selected schools in Windhoek. Although literature is prescribed in the syllabus and it has to be assessed twice per term, it is doubtful whether literature receives the attention it deserves in grade 8-10.

1.3. RESEARCH QUESTIONS

In this study, the following research questions were addressed:

1. What strategies do teachers use in English Second Language (ESL) to teach literature in the Junior Secondary Certificate (JSC) phase?
2. How do ESL teachers assess literature in Junior Secondary Certificate (JSC) phase?
3. How do grade 8-10 learners perceive the teaching and assessment of literature in ESL?

1.4 SIGNIFICANCE OF THE STUDY

The study will be important to English advisory teachers as it might provide information on how the teaching of literature is conducted in schools. It will also help teachers to improve their strengths and eliminate weaknesses in teaching literature. By analysing the data that the study provides, teachers might realise whether they have been teaching literature successfully or not.

1.5 LIMITATIONS OF THE STUDY

The biggest limitation in this study is that because data collection was done during the third term (22-30 September 2014), it was not possible for the grade 10s to be observed since their syllabus ends in term 2. However, they were part of the questionnaires. Some grade 10 teachers refused to be interviewed claiming that they are busy with examination matters. Some grade 8 teachers refused to be observed simply because according to them they had covered literature content in term 2.

The other limitation is that the study was confined only to three schools in the Khomas region Windhoek. Therefore, the results do not reflect a national phenomenon and thus cannot be generalised.

1.6 CONCLUSION

This chapter discussed the background information which laid the foundation of the study. The ESL syllabus, statement of the problem, research questions, significance and limitations were also discussed.

The next chapter discusses literature on notions regarding the teaching strategies and the assessment methods used by ESL teachers to teach literature in the Junior Secondary phase. It also presents the use of literature in the ESL teaching as well as the perceptions on the teaching of ESL literature.

CHAPTER2: LITERATURE REVIEW

INTRODUCTION

This chapter will first discuss the theoretical framework which underpins this study. It furthermore reviews literature about the following:

- Strategies used by teachers to teach and assess literature
- Elements of literature
- Use of literature in ESL class
- Assessment of literature and
- Perceptions

2.1 THEORETICAL FRAMEWORK

This study was based on the social constructivism theory by Vygotsky (1978). The premise of Vygotsky's work is the belief that learners learn as a result of their social interactions with others. Learners 'construct' their own meanings by building on their previous knowledge and experience. New ideas and experiences are matched against existing knowledge, and the learner constructs new or adapted rules to make sense of the world. In such an environment the teacher cannot be in charge of the learners' learning, since everyone's view of reality will be different, and learners will come to the learning process already possessing their own constructs of the world.

Teaching styles based on this approach therefore mark a conscious effort to move from the traditional, methods of teaching and assessing such as objectivist didactic models,

memory-oriented transmission models' to a more learner-centred approach. The English Second Language Syllabus (2010) (ESL) urges teachers to use Learner-Centered Education (LCE) in their ESL classrooms. LCE emphasises the active participation of learners in the learning process, learning through playing, doing and by reflecting on what is learned.

2.1.1. The Zone of Proximal Development (ZPD)

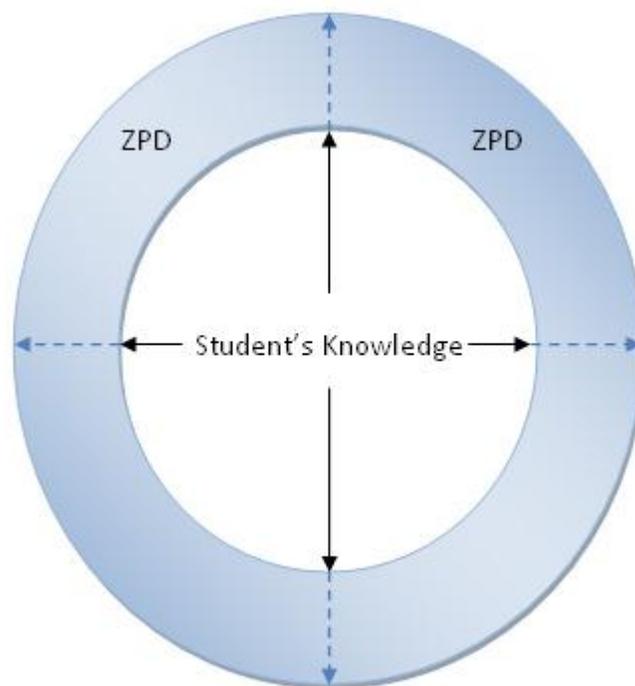
Vygotsky (1978) argues that learning takes place within the Zone of Proximal Development (ZPD). The ZPD is the gap between what a learner has already mastered and what he or she can achieve when provided with educational support (Tracey & Morrow, 2012). In the ZPD, learners can, with help from adults or children who are more advanced, master concepts and ideas that they cannot understand on their own. This model has two developmental levels:

1. The level of actual development – the point the learner has already reached and can problem-solve independently.
2. The level of potential development (ZDP) – the point the learner is capable of reaching under the guidance of teachers or in collaboration with peers.

The ZDP is the level at which learning takes place. It comprises cognitive structures that are still in the process of maturing, but which can only mature under the guidance of or in collaboration with others (Savvidou, 2004). Vygotsky mentioned a whole range of possible interactive interventions to be used for ZPD assessment, among them asking

leading questions, modeling, solving tasks and asking learners to continue trying until they can get it right (Tracey & Morrow, 2012). This reason strongly supports the use of assessment feedback in facilitating the learning process and developing understanding.

The Zone of Proximal Development



White circle: what the learner can learn unaided

Blue circle: what the learner can learn with help

ZPD: area of 'potential' where learning takes place (adapted from Christians, Kudzai & Josiah, 2012, p. 85)

2.1.2. Scaffolding

Scaffolding refers to the assistance that adults and more competent peers provide during learning episodes (Tracey & Morrow, 2012). This support can take the form of clues, reminders, encouragement, breaking down the problem into steps, providing examples or anything else that allows the learner to grow in independence as a learner. Learners learn during the experiences within the zone of proximal development as a result of others' scaffolding

In the literature class, teachers can use the concept of the ZDP and scaffolding during the introduction of a new novel to be read. For example, when the class is introduced to a new novel, learners can read it in one of three ways depending on their reading levels. The more advanced learners can read the novel independently. Learners at the middle level read the novel with a partner and the lowest readers listen to the story on tape and follow along in their texts. While each learner experiences the story in his or her own way, the teacher should walk around in the class and interact with the learners, asking learners individual questions and help to clarify parts of the story to them, if they do not understand.

2.2. STRATEGIES USED BY TEACHERS TO TEACH LITERATURE

Several teachers use various methods to teach literature. Each teacher employs a strategy that he/she believes to be appropriate in assisting his/her learners to do well in literature.

Hence Susana (2014) is encouraging teachers to use one or more of the following strategies in their literature lessons:

2.2.1 Introducing a new book

When learners spend some time looking at the content of a book it can spark their interest and can provide them with contexts that will help them engage with the material. Savvidou (2004) suggests that the teacher can ask learners to examine the covers of their books.

Based on the information on the covers, learners can discuss in pairs or small groups what they think the book might be about. They can also list questions that the cover raises for them.

However, though Savvidou (2004) suggest that the teacher can ask learners to examine the covers of their books to brainstorm the content as a strategy encouraged by Sussana (2014) there seems still to be a gap that needs further exploration on using guiding questions for the learners as a method of introducing a new book.

2.2.2. Character charts

The use of graphic organizers can be used to help learners organise information about major and minor characters in a text. Susana (2014) argues that keeping character charts in class is important because of the following:

- It helps learners to understand more deeply the characters in the text.
- It helps learners develop the skills of looking for textual evidence.

- It helps learners prepare for an essay.
- It ensures accountability that learners are reading.
- It acts as an assessment tool to measure learners' understanding of the text.

Completed character charts are useful tools for writing essays and studying for tests.

2.2.3 Chunking

This is a strategy that helps learners to break down difficult texts into more manageable pieces. It helps learners to identify key words and ideas, develops learners' ability to paraphrase and make it easier for learners to organise and synthesise information (DoE, 2008). Chunking can be used with challenging texts of any length. A paragraph can be chunked into phrases and sentences while reading of several pages can be chunked into paragraphs or sections.

It is always helpful to have learners' record information about each chunk in a graphic organizer, which a teacher may prepare in advance. The MoE documents (2010) refer to this strategy as 'understand the literal meaning of a text', where learners should be able to work out the meaning of unfamiliar words using contextual clues and identifying the relationship between words, phrases and sentences as shown by the grammatical structure or connecting words.

2.2.4 Text-Self, Text-Text

Reading comes alive when people make connections beyond the text itself. This strategy helps learners to strengthen their literacy skills, make connections between the reading and themselves, as well as make connections between the reading and other texts. It is during using this strategy that learners can be asked to relate to their prior knowledge regarding the specific reading text. Acknowledging learners' prior knowledge makes them feel confident about tackling the text at hand. This is in line with Vygotsky's social constructivism theory whose learners' previous knowledge is one of the core principles.

According to Savvidou (2004), after learners have read the text, the teacher can ask them questions that draw out the factual information of the reading, ask learners about the central purpose, meaning and outcomes involved in the text or even ask learners to write and then discuss questions that relate to themselves.

2.2.5 Read aloud

Reading texts aloud provides a way to help all learners access the material and develop learners' skills as active listeners. Susana (2014) further explains that through this strategy, learners can listen to proficient readers which provide a model for fluent reading and can help them, especially ESL learners, recognise how to pronounce unfamiliar words. When doing a read-aloud, it is best if all learners have a copy of the text so that they can follow along, usually taking notes as they listen. The teacher or a volunteer can begin reading the text, reading a few lines or a whole paragraph.

As the text is read, learners can mark up their own text or take notes on a graphic organizer. Many teachers have learners underline or highlight important words or phrases in the text and write questions in the margins of the page. Sometimes teachers give learners questions that they should answer as they listen to the text being read. According to the MoE documents (2010), this strategy requires learners to read aloud to convey understanding of the text and should be able to read with increasing fluency, speed and accuracy as well as to demonstrate a personal interpretation of the text.

2.2.6 Reader's theater

In this strategy, a group of learners are assigned a small portion of the text to present to their peers. According to Susana (2014), this leads learners to create a performance that reveals a message, theme or conflict represented by the text.

Depending on how many learners are in the class, the teacher should be able to identify 4-5 excerpts or 'scenes' for this activity. Typically, groups of 4-5 learners are assigned different sections of a text which they should interpret, although it is certainly possible to have groups interpret the same excerpt. Excerpts should address an important theme in the text. They should represent more than just the plotline. Before groups are assigned scenes to interpret, the teacher may give learners the opportunity to read the selections silently and aloud. This step familiarizes learners with the language of the text. After the text has been read aloud, learners should be given a chance to ask questions which will provide answers that will help clarify the vocabulary on the plot line. That way, learners can begin their group work when they are ready to interpret their assigned scene.

2.2.7 Storyboard Teaching Strategy

The storyboard teaching strategy helps learners keep track of main ideas and supporting details in a narrative by having them illustrate important scenes in a story. Checking the thoroughness and accuracy of learners' storyboards is an effective way to evaluate reading comprehension before moving on to more analytic tasks.

Storyboarding can be used when texts are read aloud by the teacher, or it can be used to help learners summarise and retain main ideas of a story that was read to them.

Though existing literature introduces strategies such as: introducing a new book, character charts, chunking, readers' theater and story board teaching, this study found that in the Khomas region these strategies are not used. The latter reality leaves or open a challenge for similar studies in other regions in Namibia to find out whether they have experienced the same reality as in Khomas region. It is also vital to mention that the afore mentioned literature is not Namibian based hence, a need for this type of study in other Namibian regions.

2.3 ELEMENTS OF LITERATURE AND THE JSC ESL SYLLABUS

Mbondo and Valombola (2011) explain that in order to examine and appreciate literary work, a teacher must be aware of the elements of literature used in such work. The table below summarises elements of literature.

Elements of literature

Elements	Prose	Poems	Short story
plot	✓		✓
Setting	✓		✓
Theme	✓	✓	
Action	✓		✓
Character	✓		✓
Mood	✓	✓	✓
Tone	✓	✓	✓
Characterization	✓		✓
Style	✓	✓	
Point of view	✓	✓	✓
Climax	✓		✓
Solution		✓	✓

Both Agee (2000) and Susana (2014) agree that when teachers encourage learners to read literature, they should start with learners where they are. Agee (2000) pointed out that teachers should start by assigning reading tasks from the areas that interest learners. This may mean giving them comic books or songs to read. He further explains that once learners are comfortable with one of those categories of writing, they can move to a more complex level of any written piece.

2.3.1. Requirements for reading

According to the ESL Syllabus for Grades 8-10 (MoE, 2010), the study of literature comprises mainly two components namely: poetry and prose (including novels, short stories and drama). The prescription of reading per Grade in each genre is as follows:

Genre	Grade 8	Grade 9	Grade 10
Poetry	5 poems- compulsory	8 poems- compulsory	10 poems compulsory
Prose	One short novel	One short novel	One short novel
Short story	A choice of four short stories	A choice of four short stories	A choice of five short stories
Drama	One drama	One drama	One drama

2.3.2 Objectives

The MoE documents (2010) outline the following objectives as very important in literature teaching:

- Learners should read aloud to convey understanding of the text and to entertain.
- Read silently from a variety of prescribed and other available texts using appropriate reading strategies.
- Read and respond to plays, novels and stories.
- Read, enjoy and understand poems.
- Understand the literal meaning of a text.

Having outlined the objectives of the syllabus above, mention can be made that the Ministry of Education seem to have set clear and feasible learning objectives. It is thus the goal of this study to investigate how effective, or not, the teaching and assessment methods of English literature are in relation to the given learning objectives.

2.3.3. Examination\ marks compilation

The syllabus prescribes assessment of literature to only two tasks of 10 marks each with total of 20 marks per term. This forms only a part of continuous assessment, since literature assessment is not part of examination.

2.4. THE USE OF LITERATURE IN THE SECOND LANGUAGE TEACHING

According to a study done by Krishnamurthy (2010), literature in Namibia is neither used in language teaching nor taught as a subject to second language learners in the Junior Secondary phase, thus literature teaching has become a challenge in the Namibian context. Krishnamurthy (2010) furthermore says that studying literature helps learners to improve their language skills and develop their creative and critical thinking skills and imagination. Brumfit and Carter (1986) point out that listening to stories and introducing story patterns extend vocabulary and meaning, so the more frequent the reading experience, the greater the ability to grasp and to predict meaning.

According to Savvidou (2004), literature provides enjoyment and delight whilst educating learners at the same time. Savvidou (2004) further states that reading literature results in the following traits in ourselves: discovering some of our own capabilities that

we might not even have thought existed as well as providing self-role models and discovering acceptable ways to handle the tension in our daily lives. Previously, teachers saw the cultural characteristics of literature as the most important part of literature but nowadays teachers realise the value that a study of literature has on improving the language proficiency of second language learners.

Smit and Beukes (2013, p 16) state that literature in a second language has the following benefits:

- It helps to integrate language skills. It offers a predictable, yet natural language and promotes word recognition.
- It also gives the learners the opportunity for authentic reading and writing tasks.
- An extra advantage to the study of literature is, therefore, improved language ability because in literature we find that authors use many different linguistic devices to achieve their aims.
- When teachers give their learners pre-reading activities which are aimed at encouraging them to guess word meanings from context, they also teach their learners a more efficient word attack strategy of using the whole context to decode the meaning of an unfamiliar word.
- The issues and situations that teachers and learners explore in a literary text provide the basis for contextualized teaching and then complex sentence grammar is automatically being taught to the learners. This is particularly relevant in sharing poetry with learners.

- Reading literature helps to increase overall reading proficiency because it can be seen that reading is not as a reaction to text but as interaction between writer and reader through the text. Improved reading proficiency further contributes to a learner's academic and occupational objectives.
- Literary language that illustrates a certain register or dialect is embedded within a social context. It, therefore, becomes a basis for determining why a particular form is used in teaching and thus we can also say that literature is ideal for developing an awareness of language use.
- Reading literature also fosters the development of life skills by requiring the reader to make the same effort to understand as she/he grapples with difficult situations in the text as she /he would in real life.
- Since it is full of real life language in different situations literature can provide a variety of models of communication.

Awing and Kasuma (2008) urge that in spite of the several gainful opportunities literary materials can provide for the teaching and learning of ESL, certain limitations and constraints may prevent against a maximal exploitation of these values in practical classroom conditions. They further point out that there are still a couple of syllabuses and textbooks on ESL which are quite far from being truly integrative with respect to language and literature. It would take a knowledgeable, resourceful and highly motivated teacher to start off where the syllabus or the textbook stops, to modify and use literature judiciously according to the teacher's peculiar pedagogical needs and in the spirit of employing literature to enhance his learners' English language.

Ghazali (2009, p. 18) explains that it must be noted that literature is not synonymous with language and one cannot thus be used expressly to teach the other. This fact hints at two major problems of selection and methodology with reference to the strategies for using literature for teaching ESL:

“First, any literary material to be employed as a vehicle for teaching skills and forms of English must basically succeed as literature. Since other materials (for instance, expository, descriptive and factual forms of writing) can accomplish these same goals, which is a justification for including literature in ESL classrooms and must be its superior potential for teaching and learning” (Ghazali, 2009, p. 14).

Therefore, whatever the pedagogical objectives of the teacher are, the literary materials this specific teacher would select must be classical and not mediocre, both in terms of their linguistic qualities and ideological/cultural perspectives. Agee (2000, p. 322) further states that, “another problem may arise from a hasty tendency to equate literature with language as often seen, for instance, in the practice, common among many teachers, of conducting a literature lesson as a reading lesson”.

Since the teaching of literature must go beyond the teaching of reading skills, literature must not merely be employed to teach reading skills, but reading activities must also be geared towards a furtherance of healthy literary skills. Teachers must also contend with the paradoxical fact that literature consists of certain rather specialized forms, selections and collections of language, but the whole of language as a means of social communication and control includes a wide variety of utilitarian functions which are

more than literary.”This implies that the literary use of language, which is only an instance of language in use, cannot be considered the only target for teaching and learning, otherwise learners would develop a rigid, literary style of speaking and writing which was found and reported as ‘bookish English’ and the ‘grandiloquent style’ (Ghazali, 2008, p.8)”.

2.5. ASSESSMENT OF LITERATURE

Assessment is an important part of learning and teaching. According to the Department of Education documents (DoE, 2008), assessment is used to evaluate and improve learning and teaching, report achievement and provide feedback to learners on their progress. In the MoE document (2010) it has been argued that the main purpose of assessment is to obtain a more reliable picture of learners’ progression achieving the competencies required by the syllabus.

Assessment of learning is defined as the type of assessment that is used to obtain evidence and data that show how much learning has occurred, usually at the at the end of the term or end of the year (DoE, 2008). In the DoE documents (2008) it is furthermore stated that teachers should use one of the following assessment methods in their literature classes:

2.5.1. Tests

MoE document (2010) defines a test as a formal and structured assessment of learner achievement and progress, which the teacher administers to the class. The document

further explains that tests become an important aspect of the teaching and learning process if tests are integrated into the regular class routine and are not treated merely as a summative strategy. Furthermore, tests allow learners to monitor their progress and provide valuable information for teachers in planning further teaching and learning activities.

Ghazali (2009) argues that tests assist learners' learning if they are clearly linked to the outcomes. He further explains that evidence has shown that several short tests are more effective for learners' progress than one long test. It is extremely important that tests are marked and that learners are given feedback on time on their performance. The MoE document (2010) points out those tests in literature should be designed to find out what learners know, and also to find out about the development of their thinking processes.

2.5.2. Assignments

The MoE document (2010) defines assignments as unsupervised pieces of work that often combine formative and summative assessments tasks. Assignments form a major component of continuous assessment in which more than one assessment item is completed in a term.

Any of the methods of assessment can be set as assignments, although restrictions in format, such as word limits and due dates, are often put on the assessment tasks to make them more practical. In literature this can be done when learners are for instance asked to critique a novel.

2.5.3 Investigation

The DoE document (2008) defines investigation as a piece of assessment that involves learners in the study of an issue or a problem. The document further explains that teachers must guide learners through their study of an issue by an individual learner or groups of learners. The MoE document (2010) explains that learners may present the investigation for assessment in a variety of forms including one or a combination of the following: a written report, an oral presentation or audio recording.

2.5.4. Presentation assessments

Sidhu (2003) argues that presentations provide opportunities for learners to develop skills and confidence when presenting to an audience. The DoE document (2008) indicates that when presentations are used for assessment purposes, *how* the learners present is as important as *what* they present.

Performances and presentations can be formal or informal. Class or group performances must be timed and the purpose clearly defined. All learners have a task to perform. However, as part of teaching and learning or formative assessment, all learners should have an opportunity to perform different roles throughout the year. Group presentations can be shared among learners, to allow all learners a turn at talking or performing. Group and individual oral presentations and performances can be very time-consuming, both in their use of valuable lesson time and in assessing them. Too often these

presentations are repetitive and boring, with the rest of the class not actively involved in listening and responding to the presentations.

The best approach is to allocate topics or allow learners to choose from a variety of topics, to develop clear criteria for presentations, and to require the rest of the class (audience) to take notes, identify key points or write an evaluation to enhance their learning.

2.5.5. Spotlighting

This uses individual learner's checklists. This method can be used to focus on a few selected aspects of learners' performance or outcomes; for example, when assessing learners' performances in drama or music. It is best to focus on five to six learners at a time, systematically working through the class over time (Ghazali, 2008).

In the MoE document (2011) it has been explained that oral assessment should be used as a monitoring tool for teaching. It is further explained that if oral assessment reveals that learners do not understand what they read, even after being taught strategies used by efficient readers, diagnosis of the cause and finding a solution to the problem should follow.

Furthermore, Ghazali (2008) explains that the assessment of prose should show whether learners know and understand the following: characters, sequence of events, actions and consequences, while in assessing poetry, learners should show whether they know how to identify the title, respond to attitudes and emotions as well as role play content.

2.6 PERCEPTIONS

2.6.1 The ESL learner and literature

Learners' level of understanding is one of the main factors that determine their success in language learning. Awing and Kasuma (2008) conducted a study on learners' perception of the teaching and assessment methods of literature in English as a Foreign Language (EFL) in Malaysia and it was found that one of the main challenges in studying literature was caused by the text itself. This includes the language of the text, especially when there is a mismatch between the text selected and learners' language ability. Awing and Kasuma (2008) found that learners who spent more time reading in English (magazines, short story books) expressed better understanding of literature. Ghazali (2008) points out that family background also contributes to learners' perceptions concerning literary study. He further argues that learners whose parents read a lot, who spent more time being read to and who have more variety of books available at home have a better understanding of literature in class.

Moreover Awing and Kasuma (2008), as well as Ghazali (2008) found that in Malaysian schools, learners stated that learning literature was enjoyable and expressed positive attitudes towards reading short stories. According to the learners, short stories were easy to read as they were not lengthy and were less time consuming, which enabled them to do other school work. Learners stated also that in short stories, the language was manageable while the plots were interesting. Ghazali's (2008) study found that learners preferred short answer questions or multiple choice questions compared to the long

writing of analyses of poems and novels. This was because, according to the study, learners explained that they did not have the critical skills to analyse and interpret the texts.

Studying literature, on the other hand, has its challenges for ESL teachers and learners. Literary style and structure pose a problem for learners in trying to comprehend literary texts (Ghazali, 2009). If the author is from a different background, learners need to be aware of the cultural norms in the author's world to be able to identify language deviances and their significance, especially in poetry. Learners also need a good grasp of the target language to appreciate choices and deviances in the text. Poems are generally disliked due to the abundance of figurative language and images which learners fail to interpret (Awing & Kasuma, 2008).

Awing and Kasuma (2008) further found that learners felt that the linguistic structure in poems could be confusing especially the use of irregular punctuation and capital letters. Learners generally felt that poetry contributed very little to their language development, compared to other genres such as short stories and novels.

Although literary texts provide contexts in which ESL learners can learn more about the Second Language (L2) culture (DoE document, 2008), unsuitable texts can create distance between the text and the readers, especially culturally (Edin, 2001). Besides linguistic skills, learners also need background knowledge to fully comprehend literary texts (Ahmad & Aziz, 2009) which are written by authors who assume their readers

share the same background knowledge, similar values and norms. They further argue that when learners encounter unfamiliar cultural aspects, they tend to interpret the meaning based on their own culture, which might result in inappropriate cultural representation. Sometimes learners are faced with a cultural reference that is totally alien to them, which has no parallel in their own culture. At other times, learners come across something familiar to them which might represent something else in another culture, such as death which is symbolised by the colour black in Western society, even in Namibia but associated with white among Muslims. Understanding culture is made even more difficult as the values which shape and influence their characters and points of view are not explicitly portrayed in literary texts. According to Edin (2001), learners' misunderstanding is due to the teachers' lack of cultural awareness, the lack of support material that addresses cultural issues and introductory classes that pay minimal attention to the cultural elements of the texts.

A study done by Sidhu (2003) revealed that learners expressed negative attitudes towards reading poems and novels. He explains that learners stated that they found poems and novels demanding. They (learners) considered poems challenging because every word had underlying meanings, the language was deemed difficult, especially in sonnets. Learners described novels as lengthy with confusing plots and characters. Ghazali (2008) further found that learners agreed that although they understood the literary meaning of a text, they did not seem to have the critical thinking skills to analyse and interpret the texts or identify the novels' messages and themes. In addition, Sidhu (2003) found that learners viewed teaching strategies used by their teachers as boring,

dull and uninspiring as it involved mainly doing written work, especially among learners with higher proficiency levels. Learners with lower proficiency could not understand the texts and therefore found literature lessons boring. Both Ghazali (2008) and Sidhu (2008) found that learners preferred teachers to use the following teaching methods during literature classes: learners voicing their opinions and personal reactions concerning the text they had read, the use of audio-visuals, teachers showing diagrams and charts about plot and characters, group work and role play which helped learners to understand and remember the text better.

Awing and Kasuma (2008) found that learners expressed their interest in the literature lesson when their teacher provided interesting and fun activities in class. Their study also revealed that learners did not like the ‘teachers’ explanation’ as a teaching method because to them this method was dull and inadequate in preparing them for their examination.

2.6.2. ESL teachers and literature

According to the study done by Edin (2001), teachers used more teacher-centered methods in literature classes. Teachers stated that they were using this approach because it saved time and helped them to finish the syllabus on time for examination. Teachers explained also that learners’ low proficiency level prevented them from using learner-centered techniques like group work, debates and role plays, because learners were

unwilling and were scared to speak or answer questions about the text for fear of providing wrong answers.

Furthermore, teachers often had very little experience and knowledge in teaching literature. A study done by Sidhu (2003) found that 48% of the teachers surveyed said that they lacked knowledge about literature teaching methodology while only 51% indicated they had enough knowledge of literature. Language teachers also lacked confidence to teach literature as they perceived themselves as only competent to teach language due to their training (Edin, 2001). Teachers explained that using activities like learners' writing their own scripts, staging a drama or preparing creative writing promoted learners' creative and critical thinking skills although learners expressed negative attitudes towards such activities.

2.7 CONCLUSION

This chapter first discussed the theoretical framework which underpins this study. It further reviewed literature about strategies used to teach and assess literature, elements of literature, use of literature in ESL class, assessment of literature and the perceptions of learners and teachers on the teaching of ESL literature.

In the next chapter the methodology to be used in this study will be discussed.

CHAPTER 3: METHODOLOGY

3.1. INTRODUCTION

This chapter presents the research design of this study, as well as a description of the samples and the research instruments utilised for collecting data. This is followed by the explanation of the data collection procedures, data analysis and ethical consideration.

3.2. RESEARCH DESIGN

Research design refers to the plan and structure of the investigation used to obtain evidence to answer research questions (McMillan & Schumacher, 1997). This study had a qualitative approach. The researcher did not want to measure the truth but attempted to find the truth regarding the teaching and assessment methods of English literature in the junior secondary phase using a case study design. Kumar, (1999) states that the main focus in qualitative research is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people. However, mentioned can be made that although the study used a qualitative case study approach, some parts of the study adopted quantitative measures, such as the sampling of learners where a random sampling strategy (stratified random sampling) was used.

Given the definition above, this can be said to be the right method for this study since it sought to find the strategies used by teachers to teach and assess literature as well as learners' perceptions towards learning literature. The findings are reported as facts in words (McMillan and Schumacher, 1997).

3.2.1. Strengths of case studies

Cresswell and Carrett (2008) say that one of the strengths of a case study is it concentrates on a specific activity, how it is interconnected or related and to make a generalisation. Furthermore, Gay, Mills and Airasian (2009) explain that case studies provide rich descriptions of real the nature of a phenomenon.

3.2.2. Weakness of case studies

On the other hand, the case study design focuses on one phenomenon which the researcher has selected to understand in depth regardless of the number of sites, participants or documents for a study (McMillan and Schumacher, 1997, p. 393). This can, however, be the shortcoming of this design since the one selected entity or phenomenon might not be a true representative of all the others.

3.3. POPULATION

“Population is a set of entities in which all the measurements of interest to the researcher are represented and also a total set from which the individuals or units of the study are chosen” (De Vos, 2002, p. 198). The population of this study comprised all Grade 8 - 10

learners and English Second Language teachers in the junior phase in all secondary schools in the Khomas education region. This is because it is in this phase (Grade 8 - 10) that it is compulsory for all learners to study literature, unlike in the senior secondary phase where literature is only studied by higher level learners.

Given the above it can be said the learners in this phase (8-10) are the information-rich group as they are taught and assessed in literature. The same is true of the English teachers in this phase because they teach and assess literature which is the focus of this study.

3.4. SAMPLE

The sample of this study consisted of 90 learners (10 learners per Grade from each of the three selected schools) and nine English teachers in the junior phase (three teachers from each of the three selected schools). The purposeful sampling technique was employed to select a sample for this study. Patton (2002) defines purposeful sampling as a process that leads to selecting information-rich cases for in-depth study. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. The purpose of this study was to investigate the teaching and assessment methods of English literature in the junior secondary phase. The schools selected are therefore those that offer English literature in the junior secondary phase which made them information-rich cases for this study.

The type of purposeful sampling employed to select schools was concept-based purposeful sampling. McMillan and Schumacher (1997, p. 399) define concept-based purposeful sampling as “a strategy that selects information-rich situations known to experience the concept under study”. Though all schools in Windhoek offer English literature in the junior secondary phase, the three selected schools were believed to have the ability to provide necessary information about the teaching and the assessment methods of English literature at all levels, namely: well performing, average performing and least performing in the junior secondary phase. This makes these schools to be information-rich and known to experience the situation (McMillan and Schumacher, 1997).

Teachers were selected using the snowball sampling strategy. Kumar (1999) defines snowball sampling as the process of selecting a sample using networks. To start with, a few individuals or an individual in a group, (in this case the English Head of Department) was selected and the required information was collected from her/him. She/he was then asked to identify other people, in this case teachers who are responsible for teaching English in the junior secondary phase, who then also became part of the sample.

Learners were selected by means of stratified random sampling. In this procedure the population was divided in subgroups on the basis of a variable chosen by the researcher, such as gender, age or level of education (McMillan and Schumacher, 1997). The

variable of this study was the level of education, which was Grades 8, 9 and 10. From each of the Grades 8-10, learners were randomly selected using their class lists.

3.5. RESEARCH INSTRUMENTS

Several methods can be used to collect data. The choice of a method or instrument depends upon the purpose of the study, the resources available and the skills of the researcher (Kumar, 1999). The researcher used the following research instruments to collect the data:

3.5.1 Questionnaires

A questionnaire is a written list of questions, the answers to which were recorded by respondents. In a questionnaire, a respondent reads the questions, interpreted what is expected and then write down the answer (Kumar, 1999, p. 145). For this study, a mixed questionnaire was used. That means the questionnaire consisted of open-ended and closed questions and was administered to both teachers and learners. The open-ended questions allowed the respondents to elaborate their views on the teaching strategies, the assessment methods as well as their perceptions of the teaching of English literature. While the closed questions enabled the respondents to give their views and opinions in brief, for example, by means of short answers such as very often, sometimes, seldom or never or yes/no.

3.5.1.1 Strengths of questionnaires

Like all other instruments, questionnaire questions have strengths and weaknesses. The following part outlined some strengths of the questionnaire questions. Questionnaires can be administered in the absence of the researcher making it time saving and cheap to use. With the questionnaires one can cover a large area. Respondents are free to complete the questionnaires without being intimidated by the presence of the researcher (Zimba, 2012).

3.5.1.2 Weakness of questionnaires

Questionnaires also have some disadvantages, for example usually one does not get all questionnaires back. Lack of contact between the researcher and the respondents leaves a gap that might cause respondents to answer the questions they do not understand well wrongly. Unlike interviews, questionnaires usually require the researcher to make follow-ups in most cases, especially to get the questionnaires back (Zimba 2012).

3.5.2. Observation checklist

The researcher employed the participant observation methods. In participant observation the researcher observed in a field setting for an extended time. The focus is on recording the constructed realities as demonstrated by the participants (McMillan and Schumacher, 1997).

An observation checklist was used to record important information that could be essential for the study. Some observed elements included genre taught, class activities, teaching aids used, assessment methods and teaching strategies used in class.

3.5.2.1. Strengths of the participant observation checklist

De Vos (2002, p. 287) identified the following advantages of this procedure:

“By only observing, especially in an un-obstructive manner, the researcher well achieves the most objective experience of the community. It gives a comprehensive perspective on the problem under investigation. It aims at in-depth investigation of a problem and is of a qualitative nature. Data are gathered directly and are never of a retrospective nature. It is not dependent on the ability or willingness of respondents to take part in the investigation”.

3.5.2.2. Weakness of the observation

De Vos (2002, p. 287) outlined the following weakness for the participant observation:

“When the researcher fully participates in the activities of the community, respondents will not act as naturally as in the case of no outsider being present. Data gathered can seldom be quantified because of the small numbers of respondents normally used in studies of this nature. It can be a laborious,

expensive and time-consuming endeavor. It can also be physically exhausting since the researcher obtains masses of data and experiences on a daily basis without the convenience of home or office”.

3.5.3. Interview guide protocol

The interview may be defined simply as a conversation with a purpose, specifically to gather information (Berg, 2004). This study employed a structured interview guide. Kumar (1999) defines a structured interview as a process whereby the researcher asks a pre-determined set of questions, using the same wording and order of questions as specified in the interview schedule or protocol. An interview schedule is a written list of questions, open-ended or closed, prepared for use by an interviewer in a person-to-person interaction (Zimba 2012).

Since the purpose of this study was to investigate the teaching and assessment methods of English literature, the structured interview guide enabled the researcher to ask appropriate questions, open and closed questions that provided crucial information for this study.

3.5.3.1. Strengths of interview guide

Kumar (1999, p. 150) outlined the following strengths for the interview guide:

“The interview is the most appropriate approach for studying complex and sensitive areas as the interview has opportunity to prepare a respondent before

asking sensitive questions and explain complex ones to respondents in person. It is less likely that a question will be misunderstood as the interviewer can either repeat a question or put it in a form that is understood by the respondent. An interview can be used with almost any type of population: children, illiterate or very old”.

3.5.3.2. Weakness of interview guide

In addition to the strengths, Kumar (1999, p. 150) outlined the weakness of the interview too.

“Interview is time-consuming and expensive especially when potential respondents are scattered over a wide geographical area. In an interview the quality of interaction between an interviewer and interviewee is likely to affect the quality of the information obtained. The quality of data generated is also affected by the experience, skills and commitment of the interviewer”.

3.6. DATA COLLECTION PROCEDURE

First the researcher obtained an approval letter from the University to do the research. This was attached to the letter to the director of Khomas educational region requesting permission to collect data in schools in the Khomas region. After obtaining the permission from the director, the researcher went to the selected schools to meet the principals in person and seek permission to conduct research in their schools. The researcher was introduced to the heads of department for languages (English) for further

appointments with the participating teachers. The researcher introduced herself to the participating teachers and explained the purpose of her visit and research respectively. This first visit was also intended to create rapport between the participants and the researcher.

It was agreed that the researcher should leave the questionnaires with the participating teachers and learners. These were collected on the date which was agreed by the researcher and the participants, which was also the day set for observation of literature lessons and the interviews.

An observation checklist was prepared and employed by the researcher during the literature lessons. Signs, words and phrases were used to record the observed teaching and assessment methods employed by the teacher. After observations were conducted, interviews were carried out with the individual participating teachers. A structured interview guide with open-ended questions was prepared and used. The interview discussions were recorded and later transcribed. However, short notes were also taken during the discussions, to enhance deeper understanding and further clarity.

3.7. DATA ANALYSIS

The study used the qualitative approach with an inductive orientation to data analysis. “Inductive analysis means that categories and patterns emerge from the data rather than being imposed on data prior to data collection” (McMillan and Schumacher, 1997, p. 502). This means that the researcher looked for common themes and categories that

relate to the research questions from the data while in the field as they emerged. This process continued as the researcher went home from the field every evening enabling her to capture all data while they were still fresh in her mind. This afforded the researcher to have a deeper understanding of the problem being investigated.

Upon the completion of data collection, a final compilation of the following related themes and categories that relate to the research questions was done. The themes were: teaching strategies used by ESL teachers to teach literature in the junior secondary phase (Research Question 1), assessment methods used by ESL teachers (Research Question 2) and the learners' perceptions towards teaching and assessing of literature in ESL (Research Question 3) was done and then analysed. After the compilation of all the data in their respective themes and categories was done, the researcher read through the whole compilation in order to obtain a better understanding of individual themes and categories (McMillan and Schumacher, 1997).

3.8. ETHICAL CONSIDERATION

MacMillan and Schumacher (1997, p. 419) state that “most ethical situations require researchers to determine situational priorities, which frequently involve discussion with participants”. After the proposal had been approved by the Postgraduate Studies Committee (PGSC) of the University of Namibia, the researcher wrote a letter to the director of Khomas region asking permission to carry out research in Khomas schools. After being granted permission by the Regional Director, the researcher then gave the

permission letter to the principals of participating schools while seeking the principals' and the participating teachers' consent. The purpose of the study was explained to all the participants (both learners and teachers).

The participants were informed that they were free to withdraw from the study. The participants were also assured that their identities would not be disclosed and the information that they provided would be treated confidentially, during and after data collection. Participants were asked not to indicate their names during the interview, observations or on questionnaires as a means of assuring them anonymity.

3.9. CONCLUSION

This chapter outlined the methodology used to collect data in this study. Thus, the design, population and sample used, were discussed. The chapter further indicated methods and instruments used as well as procedures followed to generate data. The use of questionnaires, observation as well as semi-structured interviews were the key data gathering procedures. The chapter also looked at ethical procedures that this study followed.

The next chapter deals with presentation of the collected data. Firstly, it will be present the data gained from the questionnaires. Secondly, the researcher will look at the themes and patterns that appeared from doing observation. Lastly, interviews will be discussed.

CHAPTER 4: PRESENTATION OF THE RESULTS

4.1 INTRODUCTION

The previous chapter discussed the methodology and research techniques that were employed in this study. This chapter presents the result of the research findings obtained from the research participants.

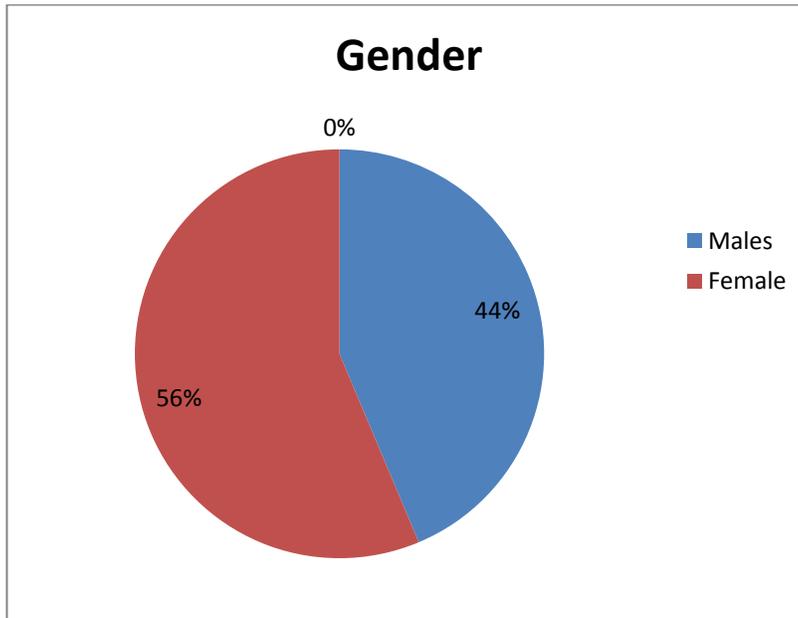
In this chapter the data are presented according to the following research questions:

1. What strategies do teachers use in ESL to teach literature in the JSC phase?
2. How do ESL teachers assess literature in JSC phase?
3. How do Grade 8-10 learners perceive the teaching and assessment of literature in ESL?

4.2 PRESENTATION OF THE DATA FROM THE LEARNERS' QUESTIONNAIRES

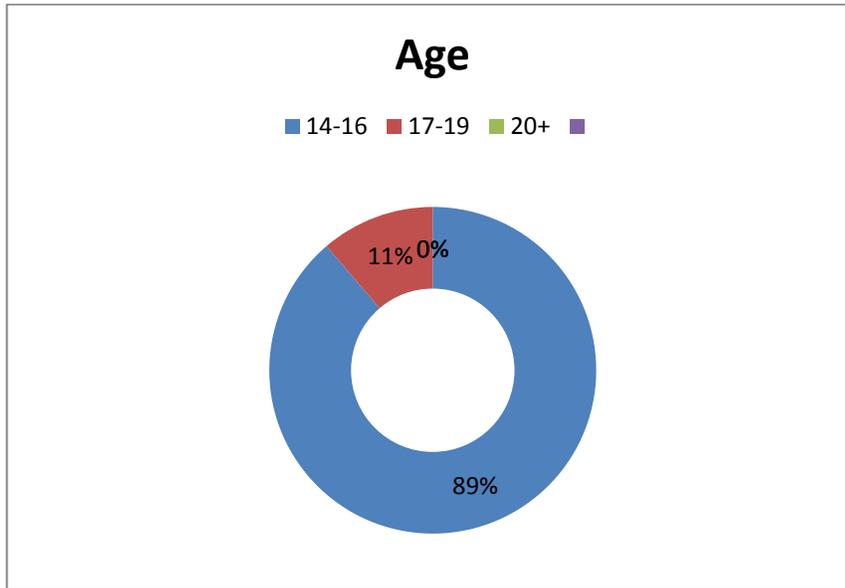
4.2.1 Biographical data of learners

Figure 1: Percentages of participating learners who completed the questionnaire



The total participants (learners) were 71 of which 56% were females and 44% were males.

Figure 2: Age of participating learners



Of the 71 participants, 89% were between the ages of 14-16 while 11% between the ages of 17-19. None of the participants were in the age of 20+. Thirty four percent of the participants were in grade 8, 42% in grade 9 and 24% in Grade 10.

4.2.2 Biographical data of teachers

4.2.2.1 Gender

Table 1: Gender of participating teachers

Male	Female
2	4

The total participants were six whereby two were males and four females.

4.2.2.2 Age

Figure 3: Age of participating teachers

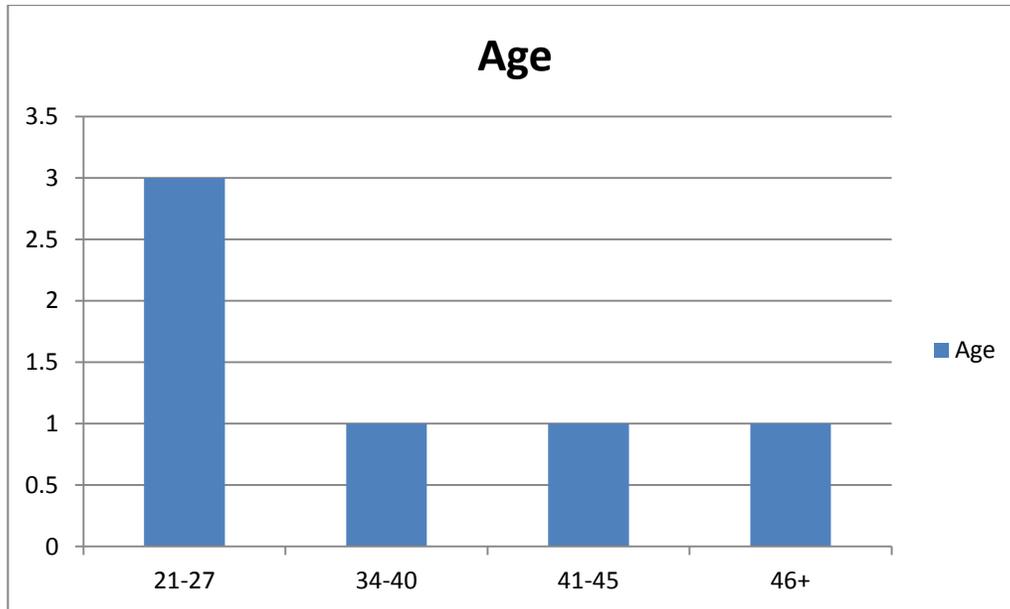


Table 2: Teacher's qualifications and institution of study

Teacher qualifications	Number of teachers	Institution
B.ED	4	UNAM
BETD	1	Former colleges of education
DEAL	1	UNAM

The total number of teachers that brought back the questionnaires were only six. The other 3 teachers did not return the questionnaires, so that means that the total participating teachers in this study were six. Out of the six teachers three were female while two were males. Three teachers were between the ages of 21-27, one teacher between the ages of 34-40, one teacher between the ages of 41-45 and another one was between the ages of 46+. Three out of six teachers hold Bachelor of Education qualification, one with BETD and one teacher holds DEAL.

Three teachers obtained their qualifications between 2001-2010; two obtained theirs between 2011-2014, while one obtained between 1991-2000. Out of six teachers, five of them obtained their qualifications from the University of Namibia, while one obtained his/her qualification from the former colleges of education. Two teachers have the teaching experience of 17+ years, another two with 0-1 teaching experience, while 7-11 years and 2-6 years had one teacher each respectively. Two teachers have 2-6 years of experience in teaching at JSC, two with 0-1 years, one with 7-11 years and one again with 17+ years teaching at JSC phase. Three teachers indicated that they only teach in grade 8, two in grade 9 and one in grade 10 levels.

4.2.3 Strategies and assessment methods used by ESL teachers to teach literature

The learners were asked in the questionnaires (see Appendix B) to indicate how often their teachers did the following in literature lessons: reading novels, reading poems, doing drama/actions/role plays, analyzing poems and novels, telling traditional stories or let them listening to CDs. The respondents had to choose from the following responses: ‘very often’, ‘sometimes,’ ‘seldom’ and ‘never’.

Table 3: Learners’ responses on literature genre

	Very often	Sometimes	Seldom	Never
Novels	10%	20%	42%	28%
Poems	15%	45%	15%	25%
Drama	2%	15%	49%	34%
Traditional stories	0%	7%	30%	63%

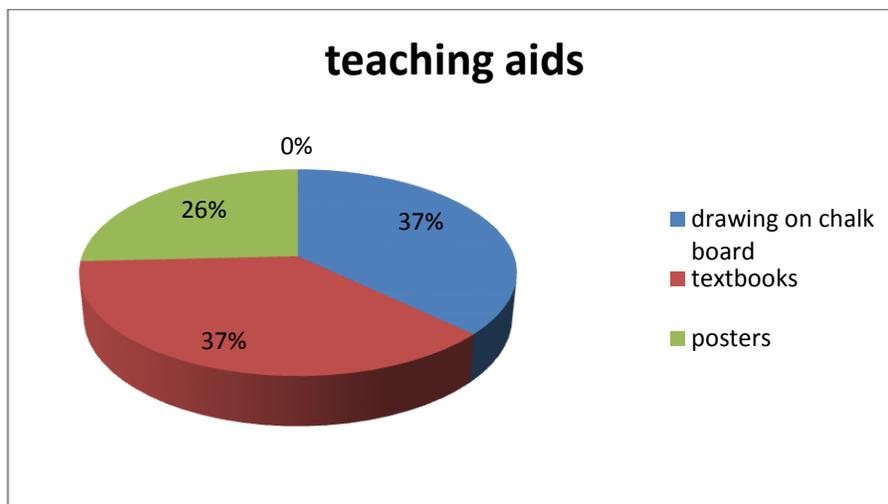
Most of the learners (42%) indicated that their teachers used novel reading seldom in their literature lessons, which means they either read novels once a week, term or a year. 28% said they never read novels during literature lesson while 20% said they read novels very often. Out of the 71 participants, 45% indicated that they did read poems sometimes, while 25% said they never read poems in their literature lessons and few learners (15%) indicated that they read poems very often. Most learners (49%) indicated that they did drama/action/role plays seldom while 34% stated that they never did drama/action/role plays and few learners (15%) said they did drama/action/role plays

sometimes. Most learners had also indicated that they analysed poems and novels seldom, while few stated that they never analysed poems and novels.

Out of the 71 participants, 63% of the participants stated that their teacher never told or let them tell traditional stories. About 30% learners indicated that they seldom tell traditional stories while 7% stated that they sometimes tell traditional stories . None of the participants indicated that they told traditional stories very often.

Learners were asked in the questionnaires to indicate the teaching aids their teachers used during their literature lessons.

Figure 4: Learners' responses on teaching aids



Thirty seven percent of the learners stated that teachers used drawing on the chalkboard and textbooks most of the time while a few learners (26%) indicated that their teachers used posters. None of the participants stated that teachers used videos in their literature lessons. Learners were also asked to indicate the terms that their teachers mentioned

with them during literature lessons when they were discussing novels. Most learners (69%) indicated that they discussed the following terms only and not any other: author, theme and title, characterization (characters), storyline and conflict. The other learners (31%) stated that they only discussed the following terms with their teachers: milieu, plot and tension.

Another question in the questionnaire required learners to tick all the terms they had heard from their teachers when they were discussing poetry. Sixty eight percents of the respondents stated that they discussed the following terms with their teachers: stanzas, rhyme and narrative poems, while 32% of the respondents indicated that they discussed the following terms: epic poetry, lullaby and sonnet. The last question on the questionnaire required learners to indicate how often their teachers did the following in their literature lessons: tests, oral questions, assignments and role plays.

Table 4: Learners' responses on assessment methods

	Very often	Sometimes	Seldom	Never
Tests	66%			34%
Oral questions	66%			34%
Assignments		30%		70%
Role-play	14%			86%

Sixty six percentage of the respondents stated that teachers used oral questions and tests very often, while 30% respondents indicated that their teachers sometimes used assignments and 14% respondents stated that teachers seldom used role play.

4.2.4 Learners' perception towards the teaching and assessment methods of literature in ESL

Respondents were asked to respond to the question: *Do you like literature?* The respondents had to state yes or no. Ninety two percents of the respondents indicated that they liked literature and their responses are presented verbatim:

-Literature is fun, interesting, exciting and entertaining;

- *Literature improves my vocabulary;*
- *It is fun;*
- *Literature boosts one's imagination;*
- *It improves my creativity;*
- *Helps us gain knowledge about different aspects of life;*
- *It helps me grow my thinking skills.*

Eight percent of the respondents stated that they did not like literature and here are their verbatim responses:

-I don't like too much reading;

- It is boring;

- It is complicated;

- There are too many complicated terms like stanzas, onomatopoeia etc;

- Teachers do not explain it well, so I end up confused

- The poems and novels that my teacher uses in class are too difficult to understand.

Respondents were also asked to respond to the question: *Would you like to be taught more literature?* Eighty five percentages of the respondents stated that they would like to be taught more literature. The following are their verbatim responses:

- I like literature;*
- To be active in class when we are doing dialogue and role play;*
- Improves my reading and writing skills;*
- Through reading novels, short stories or poems, I learn how to solve problems I find myself in because I find my role models from these texts.*

Twelve percent of the respondents indicated that they would not like to be taught more literature because of the following reasons in their verbatim responses:

- It is too much writing;*
- It takes time off other topic;*
- It is too difficult;*
- I don't love literature.*

4.3 PRESENTATION OF THE DATA FROM THE TEACHERS' QUESTIONNAIRES

The following section presents the teachers' views on the teaching and assessment methods of literature in ESL junior secondary phase (Appendix A).

4.3.1 Teaching and assessment methods teachers use in ESL literature lessons

The teachers were asked: *Do you think you were prepared enough by UNAM (other institution) to teach literature sufficiently?* Teachers had to respond yes or no, four out of six participating teachers indicated that they were not prepared well. Teachers came up with the following explanations why they thought they were not well-prepared to teach literature. Teachers' responses are presented verbatim:

-At UNAM, we focused more on grammar and educational theory;

- What we did at UNAM is very far from what we are doing in the classes. I think UNAM should introduce the approach where teachers will be trained exactly on what is the real classroom situation at grade 8-10 levels. I did not even use any example from my UNAM class in my classes because I don't understand myself.

- I think at UNAM, we did not go into detail on how we should teach literature to these small learners.

-UNAM approach during the 1980s and 1990s did little to ESL learners in terms of literature. Literature teaching methodology was not even introduced, so it is really difficult to teach literature because we do not have the background.

On the other hand, two out of six participants stated that they were prepared well enough to teach literature and they defended their responses with the following reasons, presented verbatim.

- *During my 4 years at UNAM, we did some literature modules and in the 3rd year, we were asked to teach a literature lesson during the microteaching.*
- *We did literature modules at UNAM. The problem is only that it is not explaining clearly how we suppose to teach it to the learners.*

The second question asked teachers if they attended workshops on literature, and if they did, how often. One out of the six participants indicated that the only workshop that he had attended was seven years ago and that was why he came with little knowledge which he could use in his literature lessons at the moment. Another two teachers stated that they also attended a workshop once, two years back. The rest of the participants (three teachers) stated that they had never attended any literature workshop since commencing their teaching profession.

Another question required teachers to indicate the grade they think will be suitable to start with literature teaching and which genre to be started with. Most teachers felt literature should start as early as possible (Grade 1) while two out of six stated that

literature should begin in Grade 8. All teachers indicated that the short story should be discussed first, followed by novels.

Teachers were asked how often they were doing the following during their literature lessons: reading novels, reading poems, drama/actions/role play, analyzing poems and novels, telling traditional stories or let learners listen to CDs. Teachers had to choose from the following responses: very often, sometimes, seldom or never.

Table 5: Teachers' responses on literature genre

	Very often	Sometimes	Seldom	Never
Novels		1	5	
Poems	1	2	2	
Drama			5	1
Traditional stories			4	2
Analyzing poems		3	3	

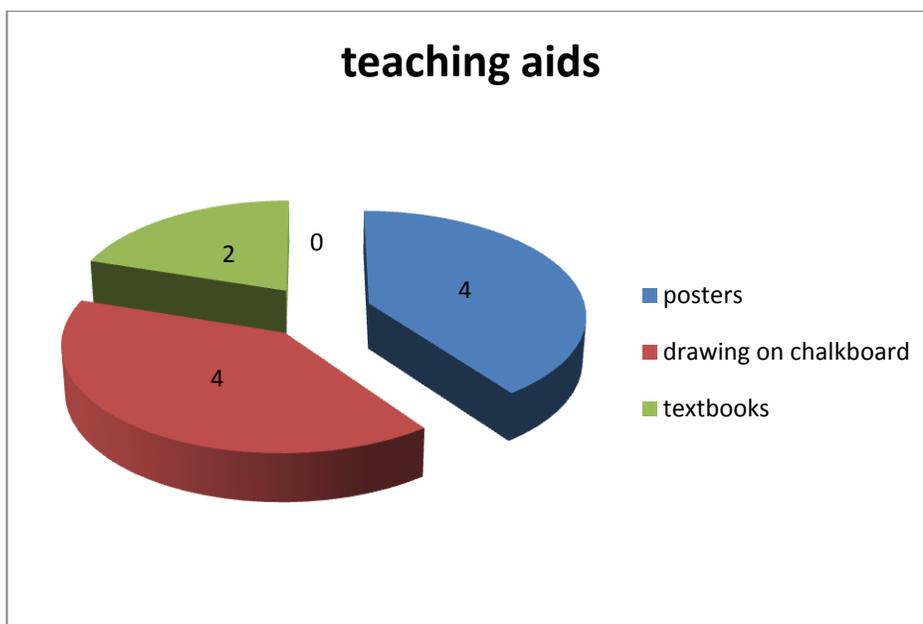
Five teachers said they seldom read novels, while only one teacher stated that s/he sometimes reads novels. Two out of six participants stated that they sometimes read poems, another two indicated that they seldom read poems while one teacher said s/he reads poems very often, while with the last teacher indicated that s/he never read poems in his/her class. Out of the total participants, five teachers indicated that they seldom did

drama/actions/role play while one teacher stated that s/he never did such activities in his/her classes. With the analysis of poems and novels three teachers stated that they sometimes did it, while the other three indicated that they seldom analysed novels and poems.

Four out of six participant teachers indicated that they seldom told or let learners tell traditional stories; while two stated that they never told or let their learners tell traditional stories in their literature lessons. From the six participants again four teachers indicated that they never let learners listen to CDs, while two teachers indicated that they seldom let learners listen to CDs.

Teachers were also asked to indicate the teaching aids they used in their literature lessons.

Figure 5: teachers' responses on teaching aids



Four teachers stated that they often used posters and drawings on the chalkboard. Two teachers indicated other aids and they identified them as textbooks. However, learners have different opinions regarding the use of posters in it that only few learners acknowledged that their teachers make use of posters during literature lesson (see figure 4). The sixth question required teachers to tick all the terms that they had discussed in their class when they were reading novels and all six teachers indicated that they had discussed the following terms in their class: theme and title, characters, milieu, plot, story line, author, tension and conflict.

The seventh question on the questionnaire required teachers to indicate terms they discussed with their learners when they were doing poetry and all participants indicated that they had discussed the following terms: narrative poems, stanzas and rhymes. None of the participants indicated that they had discussed lullaby and epic poems.

Teachers were also asked to indicate the assessment methods they used to assess literature. All six teachers indicated that they used the following assessment tools: tests, oral questions, assignments, role play and other methods that they identified as projects and class activities. Respondents were asked to respond to the question: *What strategies (methods) do you use to teach literature?* Teachers' responses are presented verbatim:

- *Learner-centered method;*
- *Learners reading novels/poems to others one by one;*
- *Discussion and role play;*

- *Learners reading novels in class, relate what they have read to real life situation through dramas.*

The eleventh question was: *How do you assess literature?* Teachers indicated the following ways of literature assessment and are presented verbatim:

- *I give them tests to write based on the genre we discussed in class that day/week;*
- *Learners answering questions in groups;*
- *I ask them to write book reviews on the novel they have read;*
- *We do oral questions and role play in class.*

Teachers were asked to respond to the question: *What should be a major focus in English classes in terms of teaching literature that will help these learners in this specific area? (Literature).* Teachers' responses are presented verbatim.

- *Terminology related to literature and using authentic materials related to literature in class;*
- *Motivating learners to learn literature;*
- *Literature books that are of the correct level of understanding of the learners.*

Question 13 in the questionnaire asked teachers to identify challenges they faced when teaching literature. Their responses are presented verbatim:

- *Lack of literature books, e.g short story books, poetry books;*
- *The books I currently using is not for JSC level (Things fall apart);*

- *I have little knowledge about literature so sometimes whatever am doing I really don't know if it is correct or not;*
- *Most learners show no interest in literature.*

Teachers gave the following responses, presented verbatim to the question: *How do you overcome these challenges?*

- *Making copies from some literature books when necessary;*
- *Search relevant information from local print media;*
- *I use internet to search pieces that suit my learners.*

The last question asked teachers to give their suggestions to the curriculum planners in English regarding the teaching and assessments of literature. Teachers' responses are presented verbatim.

- *They should prescribed literature books for each grade but not phase;*
- *They should promote literature through media to capture learners interests;*
- *To make literature a part of examination in all the grades;*
- *To provide more workshops to teachers in the field already so that they may know what to teach.*

4.4. RESULTS OF THE LESSON OBSERVATIONS

Six literature lessons were observed (see appendix C). Five female teachers and one male teacher presented their lessons. The genres that were taught (presented) were: prose, poetry and book review. The researcher observed the teaching aids used by the teachers. The chalkboard dominated the presentations, while two teachers made use of textbooks (English in Context Grade 8/9) and dictionaries. The researcher also observed the different terms/concepts teachers discussed during their literature presentation. Two teachers who taught prose asked learners the following questions while learners were busy reading:

- Who is the author of this story?
- What does the title mean?
- Who are the characters here?
- Where does the story took place?
- Do you think the title is correlating to the story content?

Two teachers who presented prose used oral questions as their assessment methods. One gave a project to learners to prepare a role play to present to the rest of the class in one week. The researcher had to observe the teaching strategies that teachers used in their presentations. Both teachers who taught prose used the read-aloud strategy, where learners were reading stories individually. One teacher told learners to underline some words and asked learners to use dictionaries to find the words' meanings based on the

story content. In one of the stories the sentence read: “ *The others paddled the canoes to the bank, jumped out, ran into the forest and hid behind trees and bushes, with mosquitoes following and stabbing after them* ’’. The teacher asked learners to underline the word bank and give its meaning.

Out of the six observed lessons, two teachers presented a lesson on poetry, where learners were reading and analysing poems. Again, the chalkboard and textbooks dominated the presentation as teaching aids. Both teachers discussed the following terms in their lessons:

- *Onomatopoeia*
- *Personification*
- *Metaphor*
- *Stanzas*
- *Simile*
- *Title*
- *Rhyme*

Teachers explained the meaning of the above terms, and asked learners to identify them from the poem that they were reading. In one of the lessons, learners were asked the following questions:

- *What is the poem all about?*
- *Who is the main character in the poem?*

- *Write down the examples of the following from the poem: personification, metaphor, and simile.*

Two teachers used oral questions as their assessment methods. They both used read-aloud as their teaching method, where learners would read the poems individually to the rest of the class. The researcher observed that one teacher used text-self, text-text strategy in addition to read-aloud because the teacher asked learners to write how the poem reminded them of another piece of text they had read before or any situation they had experienced before.

Out of the six lessons observed, one teacher presented a lesson on book review, where learners were reading/presenting their book reviews individually to the rest of the class. Textbooks (novels) were used as teaching aids. Learners first indicated the following before reading the review of their books:

- *My novel's title is.....by*
- *The story took place at In the year.....*
- *The main characters are.....*

The teacher asked each learner upon finishing reading his/her review the following questions:

- *What does the title of your novel mean?*
- *What does the story remind you of?*
- *What was your favourite part?*

- *What message did you get from your book?*
- *Will you recommend the book to others? Why?*

The teacher used oral questions as the assessment method because all the above questions were asked and answered orally. Read-aloud was used as the teaching strategy.

4.5. RESULTS OF THE INTERVIEWS

A total number of nine teachers were initially supposed to be interviewed; however, in the end only six teachers were interviewed. The other three teachers could not participate because they said that they were busy with Grade 10 examination preparations. The interviews followed the interview protocol guide, that is, the interviewer had a set of questions that guided the discussions. (see Appendix D)

Asked whether the ESL (JSC) syllabus explained clearly how to teach and assess literature, the majority (five of six) of the teachers interviewed felt that it is not well explained. Teachers' responses are presented verbatim.

- *Things are just listed so it is up to the teacher to figure out how to do it in class;*
- *It is limited*
- *Not easy for me to teach literature, the way it is written it does not clearly show how to teach literature;*
- *It is not clear but only indicates how many novels and poems to be done per grade.*

The other respondent (one teacher) felt that the syllabus explained clearly how to teach and assess literature. Her response is presented verbatim.

- *It directs that learners should read and respond to plays, novels and prose; Learners have to respond in specific to the broad content, sequence of events like story line, personification, simile, etc. the syllabus also explain clearly that learners should be assessed twice per term with both prose and poetry being part of the assessment.*

The other question asked was how teachers incorporated language and vocabulary in literature lessons. One respondent said that she gave grammar questions that learners needed to answer. The other respondent stated that she defined words and explained them to the learners since learners did not have the literary background. Another respondent also stated that when learners were reading they identified unfamiliar words and the teacher guided them to find meanings from the dictionaries.

Asked about the strategies/methods they used in class to teach literature, all respondents stated that they let learners read individually while others listened (read-aloud). For the question about the type of assessment methods they use to assess literature, almost all respondents used the same assessment methods such as class exercises, tests and role play. The respondents were also asked about how often they assessed literature. Almost all the respondents indicated that they assessed literature twice per term. Asked about the challenges they experience in teaching literature at JSC level, the respondents responses are presented verbatim.

- *No prescribed literature books in JSC;*
- *Lack of literature materials;*
- *The available books such as, Things Fall Apart, God of Women, which they presently use with the grade 8 and 9 are far of a higher level than theirs, therefore learners find it very difficult to understand them.*

Two respondents related that they were not taught literature at tertiary level and therefore were not comfortable in teaching literature. The following are the recommendations made by respondents regarding the teaching and assessment of literature. Respondents' responses are presented verbatim.

- *Avail prescribed textbooks;*
- *Teachers teaching English from lower grade must take literature teaching seriously so that when learners comes to higher grades such as JSC phase, they will have sufficient understanding of what literature is;*
- *More workshops and in-service training for the ESL teachers about literature should be done regularly;*
- *The MoE should provide sufficient literature books for the JSC phase.*

4.6. SUMMARY OF DATA FROM THE LEARNERS

The first part of the chapter presented data from the learners' questionnaires. The data were collected under the following themes: biographical information, strategies and

assessment methods used by ESL teachers to teach literature and learners perceptions towards the teaching and assessment methods of literature in ESL.

The total number of 71 learners participated in the study. Almost all learners indicated that their teachers often used novel readings, poems and role plays as teaching strategies. However, most learners indicated that story telling does not form part of the teaching strategies. Almost all learners indicated that their teachers used tests, oral questions, assignments and role-plays as assessment methods. The majority (92%) of the participants perceive literature as fun, interesting, exciting and entertaining. While only eight percent did not like literature and found it boring and complicated.

4.7. SUMMARY OF DATA FROM THE TEACHERS

The second part presented data obtained from the questionnaires, classroom observations and interviews. A total number of six teachers participated in the study and six literature lessons were observed. Only two participants indicated that they were well prepared to teach literature, while the rest were not. The main themes under which the data presented were teaching strategies and assessment methods as well as the challenges teachers encounter during literature lessons.

The study found that most teachers used teaching strategies such as: reading novels and poems, role-play, drawing on the chalkboard and posters. While for assessments they used tests, oral questioning, assignments and role-plays. Finally, challenges such as lack

of literature books, little knowledge on teaching literature and the lack of learners' interest in literature were highlighted by the teachers.

4.8 CONCLUSION

This chapter presented the data. The data was collected with the following instruments: questionnaires, observation grid and interview protocol guide. The overall data was collected from 6 teachers and 71 learners. The following chapter will present the discussion, recommendations and conclusion on the data required.

CHAPTER 5: ANALYSIS AND DISCUSSIONS

Data analysis is a systematic search for meanings. It is a way to process qualitative data so that what has been learned can be communicated to others. Analysis means organising and interrogating data in ways that allow researchers to see patterns, identify themes, discover relationships, develop explanations, make interpretations, mount critiques or generate theories (Hatch, 2002, p 148).

5.1 INTRODUCTION

This chapter presents the analysis of data. The data was collected to investigate the teaching strategies and assessment methods of English literature as a second language in junior secondary phase. The findings have been organised into the following themes: teaching strategies used by ESL teachers to teach literature in the junior secondary phase, assessment methods used by ESL teachers to assess literature in junior phase and learners' perceptions towards teaching and assessing of literature. Firstly, the biographical data of the participants will be analysed and followed by the themes that evolved from the subsequent research questions: what strategies do teachers use in ESL to teach literature in the JSC phase?; How do ESL teachers assess literature in JSC phase?; How do Grade 8 – 10 learners perceive the teaching and assessment of literature in ESL?

5.2 BIOGRAPHICAL INFORMATION OF PARTICIPANTS

Questionnaires were distributed to about 90 learners from Grade 8 – 10 but due to various reasons only 71 were returned. It was discovered that most learners who failed to return the questionnaires were from Grade 10. The researcher felt that this was due to the fact that the questionnaires were distributed during the third term when the Grade 10s were busy with their final examination and, therefore, perhaps did not have time to complete and return the questionnaires. There are, however, few learners who tried to answer and returned the questionnaires but did not answer all questions. However, the majority who returned the questionnaires answered all questions.

Six teachers took part in the study. It was interesting to note that the majority of teachers were females, a phenomenon which is believed to be common to language teaching. For sometime now, language teaching has been regarded as a woman's profession, so this finding was not surprising. The fact that there were two male teachers that took part shows that the trend is changing and the men are gradually becoming language teachers as well. Most participants obtained their qualifications between the years 2001-2014, a period where the university was offering modules on literature (literary criticism and poetry). This indicates that most teachers were qualified to teach literature. Only one teacher obtained her qualifications around 1990, who related that literature was not part of her studies.

5.3 TEACHING STRATEGIES USED BY ESL TEACHERS TO TEACH LITERATURE IN THE JUNIOR SECONDARY PHASE

In order to teach effectively, teachers use various methods/strategies. In literature teaching the study found that almost all teachers used the read-aloud method. Here, learners read one by one while others listen. This is in line with what Susana (2014) explained that when reading-aloud learners can listen to proficient readers which provide a model for fluent reading and can help them, especially ESL learners, recognise how to pronounce unfamiliar words. This method was found to be appropriate by almost all teachers due to the fact that even if given materials to read at home, learners usually failed to do so on their own, hence the reading in class provided a platform for all learners to actively read and listen and, understand the text fully. According to the observation the researcher made, this strategy seemed to be efficient and useful since all learners were highly engaged with the text. This means that it was obvious when one learner read, the rest silently followed and only reacted with laughter when humorous part of the text were read.

Another strategy used was text-self, text-text. Savvidou (2004) explained that text-self, text-text means after learners have read the text; the teacher can ask those questions that draw out the factual information of the reading; ask learners about the central purpose, meaning and outcomes involved in the text or even ask learners to write and then discuss questions that relate to them. This study also found that teachers used text-self, text-text

teaching strategy in their teaching in addition to the read-aloud strategy. This method benefited learners since it gave them an opportunity to study literature differently.

It is important to mention that though one of the objectives outlined in the syllabus (see 2.3.2) in addition to the read-aloud is the read silently strategy. The read silently strategy requires learners to read from a variety of prescribed and other available texts using appropriate reading strategies. This study found that, except for one teacher, almost all teachers ignored using this strategy. The reasons that hindered teachers from using this strategy as found by the study are they do not know how to introduce it to the learners and the lack of reading materials. Furthermore, the study found that teachers used other teaching strategies some of which were also teaching aids. This included the use of the chalkboard, dictionaries and the prescribed textbooks (English in Context Grade 8/9). The common use of the chalkboard can be due to the fact that it was the most easily available teaching aid in all classrooms, while the use of the textbooks can also be due to the fact that they were usually available to all learners. However, literature is a vast subject and given the length provided for a lesson, the use of chalkboard will not be sufficient. Teachers can be advised to consider other teaching aids such as the overhead projector to teach literature effectively within the given time (40 minutes).

It can be mentioned here that in the prescribed textbooks one usually finds short stories and poems which made them the only available source of literary texts (poems and short stories) fit for the specific grade levels.

Furthermore, some teachers asked learners to make use of dictionaries to find the meanings of the unfamiliar words found in the poem/short stories they read. This strategy was helpful because while it gave the meanings of the new words to them, it also created a platform for the learners to learn how to use the dictionary correctly since they did so under the teacher's guidance. However, English teachers can be encouraged to guide and introduce learners to other methods of finding meanings to difficult words found in the text in addition to the use of dictionaries such as e-dictionaries as well as the use of context to guess the meaning of words.

The study also observed that most of the teachers seemed to have a problem with chronology in their presentations. Their lessons were a little jumbled, preventing learners from following logically. This can be due to the fact that some teachers only prepared the lessons on literature when they read the content of the questionnaires because as they were mentioning some terms e.g. rhyme, a number of learners were quiet and were not able to explain what it was. This caused some teachers to just mention some terms but they did not explain in detail with clear examples what each term entailed.

5.4. ASSESSMENT METHODS USED BY ESL TEACHERS

As defined earlier in the literature review (see 2.5), assessment of learning is the type of assessment that is used to obtain evidence and data that show how much learning has occurred, usually at the end of the lesson or term or end of the year. In addition, the

study found that assessment takes place in almost every lesson. The assessment methods can, thus be categorized as formal and informal assessments. The assessment that takes place at the end of the term and at the end of the year was usually formal while the assessment that takes place every day or in every lesson was usually informal.

According to DoE documents (2008) teachers should use assessment methods such as tests, assignments, investigations, presentation assessments and spotlight. Some of these assessment methods are formal while others are informal. The study therefore found that teachers used both formal and informal types of assessments. Formal assessment is largely characterised by end of the year examinations and end of the term tests/exams. It was found that almost all teachers used this type of formal assessments. One main reason was that it was required by MoE that learners' progress is supposed to be assessed as such.

Besides, it was observed that all teachers used informal assessments methods such as oral questions, role play, presentations and assignments. The oral questions assessment was used mostly to help learners to get a better understanding of the text/poem being read. For example, in a short story that contains characters who played different roles, the oral questioning method was used to assist learners to come to a better understanding of the roles and functions of each character in the story. The use of role play was vital because it enabled learners to visualise what they had read, again to improve their understanding of the text (see 2.5.4).

Furthermore, the MoE documents (2010) defined assignments as unsupervised pieces of work that often combine formative and summative assessment tasks. This study also found that assignments were given to the learners to enable them to read extensively and to do further research on the given topic.

Another assessment method which was not mentioned in the literature review but found by the study was class exercises. The study found that teachers gave short exercises between 10 and 15 marks to be done by the learners in class, again to help them analysing the text/poem being read.

5.5. LEARNERS' PERCEPTION TOWARDS THE TEACHING AND ASSESSMENT OF LITERATURE

Asked whether they liked literature, 92% of the participating learners indicated that they liked literature while only 8% of the respondents did not like literature. Those who liked literature said they did so because it was fun, interesting, exciting and entertaining. Furthermore, learners related that literature helped them in many ways such as improving their vocabulary, boosting their imagination, improved their creativity, helped them gain knowledge in different aspects of life and help them develop their thinking skills. The attributes listed above are similar to the benefit of literature outlined by Smit and Beukes (2013, see 2.4). It can thus be mentioned here that studying literature benefits learners greatly.

Nevertheless, it cannot be avoided that to some learners literature means too much reading, boring exercises, complicated terms like stanzas, onomatopoeia are confusing, and the use of too complicated materials that are hard to understand as indicated by some, though few learners. This finding concurs with Sidhu (2003) who revealed that learners expressed negative attitudes towards reading poems and novels. He further explained that learners stated that they found poems and novels demanding. It can be concluded, therefore, that teachers still have a long way to go to get all learners to like, enjoy and understand literature. Eighty five percent of the participants indicated that they would like to be taught more literature. Some reasons for the above included their love of literature. They want to improve their reading and writing skills and, according to them literature also taught them how to solve their real life problems. On the other hand, 12% of the respondents indicated that they would not like to be taught literature because it required too much writing, it was too difficult and, some simply did not like literature at all.

All in all, it can be agreed that literature forms an important part in language learning and therefore must be maintained and be clearly explained to the learners especially those who find it difficult to understand.

CHAPTER 6: RECOMMENDATIONS AND CONCLUSION

This section presents the suggestions for addressing issues that came up in the study and areas for future research as well as the conclusions which are drawn from the study.

6.1 RECOMMENDATIONS

This section presents recommendations and suggestions regarding the findings pertaining the study. The following recommendations are made regarding the teaching strategies, assessment methods and the learners' perceptions of the teaching and assessment of literature.

- It can be noted that most teachers used the read aloud teaching strategy. It does not mean that it is the only strategy that suits teaching literature but there are more appropriate methods such as introducing a new book (which requires each learner to have a copy of that specific book) to this effect which teachers do not make use of because of various reasons. Therefore, when asked about the challenges they experienced in teaching literature, the respondents outlined the following shortcomings which hindered their successful teaching of literature in the JSC phase: the lack of prescribed literature books/materials, the use of available books such as *Things fall apart* and *God of women* which are above the learners' level, which scares learners away from liking literature because of the difficult language used by the authors of those specific books.
- The MoE should provide sufficient literary texts for the JSC phase.

- Teachers teaching English from grade one must take literature teaching seriously so that when learners come to higher grades, such as the JSC phase, they will have sufficient understanding of literature.
- Teachers play a big role in learners' education. Not only do they impart knowledge to the learners but they also help shape learners' attitudes towards education and, more specifically, the subject that they teach. To do this, teachers need to be properly trained and equipped with proper knowledge and skills regarding literature and thus successfully accomplish their tasks. Therefore, more workshops and in-service training for the ESL teachers about literature should be done regularly.
- Ahmad and Aziz (2009) argue that the types of children's literature that learners at Junior Secondary level enjoy are likely to vary. Therefore, teachers need to know how to select literature suitable to the learners' age, language level and areas of interest. Teachers want learners to identify with the characters, understand the viewpoints expressed and find the events and themes interesting, and this will not happen if the books chosen are beyond learners' level of interest or have to be explained to them word by word. This means that when learners read for themselves, they become more familiar with new words and gain confidence in sustained reading and writing. With the implementation of English studies in our tertiary institutions - the University of Namibia and the Polytechnic of Namibia - the researcher believes that teachers are being trained in the area of literature. The problem, however, is that several schools do not

have enough teaching materials, for example, literary texts, to be successful in the classroom.

- Perhaps another skill that teachers need to acquire is the ability to produce their own supplementary materials. Instead of relying on the Ministry of Education for materials, teachers can learn how to get information through the internet for example, and adapt those materials to suit their learners' levels and interests.
- Using a variety of learner-centered teaching strategies is another way to improve learners' attitudes towards literature. Teachers can use activities where learners get to practice their creative and critical thinking skills, such as writing their own scripts, staging a drama or doing creative writing.
- More research needs to be conducted on learners' reading abilities as they seem to lack higher level reading skills despite being trained on reading in lower and upper primary levels.
- Other possible research area which can help improve the teaching of literature in ESL context is learners' reading interests and teachers' training.

6.2 CONCLUSION

Chapter one dealt with the background of the study, statement of the problem as well as research questions and the limitations of the study. Chapter 2 discussed the theoretical framework and reviewed literature about the study. Chapter 3 on the other hand outlined the methodology used to collect data in this study, while in chapter 4 presentations of the

data was done. Chapter 5 dealt with the discussions of the results and chapter 6 presented recommendations and conclusions.

All in all it can be concluded that both learners and teachers experienced challenges when it came to literature teaching and learning. It can also be concluded that due to time limit, teachers did not teach literature in depth but simply introduced literature to learners throughout this phase (JSC). Lack of literature materials in schools also impeded the overall teaching of literature. There are still a number of language teachers in the Junior Secondary phase who are not comfortable teaching literature. Furthermore, it can be concluded that the majority of learners appreciate and enjoy literature while only a few do not.

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APPENDIX A: Questionnaires for teachers

Dear Sir/Madam

I am Sylvia N. Ithindi, a Master of Education learner at the University of Namibia. I am doing a study on the teaching methods and assessment of English as a Second Language Literature in the junior phase in three schools in Windhoek. I therefore kindly request you as an English teacher to provide me with relevant information, which will help me in my study. The information that you will provide will be treated confidentially. Therefore you are urged to answer all questions as honestly as possible.

SECTION A: Please try to answer all the questions in the spaces provided.

- 1. Do you think you were prepared enough by UNAM (other institution) to teach literature sufficiently? Explain.**

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- 2. Do you attend workshops on literature? If yes, how often and when?**

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3. (a) In which Grade do you think literature should begin to be taught?

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3 (b) Which genre should be started with?

Genre:	poetry	Drama	Short stories	Name any other

4. How often do you do the following in class?

4.1 Reading novels

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/ term/year)	Never

4.2 Reading Poems

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

4.3 Drama/actions/Role playing

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

4.4 Analyzing poems + novels

very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

4.5 Telling traditional stories

very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

4.6 Let learners listen to CDs

very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

5 What teaching aids do you use in English lesson?

Posters	Power point	Drawing on the chalkboard	CDs	Videos	Other (specify)

6 Tick all the things that you have discussed with your learners when you are reading novels.

Theme + title	Characterization(characters)	milieu	plot	Story line	Author	Tension	conflict

7 Tick all the things below that you have discussed with your learners in English lesson when you did poetry.

Epic poetry	Lullaby	Narrative poems	Sonnet	Stanzas	Rhyme

8. What type of assessment do you use in English lesson when doing literature?

Test	Oral questions	Assignments	Role play	Others (specify)	None of the above

12. What should be a major focus in English classes in terms of teaching literature that will help these learners in this specific area? (literature).

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13. What are the challenges you face when teaching literature?

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14. How do you overcome these challenges?

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15. Any suggestions to curriculum planners in your subject regarding the teaching of literature?

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SECTION B: BIOGRAPHICAL INFORMATION

Please tick (✓) the correct choice

1. Gender

Male	Female

2. Age

21-27	28-34	34-40	41-45	46+

3. What is your highest qualification?

M. Ed	B. Ed	BETD	Other (specify)

4. In which year did you obtain that qualification?

Before 1990	1991- 2000	2001-2010	2011-2014

5. Where did you obtain your highest qualification?

University of Namibia	Polytechnic of Namibia	Former Colleges of Education	IOL	Other (specify)

6. Years of experience in teaching profession.

0-1 years	2-6 years	7-11 years	12-16 years	17+ years

7. How long have you been teaching English in the junior phase?

0-1 years	2-6 years	7-11 years	12-16 years	17+ years

8. Which current Grade (s) you are teaching?

Grade 8	Grade 9	Grade 10

THANK YOU FOR YOUR COOPERATION.

APPENDIX B: QUESTIONNAIRES FOR LEARNERS

Please answer the following questions by ticking (√) the correct choice. Please do not write your name on this paper.

1. Gender

Male	Female

2. Age

14- 16	17-19	20+

3. Current grade

8	9	10

4. How often does your English teacher do the following in class?

4.1 Reading novels

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

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a. Reading poems

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

b. Drama/ actions/ Role playing

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

c. Analyzing poems + novels

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

d. Telling traditional stories

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

e. Let you listening to CDs

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

f. What teaching aids does your teacher use in English lesson?

Posters	Power point(laptops)	Drawing on the chalkboard	CDs	videos	Other (specify)

5. Tick all the things that your teacher has discussed with you when you are reading novels.

Theme title	+	Characterization(characters)	milieu	plot	Story line	Author	Tension	conflict

6. Tick all the things below that your teacher has discussed with you in English lesson when you did poetry.

Epic poetry	Lullaby	Narrative poems	Sonnet	Stanzas	Rhyme

7. How often does the teacher do the following in English lesson?

Test	Oral questions	Assignments	Role play	Others (specify)	None of the above

8 . Do you like literature? Give a reason for your answer.

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9. Would you like to be taught more literature? Give a reason for your answer.

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APPENDIX C: OBSERVATION GRID

1. Grade observed.....

2. Genre taught

Genre:	poetry	Drama	Short stories	Name any other

3. What was done in class?

Reading novels	Reading poems	Drama/ actions/ role playing	Analyzing Poems/novels	Telling Traditional stories

4. Teaching Aids used

Posters	Power point	Drawing on the chalkboard	CDs	Videos	Other (specify)

5. Concepts/ Terms discussed during the literature lesson.

Theme + title	Characterization(characters)	milieu	plot	Story line	Author	Tension	conflict
Epic poetry	Lullaby	Narrative poems	Sonnet	Stanzas	Rhyme		

6. Assessment methods

Test	Oral questions	Assignments	Role play	Others (specify)	None of the above

7. Teaching strategy

Introducing a new book	Character charts	Chunking	Text-self text- text	Read aloud	Reader's theater	Storyboard teaching strategy

APPENDIX D: Interview guide for teachers

1. Does the ESL (JSC) syllabus explain clearly on how to teach literature? If yes...
2. Explain what the syllabus says regarding the teaching and assessment methods on literature.
3. Do you incorporate language and vocabulary in your literature lesson? Explain.
4. Which strategies/methods do you use most in class to teach literature?
5. What type of assessment methods do you use to assess literature?
6. How often do you assess prose (short story), poetry and drama ?
7. Are there any challenges in teaching literature in JSC phase?
8. What recommendations can you give the Ministry of education regarding the teaching and assessment of literature?

APPENDIX E: Permission letter to Khomas Education Regional Director

S.N. Ithindi
P.O.Box 21679
Windhoek
Namibia

07 August 2014

The Acting- Director
Khomas Education Region
Windhoek

Dear Sir/Madam

**RE: PERMISSION TO CONDUCT A MASTER OF EDUCATION STUDY IN
KHOMAS EDUCATION REGION.**

I, Sylvia Ndapewa Ithindi, a Master of Education (Literacy & Learning) learner at the University of Namibia hereby wish to request permission to conduct a research study in the Khomas Educational Region in the following schools: Hage Geingob SS, Dawid Bezuidenhout HS and A Shipena SS, which will serve as partial fulfillment of the requirements of a master's degree at the University of Namibia.

The study's title is: **Investigating the teaching and assessment methods of English Literature as a Second Language in the Junior Phase: A case study of three schools in Windhoek, Namibia.** The study will investigate teaching strategies and assessment methods used by teachers in their literature lessons. The findings will provide information to the English advisory teachers on how the teaching of literature is conducted in schools. It will also help teachers to improve their strengths and eliminate weakness in teaching literature.

The study is scheduled to take place between 22 September 2014 to 30 September 2014. Care will be taken to avoid interruptions of normal school program. Therefore,

interviews and questionnaires will be administered at conveniently suitable times that will not disrupt teaching.

Participation in the study will be entirely on a voluntary basis and all data collected will be treated confidentially. The findings and conclusions of the study will be made available to Khomas Education Regional Office.

Attached please find the copies of research permission letter and the Ethical Clearance Certificate from the University of Namibia.

Yours faithfully

Sylvia. N. Ithindi

APPENDIX F: Response from the Khomas Education Regional Director

