

**THE TEACHING OF LITERATURE IN ENGLISH IN SELECTED
SENIOR SECONDARY SCHOOLS IN THE MANZINI REGION OF
ESWATINI**

BY

MPHICWA MILTON DLAMINI

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SUPERVISOR: DR ZINHLE P NKOSI

DECLARATION

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[REDACTED]

[REDACTED]

Date: 1 December 2023

As the candidate's supervisor, I have approved this thesis for submission.

[REDACTED]

Dr Zinhle Primrose Nkosi

DEDICATION

This thesis is dedicated to my loving and supportive wife Hlob'sile I Dlamini and my dear daughters Nosihe, Okuhle and Qophelo Dlamini. Their unconditional love, reassuring daily smiles and encouragement made it possible for me to keep working even during challenging moments of this academic journey.

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ABSTRACT

This study sought to investigate the teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini. The study aimed at addressing three research questions: 1. What literary competencies are taught in Literature in English in the selected schools? 2. How do the teachers teach Literature in English in these selected schools? 3. Why do the teachers teach Literature in English the way they do? This qualitative case study was conducted in three underprivileged senior secondary schools in the Manzini region of Eswatini and was guided by the interpretive paradigm. Vygotsky's social constructivist theory was employed as the study's theoretical framework and data was generated through four methods namely: semi-structured Zoom interviews, audio recorded lessons, document analysis and focus group discussions through Zoom. Through qualitative methods of data analysis, three broad themes emerged. These were: literary competences taught in the Literature in English subject, approaches and instructional strategies used, and lastly reasons behind the participant teacher's way of teaching. The literary competences taught were: content knowledge, language and critical thinking skills, and lastly values and attitudes. The participant teachers employed a number of approaches in their teaching which included: the eclectic approach, learner-centred approach, information based approach, moral-philosophical approach, reader response approach, and the language-based approach. Teachers' knowledge and belief on the effectiveness of their instructional strategies coupled with their desire to make a positive contribution to humanity influenced them to use learner-centred methods and taught skills, moral values and desirable attitudes to their learners. However, due to several reasons such as, learners' poor English language proficiency, lack of resources, inadequate lesson preparation and time constraints due to the COVID-19 pandemic, their teaching was more teacher-centred. It was recommended that teachers strive to prepare well for their lessons and employ more learner-centred strategies, while schools and the Ministry of Education work jointly to avail basic resources such as the literary texts. It was also recommended that a larger study in a different context be conducted in order to get deeper insights in the phenomenon of teaching Literature in English.

LIST OF ABBREVIATIONS AND ACRONYMS

EGCSE:	Eswatini General Certificate of Secondary Education
HIV:	Human immunodeficiency virus
PEEL:	Point, example, explanation and link
ESL:	English as a second language
SNEPD:	Swaziland National Education Policy Directives
UNESCO:	United Nations Education Scientific and Cultural Organisation
UKZN:	University of KwaZulu-Natal
ZPD:	Zone of proximal development

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CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study is a qualitative exploration of the teaching of the Literature in English subject at the senior secondary school level in selected schools in the Manzini Region of Eswatini. The Literature in English subject is an optional subject which focuses on the study of literary texts which are written in English. This study is conducted in the context of heightening calls for quality and relevant education (Ministry of Education and Training, 2018a, 2018b) which are juxtaposed with the high failure rate of learners in the Literature in English subject (Examination Council of Eswatini, 2019b). Consequently, this study explores the literary competencies in terms of knowledge, skills, values and attitudes taught in Literature in English in the selected schools; the approaches and strategies used by teachers in the teaching of the subject and lastly, the rationale for employing particular approaches in their teaching.

This chapter focuses on the background of the study, location of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study and delimitations of the study. The chapter then concludes with the thesis outline.

1.2 Background and context of the study

Eswatini's quest for quality education that improves the students' lives by enhancing their employment opportunities, developing their critical thinking skills and instilling acceptable moral values and principles can be traced back to the years just after independence from the British colonial rule. For instance, in 1972 the Eswatini Government, then Swazi Government highlighted that education should be crafted to instill patriotism, respect and discipline resulting in highly knowledgeable and well behaved citizens (Swaziland Government, 1972). In the subsequent decades, Eswatini did not only heighten its call for quality education that inculcates desirable human values like respect, moral values, and critical thinking skills, but also emphasized the need to align its education system with international standards and global values (Ministry of Education, 1975, 1985, 1999; Ministry of Education and Training, 2005, 2018a; World Bank, 2021).

The value of education to Eswatini's economic development and social wellbeing was underscored in 1999 when the country crafted its major development framework known as vision 2022 (Marope, 2010). That framework highlighted that for the country to overcome its huge challenges such as abject poverty, skyrocketing Human Immunodeficiency Virus (HIV) prevalence rates and unemployment, more investments were to be made on quality accessible education. In this way education was seen as a key driver for economic emancipation, quality health and a better life for all citizens. While Eswatini was trying to use education to forge a better future for its citizens, it was clear from the onset that the challenges facing the education sector were huge and diverse. For instance, that same year in 1999, the Ministry of Education through its *National Policy Statement on Education* highlighted the gaps and challenges which are still evident even today. It stated that the Eswatini secondary education system was faced with many challenges amongst which was a failure to address very vital and critical issues such as the "teaching and learning of attitudes, improved attitudes, morals and values" (Ministry of Education, 1999, p. 2). This statement highlighted the need to reconsider the value of education not just an instrument for economic stability, but also as a vehicle for moral development and the inculcation of many other essential humane values like tolerance, respect and empathy. This reminded educators and all major stake holders about the need of not brushing aside the humanities subjects such as History, Geography, Religious Education and Literature in English as just useless optional subjects. It was clear that while a strong emphasis on the improvement of teaching Mathematics and Science was needed, all the subjects in the secondary school curriculum were very vital in the country's quest to attain a better life for all its citizens (Dlamini, 2015).

The *Swaziland National Curriculum Framework for General Education* (Ministry of Education and Training, 2018b) states that the Eswatini education system is structured in five phases, namely; foundation phase (grades 0-2), middle primary phase (Grades 3-4), upper primary phase (grades 5-7), junior secondary phase (forms 1-3) and senior secondary phase (forms 4-5 and form 6). Since form 6 is not mandatory and offered by very few schools, most of the students write their school leaving examination known as the Eswatini General Certificate of Secondary Education (EGCSE) in form 5. At the EGCSE level, students do five compulsory subjects which are SiSwati, English as a Second Language, Mathematics, Science and Religious Education. They then choose at least three electives from the four fields of study, namely; agriculture, business studies, home economics, social sciences and humanities and the technical field of study. Literature in English is an optional subject that falls under the social sciences and humanities field of study (Examination Council of Eswatini, 2019a).

1.2.1 The Literature in English Subject

Unlike in other countries where the Literature in English subject is part or a component of the English as a second language subject, in Eswatini Literature in English is a separate independent and optional subject focusing on the in-depth study of literary texts (Examination Council of Eswatini, 2019a). In government documents and the syllabus, the official title of this subject is *Literature in English* denoting that it is the study of literary texts written in the English language. It is true, being in a context where learners learn English as a second language greatly influences the teaching and learning of this subject (Makhubu, 2017). According to the *EGCSE Literature in English Syllabus* (Examination Council of Eswatini, 2019a) there are six aims for teaching Literature in English, namely: to enjoy the experience of reading; understand and respond to literary texts in different forms and from different cultures including their own; communicate an informed personal response appropriately and effectively; appreciate different ways in which writers achieve their effects; experience literature's contribution to aesthetic, imaginative and intellectual growth; and to explore the contribution of literature to an understanding of areas of human concern.

Before 2008, the Literature in English subject was not localized, but was based on the O'Level syllabus which was content based and regulated by the Cambridge Examinations in England. This meant that all the studied literary texts were from foreign English contexts. Even the end of year examinations were set in England and the students' examination scripts were sent to England for final moderation after being marked locally (Makhubu, 2017). It is clear that this posed a huge challenge on the learners who had to first struggle with the challenge of reading and appreciating a literary text that was written in their second language. Secondly, the learners faced the challenge of analyzing a literary text which was from a setting and culture completely different of their own. This posed a huge challenge on the learners as it is normally hard to analyse and relate to literary texts from very unfamiliar settings (Abdelaziz, 2014). Makhubu (2017) further states that what further compounded this problem faced by the learners was that even most of the teachers during this time were not competent enough to adequately analyse those unfamiliar literary texts, not to mention teaching their learners.

The current localized EGCSE Literature in English syllabus was introduced in 2008 and it came with certain changes which were not in the O'Level paper. First of all, there was an effort to include a variety of literary texts from different settings including more familiar ones like Eswatini, South Africa and Africa. In this way teachers had the leeway to select literary texts they found more suitable for their learners (Makhubu, 2017).

Secondly, unlike the O’Level syllabus which had only one examination paper, the EGCSE Literature in English syllabus had two examination papers and was more skills or competency based as opposed to being content based (Gamedze, 2015; Makhubu, 2017). The localized syllabus focused more on the development of literary critical analytical skills and learner’s deeper personal engagement with the text through the use of empathy tasks. This was supposed to be further enhanced through Paper 2 of the syllabus which was termed as the *Unseen Text* where learners were trained to critically analyse a literary text they have not seen before (Examination Council of Eswatini, 2019a).

In a nutshell, the Literature in English subject is divided into two components, namely; Paper 1 which focuses on the study of prescribed literary texts and Paper 2 also known as the *Unseen Text* where pupils demonstrate their critical literary skills by analyzing a literary text they have not studied in class. Paper 1 contributes 70% whilst Paper 2 contributes 30% of the final exam mark (Examination Council of Eswatini, 2019a). The prescribed literary texts to be studied in Paper 1 include: three drama plays under the drama section; three poetry texts comprising of fifteen poems each under the poetry section and lastly under the prose section there are two novels and a collection of ten short stories. This pool of nine literary texts in the syllabus is prescribed by the government through the *English Language and Literature Subject Panel* (Ministry of Education, 1983). It is then the teachers’ duty to select at least one most appropriate literary text under each genre to be studied in his or her school. This means, students must study at least one drama text, one poetry anthology of fifteen poems and either one novel or a collection of ten short stories. Below is a table summarizing the key features of the O’Level Literature in English syllabus and the EGCSE Literature in English syllabus.

Table 1: Key features of the O’Level and the EGCSE Literature in English syllabuses

FEATURES	O’LEVEL SYLABUS	EGCSE SYLABUS
Type of literary texts	All English texts from foreign settings	Literary text from different settings including local ones
Setting of Examination papers	Set in Cambridge	Set locally in Eswatini
Moderation of examination papers	Moderated in Cambridge	Moderated locally
Type of curriculum	Content based	Competency or skills based
Number of examination papers	One examination paper	Two examination papers

Weighting of Examination papers	100%	Paper 1 is 70% while paper 2 is 30% of the final mark
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The value of literature in language enrichment, inculcating moral values, critical thinking skills, desirable attitudes like tolerance, respect, empathy, and many other good values on learners has been highlighted by some number scholars (Booth, 1998; Carlin, 2010; Holmes, 2019; Tomlinson, 2018). This perceived important role of literature in the holistic development of any learner may lead one to conclude that it should not only be a mandatory subject in schools, but must also be well taught with the most relevant approaches and strategies to achieve the most desirable results (Dlamini, 2015; Dlamini, 2010; Mhlanga, 2014). Sadly, this is not the case in Eswatini. The position of Literature in English as an optional subject learnt by a dwindling number of students accounting for hardly 20% of the total number of Form five students nationally is very worrying (Makhubu, 2017). What is aggravating this problem is the alarming failure rate in the subject where a huge number of students amongst the few who are doing it fail (Mhlanga, 2014). This is even more worrying because according to the *Eswatini Education Sector Analysis 2021* report (World Bank, 2021) like the English language subject, Literature in English enhances learner’s competency on the English language and overall critical thinking skills. Hence since English language is a medium of instruction at EGCSE level, except for the Siswati subject, learners with good competence on the English language perform very well in most of their subjects, while those with limited competence on the English language perform dismally in most subjects. Consequently, the report recommended strengthening reading programs which may include various literary texts and readers written in English. This directly highlights the value of the Literature in English subject which needs to be harnessed to improve the academic performance of learners in a number of other subjects.

1.2.2 Study location and context

The location of this study is the Manzini region of Eswatini. Eswatini has four regions, namely Hhohho, Manzini, Shiselweni and Lubombo. Each of these regions through the Regional Education Office (REO) monitors and handles the affairs of all the schools in under its jurisdiction. In turn the Regional Education Office works under the guidance of the Eswatini Ministry of Education (World Bank, 2021). The Manzini region can be seen in the following map which depicts the four regions of Eswatini.

Figure 1: A map showing the four regions of Eswatini (Mappr, 2022)



This study focuses on three purposefully selected underprivileged senior secondary schools in the Manzini region of Eswatini. As highlighted on the map (Mappr, 2022), the Manzini region is at the centre-west of Eswatini having about 83 senior secondary schools which is the highest number of schools when compared to the other regions (Education Management Information Systems, 2017). Since not all the schools offer Literature in English at EGCSE level (Makhubu, 2017), the focus is on those that offer the subject. Most of the schools that perform poorly in the Literature in English are the underprivileged senior secondary schools. Gamedze (2015) defines underprivileged senior secondary schools in Eswatini as those schools with very little financial resources, very little support from government, characterized by scarcity of teaching and learning resources and materials and have a large proportion of students from poor economic backgrounds. Since there are no incentives or hardship allowances to lure and retain good teachers, such schools normally lack quality teachers (World Bank, 2021). Unlike other schools, which are selective when admitting students to Form four, forcing them to apply and selecting the best achievers especially first class and merit students, underprivileged schools are nonselective in their admission policy. Hence they end up being populated by low achieving students. Some of these schools are in the urban areas while others are in the rural areas.

1.2.3 The COVID-19 pandemic

This study was conducted during the COVID-19 pandemic which not only grossly affected the Eswatini education system, but many other education systems globally. Since March 2020, Eswatini was severely hit by this pandemic and a lot of teaching and learning time was lost as schools were closed in adherence to nationwide lock down and social distancing regulations (World Bank, 2020). During this challenging period, learners lost contact with their teachers and could hardly study on their own as the main objective was just survival and the trauma of losing close relatives who were in most cases bread winners was unbearable.

To save the situation, the Eswatini government through the Ministry of Education and Training, started media lessons which were broadcast through the Eswatini Broadcasting and Information Service which is a radio service, and the Eswatini Television Station. While these interventions were aimed at helping learners in all subjects, their effect was very minimal because most learners especially those from underprivileged schools did not have access to the media (World Bank, 2020). Moreover, most of the lessons were not interactive and teacher-centered. The few learners who listened or viewed them were just passive participants without any effective monitoring of learning progress. In most instances, subjects like Literature in English suffered greatly because most schools used the book rental system to lease books to learners and learners were without books during the lockdowns. According to the World Bank (2021), the impact of the COVID-19 pandemic in Eswatini Education system has been very grave and more research is needed to ascertain the full nature of the situation and better support both learners and teachers.

1.2.4 Quality teaching

For years, lack of quality teaching or instruction in many subjects at the senior secondary school level, including the Literature in English subject has been identified as the main cause for learners' poor academic performance and failures. A decade ago the World Bank report (Marope, 2010, p. 37) highlighted that while there were many factors responsible for the poor performance of learners at EGCSE level, "poor teaching effectiveness" or lack of quality instruction was a major cause. The report indicates that quarterly reports from subject inspectors highlighted that there was evidence of poor instruction or teaching in a number of subjects. For instance, teachers were still employing teacher-centered approaches, minimal or lack of teaching aids, minimal promotion of higher order thinking skills, lack of lesson preparation on the part of teachers and lack of regular and relevant assessment. While this report may appear a bit outdated as the study was conducted more than a decade ago, it is still relevant because a number of the Eswatini education policies are informed

by it and the situation on the ground has not changed (Examination Council of Eswatini, 2019b; Ministry of Education and Training, 2018a, 2018b; World Bank, 2021).

The issue of quality teaching or instruction as having a significant bearing in learner's academic performance has been highlighted a long time ago. For instance, Dunkin and Biddle (1974) points that whilst there are many factors affecting the academic performance of learners, effective teaching appears to play a pivotal role in learners' success. Through their model of research on teaching they group the different factors that influence learners' performance such as presage variables, context variables and most importantly the process variables where teaching and learning takes place through teacher and learner interaction with the subject matter. Hattie (2012) emphasizes this point by asserting that though there are many factors influencing students' performance in schools, effective teaching is the most significant factor that has a huge bearing on students' academic achievement. The value of teaching as a key factor in learners' academic performance necessitates that research on teaching has to be done whenever there is a need to ascertain learners' academic performance. For instance, The *Eswatini Education Sector Analysis 2021* report (World Bank, 2021) highlights that partly, the cause of learner's poor performance in Eswatini is lack of quality instruction, where about 30% of teachers at secondary school level have insufficient content and pedagogical knowledge. The report also reveals that since there is no current data on teachers' employment of effective instructional strategies when teaching the various subjects, including Literature in English, there is an urgent need for research that will address this gap.

1.3 Statement of the problem

The high failure rate in the Literature in English subject, coupled with the declining number of students doing this optional subject, is deeply worrying and warrants investigation. According to Mhlanga (2014, p. 11) "despite all the praises heaped on Literature in English, it is shocking that the subject is almost extinct." According to the Eswatini Examination Council statistics (2021) from 2015 to 2019, only less than 25% of students obtained C grade or above in the EGCSE examination. This means that in these five years over 75% of students performed poorly in the EGCSE Literature in English examinations. This problem has been in existence for quite a very long time. For instance, the 2011 *Literature in English Examination Report* lamented the lack of deep and critical understanding of literary texts displayed by an overwhelming number of candidates during examinations. The report stated that apart from paraphrasing or summarizing the literary

text, most candidates failed to critically engage with the text, expressing feelings of empathy or dislike, consequently, studying literature as a lived human experience (Examination Council of Swaziland, 2011). After close to a decade, instead of diminishing, this problem seems to have intensified. For instance, the 2019 *Literature in English Examination Report* revealed that “the candidates’ main weakness was lack of knowledge of the text in detail (Examination Council of Eswatini, 2019b, p. 3). This reflects a major decline in students’ performance which warrants investigation because in 2011 students displayed basic understanding and knowledge of the literary texts and their only challenge was displaying critical personal engagement. The 2019 *Literature in English Examination Report* further states that the few candidates who can have basic understanding of the literary texts fail to display critical thinking skills by providing comprehensive and informed personal responses to questions. They fail to explore how authors use language and relevant key moments in the text to create the desired memorable effect on the reader. “Instead most of them give a summary or paraphrase” of the literary text “without engaging with the question” at hand (Examination Council of Eswatini, 2019b, p. 13). According to Løvstuhagen (2012) even though students’ performance in the Literature in English subject may be influenced by a variety of factors, teachers’ choice of instructional approaches has a huge bearing on learners’ interest and performance on the subject. Hattie (2012) also emphasizes this point by asserting that though there are many factors influencing students’ performance in schools, effective teaching is the most significant factor that has a huge bearing on students’ academic achievement. Consequently, there is a need to investigate the teaching of Literature in English at senior secondary school in Eswatini, focusing on what is taught, how it is taught and why it is taught the way it is taught? This necessitates an exploration of literary competencies in terms of knowledge, skills, values and attitudes taught in Literature in English in the selected schools; the approaches and strategies used by teachers in the teaching of the subject and lastly, the reasons for employing particular approaches in their teaching.

The magnitude of the problem is evidenced by Mhlanga's (2014) assertion that the high failure rates in the Literature in English subject results in most learners having a negative attitude towards it and then refusing to study it. As a result, very few learners are doing this important subject. This assertion is further supported by the *Eswatini Education Sector Analysis 2021* report (World Bank, 2021) which highlights that the high failure rates in a number of subjects at EGCSE level in Eswatini is amongst some of the causes for learners to drop out of school and never realize their dreams of achieving a better life through education.

Furthermore, the study of Literature in English has been globally valued for its immense contribution to language enrichment, inculcating moral values, critical thinking skills, desirable attitudes like tolerance,

respect, empathy, and many other globally accepted human values (Booth, 1998; Carlin, 2010; Choo, 2017; Dlamini, 2015; Giovanelli, 2017; Holmes, 2019). The proper teaching of Literature in English is even more vital since it is globally viewed as one of the key subjects in the implementation of global citizenship education (Choo, 2017; Holmes, 2019; Wolk, 2013). Target 4.7 of the Sustainable Development Goals which was adopted by most governments including Eswatini orders all countries to implement global citizenship education and help learners develop desirable skills, good moral values, peace, tolerance, and many other globally accepted virtues (UNESCO, 2015). This problem is made clearer by Keevy and Matlala (2016, p. 40) when they assert that any failure by Southern African countries like Eswatini to implement or evaluate if their curriculums effectively teach globally accepted humane values aligned with Global Citizenship Education, “will leave such countries isolated and their citizens disadvantaged.” Consequently, since a high premium is placed on the Literature in English subject, now more than ever before, it is imperative to evaluate if the teaching of this subject in Eswatini lives up to its desired expectations.

While the teaching of Literature in English at senior secondary school level in Eswatini is deemed as very important, very few studies have investigated this phenomenon, let alone comprehensively investigating what is taught, the teaching approaches and strategies and why teachers prefer certain approaches (Dlamini, 2015; Dlamini, 2010; Makhubu, 2017; Mhlanga, 2014; Msimango, 2010). The limited number of studies mainly focusing on the teaching of Literature in English at senior secondary level in Eswatini highlights a huge void in the literature. Moreover, the limited literature or studies focusing on the teaching of Literature in English during the challenging COVID-19 pandemic warrants this investigation (World Bank, 2021). Consequently, this necessitates the current study exploring the teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini.

1.4 Purpose of the study

This study sought to investigate the teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini. It aimed at ascertaining the literary competencies taught in the Literature in English subject at EGCSE level and establish how teachers taught those literary competencies. It further sought to understand why the teachers in the selected schools taught Literature in English the way they did?

1.5 Objectives of the study

The study was guided by the following objectives:

- a) To ascertain the literary competencies taught in the Literature in English subject in the selected senior secondary schools in Form 4 and 5 classes.
- b) To establish the approaches and strategies used by teachers of the selected senior secondary schools when teaching Literature in English in Form 4 and 5 classes.
- c) To find out the reasons influencing teachers of the selected senior secondary schools to teach Literature in English the way they do in Form 4 and 5 classes.

1.6 Research Questions

The study's research questions were drawn from the study's three main objectives and they were as follows:

- a) What literary competencies are taught in Literature in English in the selected schools in Form 4 and 5 classes?
- b) How do the teachers teach Literature in English in these selected schools in Form 4 and 5 classes?
- c) Why do the teachers teach Literature in English the way they do in Form 4 and 5 classes?

1.7 Significance of the study

The study's significance is based on the context on which it was conducted, the three underprivileged senior secondary schools in the Manzini region of Eswatini during the era of the COVID-19 pandemic. While the findings of this case study cannot be generalized, they have shed light and valuable insights on what the teaching of Literature in English means in the three selected schools. The phenomenon of teaching Literature in English at underprivileged senior secondary schools during the era of the COVID-19 pandemic had never been investigated before. Thus methodologically, this study has contributed valuable knowledge on the possibilities and challenges of using COVID-19 compliant data generation methods like semi-structured interviews through Zoom, audio recorded lessons, document analysis and focus group discussions through Zoom, to investigate the teaching of Literature in English in underprivileged senior secondary schools in ESwatini. Hence the findings of this study are bringing new valuable insights in the field of teaching literary texts. By establishing the literary competencies taught in the Literature in English subject in the selected schools, the teaching approaches and strategies employed and reasons why teachers teach the way they do, this study hopes to contribute to the limited existing literature on the teaching and learning of Literature in English in Eswatini. It is hoped that this will benefit different stake holders like teachers, pre-service and in-service training institutions, education inspectors, curriculum designers and parents. For instance, findings and recommendations from this study may aid the Ministry of Education, inspectors, curriculum designers

and the National English Language and Literature Panel in formulating policies that will greatly enhance the teaching and learning of Literature in English. Moreover, this study also hopes to benefit teachers of Literature in English by shedding light on some of the effective approaches and strategies for teaching this subject.

1.8 Limitations of the Study

The first challenge to this study was access to the research site during the COVID-19 pandemic and related restrictions. It was impossible for me to generate data, especially doing lesson observations yet they were a very essential data generation method when investigating teaching and learning. To mitigate this challenge, I requested the teachers who were participants in the study to audio record their lessons for me. Both the semi-structured interviews and focus group discussions were virtually conducted through the Zoom conferencing platform. The limited number of studies or literature focusing on the teaching of Literature in English at the senior secondary level in Eswatini proved to be another limitation for this study. Consequently, I had to use literature from other countries. It is noteworthy that the scarcity of literature or studies focusing on the teaching of Literature in English in Eswatini was also a motivation fueling me to continue with my study and make a humble contribution in this field. Lastly, my experience as an educator, lecturer and curriculum designer for Literature in English may have introduced some form of researcher bias during data analysis if unchecked. Keeping a reflective journal, member checking and providing detailed, and thick descriptions of the data aided me in mitigating this limitation.

1.9 Delimitations of the Study

This study was delimited to exploring the teaching of Literature in English at the senior secondary school level, not any other subject. Secondly, it only focused on the teaching of Literature in English in the three purposefully selected senior secondary schools in the Manzini region of Eswatini. Thirdly, this study was only restricted to the participating teachers, and not Literature in English teachers for the whole school.

1.10 Thesis outline

This thesis is organized into seven chapters as follows:

Chapter 1: This chapter gives an overview of the study. It includes the introduction to the study, a description of the study's background and context, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study and delimitations of the study. It further

outlines the study's limitations, thesis outline, description of key terms and concepts and then offers a conclusion

Chapter 2: This chapter discusses the literature review. This is where I review studies and literature relevant to the present study. The literature is grouped into various themes, which are: the literary competencies taught in the Literature in English subject, importance of selecting of appropriate literary texts; approaches for teaching literature and factors influencing teachers' approaches and strategies. Finally, I conclude by reviewing some of the related literature and studies conducted internationally, continentally and locally here in Eswatini and the highlighting the existing gap which necessitates the present study.

Chapter 3: This is a research design and methodology chapter. Here I discuss the research approach, which is the qualitative approach. There is also discussion about the interpretive paradigm as the research paradigm employed in the study, a discussion of the case study design, and data generation methods, namely: virtual semi structured interviews through Zoom technology, audio recorded lessons, document analysis and virtual focus group discussions through Zoom technology. The chapter further discusses the pilot study, data analysis, ethical considerations and issues of validity and trust worthiness.

Chapter 4: This chapter discusses Vygotsky's (1978) social constructivist theory as the theoretical framework and lens that guides the study. Here the basic features of this theory such as; social interaction, collaboration, mediation, zone of proximal development and scaffolding are discussed. This chapter further discusses the rationale and justification for employing the social constructivist theory as the theoretical frame work for the study.

Chapter 5: In this chapter I present data addressing the first research question which focuses on what literary competencies are taught in Literature in English in the selected schools in Form 4 and 5 classes. Here I discuss the data shedding light to what is actually taught at in Form 4 and Form 5 in the three selected schools in terms of content knowledge, skills, values and attitudes.

Chapter 6: In this chapter I present data addressing the second research question which operational in nature, focusing on how the teachers teach Literature in English in these selected schools in Form 4 and 5 classes? Here I discuss the data shedding light to how the teachers teach Literature in English in the selected schools, detailing their approaches, strategies and classroom activities.

Chapter 7: In this chapter I present data addressing the third research question which philosophical in nature, focusing on why the teachers teach Literature in English the way they do in Form 4 and 5 classes? This is my thesis chapter where I engage with use the social constructivist theory to shed light on why the teachers teach Literature in English the way they do in the selected schools.

Chapter 8: In this chapter I highlight important conclusions and implications for further research based from this study

1.11 Chapter summary

This chapter has discussed the background to the study which is the Eswatini educational context where the Literature in English subject is taught at EGCSE level. It also traced the problem of learners' poor performance on the subject and related challenges in the midst of limited scholarly research in this area. The significance and value of this study lies in the insights drawn from the field on the actual teaching and learning of Literature in English in the selected schools. This research makes a humble contribution to the body of knowledge in the area of teaching Literature in English at EGCSE level in Eswatini. The next chapter focuses to the review of related literature and studies in the teaching of Literature in English.

CHAPTER TWO

REVIEW OF LITERATURE

2.1 Introduction

This chapter reviews studies and literature relevant to the present study. The literature is categorized into various themes, namely; the literary competencies taught in the Literature in English subject, importance of selecting of appropriate literary texts; approaches for teaching literature and factors influencing teachers' approaches and strategies. I then conclude by reviewing some of the related literature and studies conducted internationally, continentally and locally here in Eswatini, thereby highlighting the gap which necessitated this current study.

2.2 The literary competencies taught in the Literature in English subject

This section reviews literature and studies focusing on the literary competencies taught in the Literature in English subject. These competencies are: language enrichment, development of critical thinking skills, moral values and desirable attitudes, tolerance and multicultural understanding, self-esteem and lastly, women's rights and gender issues.

2.2.1 Literature in English and language enrichment

One of the benefits of teaching literature in English to learners of English as a second language (ESL) is language enrichment (Dlamini, 2010; Ellis & Tomlinson, 1980; Lima, 2010; Luukka, 2019; Tomlinson, 2018). According to Ellis and Tomlinson (1980, p. 80) literature not only enhances learners' "passive knowledge of English" but also sharpens their awareness on how the language is effectively used in various contexts. These scholars further assert that the value of literature in pupils' language development is also manifested in their improved ability to write creatively. This view is also shared by Lima (2010) and Luukka (2019) who both advocate for the integration of literature in the teaching of English language since they strongly believe it has a huge positive impact in learners' language awareness, vocabulary enrichment, and grammar. This view is further highlighted by a qualitative study conducted by Dlamini (2010) in the Shiselweni region of Eswatini where she reports that all the participants interviewed wanted the literature in English subject to be made compulsory for all learners at the EGCSE level due to its significant role in the development of learners' English language skills. In a nutshell, Literature in English aids in the holistic

development of the four language skill, namely; reading, speaking, listening and writing as discussed in the following sections.

a) Improvement of the learner's reading skill

Ceylan (2016, p. 314) highlights the value of Literature in English in improving learners' reading proficiency. This quantitative study which was conducted in Turkey revealed that well selected literary texts, especially short stories, greatly enhanced learners' reading skills and inculcated a positive culture of reading in them. This was evidenced by the participants' improved love for reading and desire to read more. The study further highlights the value of literature in promoting reading as it states that through reading short stories, the participants developed higher order critical reading skills. This was evident when the participants developed the skill of critically evaluating what they were reading, paying more attention on the "reasons rather than the results." A number of scholars have highlighted the value of Literature in English in developing the reading skill (Bloemert et al., 2019; Ceylan, 2016; Dlamini, 2010; Khatib et al., 2011).

b) Improvement of the learners' listening and speaking skills

Nanda and Susanto (2020) reveal that through the use of authentic literary texts, teachers can aid their learners to greatly improve their listening and speaking skills. In this qualitative study the researchers used the literary text 'My Last Duchess' to investigate how literature can be an effective vehicle to develop listening and speaking skills amongst learners. They found that when the learners read and recited the poem, both their listening and speaking skills were enhanced. They further assert that when the learners were assigned group tasks to critically analyse the poem, it was a good platform for them to further improve speaking and listening skills. Pattiwael (2019)'s study also shares the same ideas as the results show that using literary texts to teach language skills is effective since it guarantees a tension free environment where learners freely share their views as the literary text becomes an effective spring board for the discussions and interactions. Similar results were shared by Dlamini (2010) and Makhubu (2017)

d) Development of the learners' writing skill

Abdallahman (2021) highlights the immense value of Literature in English in the development of the writing skill. In his qualitative study focusing on how teachers integrated literary texts like poems, short stories, novels and drama plays when teaching writing to their learners, he found that the literary texts enriched the learners' English language vocabulary and ignited their creativity when writing. Moreover, the

literary texts aided their writing in the sense that they opened their minds to various life scenarios, topics and themes which gave them more scope and material for writing. Makhubu (2017) shares similar findings in her qualitative case study investigating teachers' views on the integration of literary texts in the teaching of English language in one senior secondary school in Eswatini. The participants in the study felt that literary texts had the ability to improve learners' writing skills as they exemplify effective natural use of the English language. Similar findings have been shared by other scholars who have investigated the utilization of literary texts in the teaching of English language (Dlamini, 2010; Gabrielsen, 2019; Luukka, 2019; Nanda & Susanto, 2020; Pattiwael, 2019).

The studies reviewed in this section highlight the value of Literature in English in developing of all the four English language skills which are very vital for the learners' success in all other subjects in the EGCSE curriculum with the exception of the Siswati subject. This is against the backdrop of learners' poor academic performance in most subjects at EGCSE level in Eswatini, including Literature in English (World Bank, 2021). Consequently, this current study sought to investigate the teaching of Literature in English in the selected senior secondary schools in the Manzini region of Eswatini. In part, this shed light on the actual literary competencies taught in this subject, the teacher's approaches and reasons behind their preferred approaches.

2.2.2 Literature in English and the development of critical thinking skills

A number of scholars have highlighted the immense value of literature in the development of critical thinking skills on learners (Booth, 1998; Brumfit, 1980; Carlin, 2010; Falter & Kerkhoff, 2018; Mhlanga, 2014; Moody, 1986). This immense value of literature in the development of critical thinking skills and moral values on learners is further reinforced by Mhlanga (2014) in his qualitative study focusing on the teaching of literature in English in Eswatini. He revealed that due to the value of critical thinking skills essential in dealing with any life challenges embedded on the subject, it must be made mandatory to most EGCSE learners especially those who want to major in English Language and literature at the University of Eswatini.

2.2.3 Literature in English and inculcation of moral values and desirable attitudes

Literature in English has the desirable effect of instilling positive human values and desirable attitudes on learners. Pattiwael (2019) captures this positive value of literature by asserting that when learners are engaged in critical discussions of human issues manifest in different literary texts such as poems, prose

fiction and drama plays, their own personal lives and behaviors normally change in a positive way. Both Brumfit (1980) and Moody (1986) highlight the value of literature in the inculcation of moral values, social skills, desirable behavior and attitudes to learners. Booth (1998, p. 48) attest the truthfulness of this point when he asserts that “it is in stories, in narratives large and small rather than in coded commandments that students absorb lessons in how to confront ethical complexity,” thus improving learners critical thinking skills and inculcating moral values and desirable attitudes. Carlin (2010, p. 127) shares a similar view when he argues that literature is a powerful vehicle for “sociological reconstruction” and moral development.

Dlamini (2015) reports similar findings his qualitative study whereby teachers who were participants in the study attested to the value of literature in instilling desirable positive behavior on learners. These findings are also supported by a number of studies focusing in the value of literature to learners (Fessenbecker, 2013; Nussbaum, 1998; Schrijvers et al., 2016; Tomlinson, 2018; Wintersparv et al., 2019)

2.2.4 Literature in English and the development of tolerance, empathy and multicultural understanding

The importance of literature in the understanding and tolerance of other people’s cultures has been explored by different scholars (Dlamini, 2015; Ellis & Tomlinson, 1980; Falter & Kerkhoff, 2018; Porto & Zembylas, 2020; Tasneen, 2010). According to Ellis and Tomlinson (1980, p. 179) literature is very essential since “it provide vicarious experience of other cultures, philosophies and attitudes,” thus empowering learners to be knowledgeable and “tolerant” of people from other cultures. This means that literature’s potential to promote understanding and tolerance of other cultures makes it very beneficial to both the learner and the teacher. This view has been reported by Tasneen’s (2010) study in Bangkok and Dlamini’s (2015) qualitative study which was set in the Lubombo region of Eswatini. In the same vein, Porto and Zembylas (2020) also attest to the value of literature in nurturing liberal and tolerant students who acknowledge and respect other people’s rights. They argue that literature’s potential to develop strong feelings of empathy about other people’s challenges and predicaments aids learners to respect and promote other people’s rights. This means that literature’s potential to promote understanding and tolerance of other cultures makes it very beneficial to both the learner and the teacher.

Khatib et al. (2011, p. 215) highlight that literary texts have a great potential of being catalyst for change amongst learners. This is because through engagement with characters and various themes in the literary texts, learners begin to understand the situations and reasons behind the actions and behaviors of characters. Consequently, they change their initial negative feelings or resentments, and move towards positive feelings

of understanding “sympathy, empathy, forgiveness, tolerance,” and acceptance. The researchers attest that as literature teachers themselves, they have seen their learners gradually move from a position of resentment and hate to a position of tolerance and empathy for other people.

2.2.5 Literature in English and the promotion of women’s rights and gender issues

Well-crafted literary texts, especially those written by women, have the potential to advocate for women’s rights and fight all forms of patriarchal injustices unleashed on women. In her study focusing on the portrayal of women characters in selected literary texts, Okunrobo (2020, p. 120) asserts that the studied literary texts fought gender female stereotypes and advocated for women’s rights, emancipation, positive identity and dignity. The study analysed Adimora-Ezeigbo’s literary texts and concluded that the literary texts championed the struggle and emancipation of women from male dominated societies where women are victims of gender based abuse and ill-treatment. For instance, in two of the literary texts; *House of Symbols* and *Children of the Eagle*, the main character is a positively portrayed woman named “Eagle woman or Eagle.” Okunrobo (2020) asserts that through naming her main character Eagle or Eagle woman which denotes a likeable bird with very strong positive attributes like power, agility, wisdom and keen sightedness, Adimora-Ezeigbo was making a clarion call for the positive recognition and emancipation of women in patriarchal societies and reasserting the positive image and dignity of women.

In a nutshell, the study unearthed the following findings about how the author used the literary texts to advocate for the rights of women and their positive dignity in abusive patriarchal African societies particularly in Nigeria where the study is set:

- a) In defiance of the patriarchal culture where only males are given significant roles and status in society, the author aptly makes all her central characters to be admirable women who are very rational and capable of making sound decisions to benefit their families and the entire society. In most instances these central characters tend to be heroines who can be admired and emulated by many learners, especially girls.
- b) As opposed to the oppressive patriarchal culture where women are portrayed as feeble and useless appendages for men, the author employs positive and affirmative language to glorify and reaffirm women’s positive identity and value in society.
- c) In a bid to deconstruct the perverted views and images of women perpetuated by abusive male dominated societies, she employs figurative expressions to rebuild and eulogise the image and value

of women in African societies. Examples of these positive figurative expression or praise metaphors as depicted by Okunrobo (2020, p. 121) are:

- ❖ “Ejumnaka, you are the graceful palm tree of Umuga”
- ❖ “Ejumnaka, ... Lioness that leads the pack”
- ❖ “Daughter of Ezeukwu – the wise one, the thundering tigress of Umuga”
- ❖ “Enyiwayi – Elephant woman”
- ❖ “Agunwayi-Leopardess”
- ❖ “Eagle woman is a solid rock that gathers moss”

This study is very vital as it highlights the value of literary texts in championing the rights and dignity of women. For instance, its revelation that the author’s use of powerful positive metaphors of praise which are normally jealously reserved for males, asserts the value of literary texts in subverting the status quo and advocate for the rights of women and other unfairly marginalized groups. Consequently, the current study sought to establish if these desirable values enshrined in the literary texts are taught to the learners and how they are taught if they are ever taught, and lastly why they are taught in a particular way?

In his study of Buchi Emecheta’s novels *Okyere-Darko* (2015) underscores the power of literary texts in not only exposing the miserable plight of women in patriarchal societies, but also revealing that women can resist abuse and curve their way to self-reliance and emancipation. The researcher studied five purposefully selected novels written by Buchi Emecheta and found that in all the five novels the Emecheta artistically used the positive portrayal of her main characters and themes to magnify the plight of women in patriarchal societies, thus making a passionate plea for a change of the status quo. By making all her main characters to be positively portrayed heroines, starting from a painful state of powerlessness amid harsh vices of patriarchy to a point of self-determination, empowerment and emancipation, Emecheta is using her novels to empower women to resist abuse and curve their own futures (Okyere-Darko, 2015).

It is interesting to note that both Okunrobo (2020) and Okyere-Darko (2015) highlight that what makes the literary texts in their studies very effective in advocating for the rights of women in sexist and patriarchal societies is that the central characters are positively portrayed heroines who resiliently curve their way through a thorny path of oppression, abuse and powerlessness to a point of self-determination and independence. Consequently, the current study sought to find out if the learners at the EGCSE level in the selected schools were able to benefit from this immense value of Literature in English. This was imperative

because currently, there is limited literature detailing what is taught, how it is taught and why in these selected schools. This is worrying because it is juxtaposed with the alarming rates of gender inequalities and abuse in Eswatini (World Bank, 2021) yet educational interventions like the effective teaching of the Literature in English subject might come in handy.

2.2.6 Literature in English and the development of confidence and self-esteem

Literature in English has the ability to help learners build confidence, self-esteem and a positive self-image. In her qualitative study focusing on teacher's views on making Literature in English a compulsory subject at EGCSE level in Eswatini, Dlamini (2010) underscores the value of the Literature in English subject in helping learners develop self-esteem and a positive self-identity. According to the study, this was achieved when learners analysed characters in literary texts and then related their experiences to their own personal lives which led to self-awareness and discovery. Moreover, through interactive group activities, peer presentations, role plays and dramatizations which are part and parcel of the Literature in English classroom, learners may develop confidence and self-esteem.

Schrijvers et al. (2016) also report on the positive value of literary texts in learners' positive personal and social development. Through their study of adolescent Dutch learners and their teachers as they engaged in the study of literary texts, they discovered that when learners analysed characters in literary texts they not only became aware of other people's traits and values, but this was also a window for them to do a self-introspection. In that way they understood their own characters and personalities better. In turn this process of self-awareness led to self-esteem and social growth. The study further asserts that this reported personal and social growth was more evident when the teachers engaged their learners in interactive group activities during their lessons. In line with this view Pattiwael (2019, p. 79) highlights that literary texts promote learners' personal awareness and growth in the sense that they give learners a "new perspective and consciousness about how they should perform in their personal and societal roles." This comes as a result of engaging with various characters in the literary texts and relating them to their own personal experiences.

2.3 Importance of selecting appropriate literary texts

Following a clear criterion when teachers are selecting literary texts in order to enhance the teaching of literature is very important. According to Ghazali et al. (2009, p. 52) having a good literary text selection criterion is very vital because "the main challenges in learning literature are caused by the text itself, especially when there is a mismatch between the texts selected and student's language ability." These

scholars further assert that a poorly selected literary text may cause students to waste a lot of time thinking about meanings of words and consulting dictionaries, thus losing interest on the plot and general appreciation of the story. Similar views about the importance of a careful and systematic criteria of selecting literary texts are shared by Lima (2010) and Tasneen (2010). A study by Tevdovska (2016, p. 168) revealed that when literary texts were carefully selected in line with students' linguistic abilities and relevant themes, the students' engagement and performance was maximized. The study further revealed that learners were highly motivated by contemporary literary texts, which were not "too culturally insider oriented" and focused on relevant issues such as "love, family and relationships."

Ellis and Tomlinson (1980) provide a four point criteria in the selection of literary texts. Firstly, they state that chosen literary texts must be interesting and informative, using language effectively and having a global appeal. Secondly, the texts should include most if not all genres. This means that there should be drama, prose, and poetry in the literature course. Thirdly, these scholars argue that in order to expose learners to other cultures and inculcate tolerance and acceptance, a literature course must be culturally inclusive. This point has sparked a debate amongst different scholars who argue that whilst the value of multicultural literature is greatly appreciated, it most often becomes a barrier to students' understanding due to the alien culture (Abdelaziz, 2014; Tevdovska, 2016). Lastly, Ellis and Tomlinson (1980) state that chosen literary texts should not be challenging due to linguistic difficulties and socially distinct features.

Lazar, as cited in Abdelaziz (2014) presents detailed criteria for selecting literary texts focusing on three important areas, namely; type of course, type of student and features of the literary text. According to Lazar, before selecting a literary text, the teacher should first consider the course type; its objectives, class or level where it is offered and its duration or needed time to complete it. The second point deals with the student characteristics which have to be carefully considered before selecting the text. These include; students' linguistic ability, socio-cultural background, interests, age and intellectual capacity. Lastly, the literary text features entails; text availability, length, language complexity and relevance to syllabus in terms of themes and issues addressed. The effectiveness of Lazar's criteria has been highlighted by a number of scholars (Abdelaziz, 2014; Ghazali et al., 2009; Nanda & Susanto, 2020; Tasneen, 2010).

The reviewed literature in this section has revealed that proper literary text selection is one of the pivotal elements in the effective teaching and learning of literature at secondary school level. In fact, according to Abdelaziz (2014, p. 7) the selection of a literary text is "one of the most crucial issues" in the teaching of

literature. He argues that a poorly selected text will not only be a barrier to students' understanding and appreciation, but will result in students failing the subject and also having a negative attitude towards it. It is interesting that this assertion may be somehow related to the teaching of literature in English in Eswatini where many students are failing the subject and as a result less than 20% of the students are doing it (Mhlanga, 2014). However, with the limited number of studies focusing on the teaching of literature in English at senior secondary school level in Eswatini, we are in the dark about the criteria employed by teachers when selecting the three literary texts to be studied by their learners from the pool of nine texts prescribed by government through the English Language and Literature National Subject Panel. We also do not know how the literary texts are taught and why the teachers adopt a particular approach in their teaching. Hence, in part, this current study seeks to fill this gap in the literature.

2.4 Models and approaches for teaching literature

According to Carter and Long (1991) as cited in Engku et al. (2021) there are three main models for teaching literature, namely; the cultural model, the language model and the personal growth model. Carter and Long argue that the cultural model entails learners studying literary texts with a particular focus on the socio-political and historical contexts of those texts. As the name implies, the language model aids students to carefully study the literary text's diction such as idioms, figurative expressions and general language usage for purposes of language enrichment. Lastly, the personal growth model explores how readers interact with the literary texts for personal growth in terms of feelings, social skills and other values. The merging of these three models gave birth to six approaches to teaching literature, namely; the paraphrastic approach; information based approach, language- based approach, moral- philosophical approach, personal-response approach and lastly, the stylistic approach (Engku et al., 2021; Rashid et al., 2010; Suhaimi et al., 2020).

An approach is described as a systematic and coordinated way of teaching which is influenced by well-founded beliefs and assumptions. It also entails employing a particular related set of classroom activities by teachers in order to help learners achieve the desired results (Ghazali et al., 2009; Rashid et al., 2010). Consequently, in the teaching and learning of Literature in English, an approach can be viewed as the systematic and coordinated way of teaching the subject which is adopted by a particular teacher or teachers adhering to well-founded beliefs and views. This in turn influences the type of classroom activities and strategies used by the teachers. In light of this, a classroom activity is any learning strategy or task crafted to maximize and enhance students, participation, interaction in the literature lesson (Hwang & Embi, 2007). While over the years, scholars have proposed a number of approaches in the teaching of literature, I will

focus on the popular approaches employed by teachers in ESL settings similar to Eswatini (Suhaimi et al., 2020). It is worth noting that as highlighted earlier, there are currently very limited studies specifically describing the approaches employed by teachers in the teaching of literature in English in Eswatini.

2.4.1 The Language-based approach

The language-based approach focuses on the use of literary texts for purposes of students' English language enrichment (Nanda & Susanto, 2020; Singh et al., 2020). Under this approach, teachers view literary texts a very rich sources for language instruction and they always draw student's attention to the manner in which authors in the studied literary texts artistically use the English language to achieve effect. In a nutshell, this approach is more evident when teachers do the following:

- ❖ Instruct learners to find meanings of words and phrases in context
- ❖ Tell learners to predict what will happen next in the text
- ❖ Instruct learners to use language to express opinions about the literary text
- ❖ Regularly integrate language activities in a literature lesson

According to Nanda and Susanto (2020, p. 1058) since the language of literary texts is “characterized by its artistic, its suggestive and permanent qualities” it is a rich and valuable source for developing learners' vocabulary and overall language development. These scholars reached these conclusions after conducting a study on the use and value of literary texts in Indonesia. Other scholars have shared the same sentiments on the value of literature in language enrichment and development (Mart, 2012; Mohaideen et al., 2020; Tomlinson, 2018; Wintersparv et al., 2019).

2.4.2 The Information based approach

The information-based approach views literary texts as a source of valuable information or knowledge which should be imparted to the learners (Ann et al., 2018a; Mustakim et al., 2018). In this approach teachers focus on the information manifest in literary texts like, literary conventions, themes, plot, socio-cultural backgrounds of the text, and even the human values found in the text. Ann et al. (2018) also describes this approach as a content based approach because literature is taught as the subject content. Studies have indicated that since this approach requires the teacher to supply a lot of information to learners, most teachers then resort to teacher- centered methods like lecturing and teacher dominated class discussions when teaching especially to less proficient students (Mustakim et al., 2018; Rashid et al., 2010).

2.4.3 The paraphrastic approach

The paraphrastic approach focuses on the simple superficial understanding of literary texts whereby teachers may employ methods and classroom activities which simplifies the original literary text like using abridged versions, simpler expressions or translating to the mother tongue or code-switching (Engku et al., 2021; Mart, 2012; Mbambo, 2019). Teachers adopt this approach when their learners are studying literature for the first time or may be having very poor proficiency of the English language, thus hindering their comprehensive appreciation of the literary texts. In their Malaysian qualitative study utilizing semi-structured interviews and classroom observations, Mustakim et al. (2018) observed that teachers employed this approach by narrating the simplified plot of the literary text to the learners and in turn instructing the learners to retell the story. In summary, the paraphrastic approach is noted when teachers do the following:

- ❖ Give simplified study guides to learners
- ❖ Use abridged versions of the literary text
- ❖ Instruct learners to paraphrase the text
- ❖ Explains figurative expressions using simple language

The findings about the use of the paraphrastic to aid learners with poor proficiency in the English language is important because most of the learners in Eswatini, especially in the selected schools have poor proficiency in the English language (World Bank, 2021). Consequently, the scarcity of literature or studies detailing the approaches and strategies employed by teachers to deal with this situation leaves a worrying gap in the literature.

2.4.4 The moral-philosophical approach

This approach is mainly influenced by the belief that literary texts are endowed with the great ability to inculcate desirable moral values like respect, honesty, integrity, tolerance and other globally accepted human values to students (Fessenbecker, 2013; Nussbaum, 1998; Schrijvers et al., 2016; Tomlinson, 2018; Wintersparv et al., 2019). Under this approach, teachers may raise learner's awareness about moral values manifest in the literary texts either by instructing them to identify any moral values as they read the text or by facilitating class or group discussions of any moral values evident in the literary text. Teachers may also

facilitate reflecting tasks whereby students reflect on how moral values manifest in a literary text relates to their personal lives and experiences (Mustakim et al., 2018).

2.4.5 The personal-response approach

The personal-response approach trains learners to be personally engaged with the studied literary text, expressing personal feelings, emotions, views and opinions which are fully informed or grounded on the evidence from the literary text (Ann et al., 2018; Schrijvers et al., 2016; Singh et al., 2020; Tevdovska, 2016; Tomlinson, 2018). According to Tomlinson (2018) when students learn literature as a lived experience, they fully engage with the literary text, relating it to their own personal and daily experiences thus developing affective feelings of pity, sympathy and empathy at the highest level. Engku et al. (2021) summarizes the features of this approach as follows:

- ❖ Employing classroom activities which encourages learners to relate the text to their lives
- ❖ Learners are trained to compare the literary texts with other forms of texts they have read
- ❖ The teacher trains learners to express their feelings and opinions about the literary text
- ❖ Learners learn literature as a lived personal experience

It is quite interesting that one of the assessment objectives of the EGCSE literature in English syllabus (Examination Council of Eswatini, 2019a, p. 5) requires students to “communicate a sensitive and informed personal response to literary texts.” Consequently, it imperative for this current study to investigate how the teachers in the selected schools help their learners to achieve this objective and whether they employ the personal response approach or not?

2.4.6 The stylistic approach

This approach focuses on the author’s use of literary diction and stylistic devices to achieve a memorable effect on the reader (Engku et al., 2021; Khatib et al., 2011; Mustakim et al., 2018). In this approach teachers employ classroom activities that will increase students’ awareness of effective language use like the use of figurative expressions such as metaphors, similes, personification, symbolism and other stylistic devices. It is worth noting that one assessment objective of the EGCSE Literature in English Syllabus is for learners to “recognize and appreciate ways in which writers use language, structure, and form to shape meanings and effects” (Examination Council of Eswatini, 2019a, p. 5). Hence it is necessary for the current study to establish how teachers from the selected schools aid their learners to attain this objective and the rationale behind any approach adopted.

2.4.7 The eclectic approach

The eclectic approach which entails the utilization of various approaches and methods is also employed in the teaching of Literature in English. Makhubu (2017) asserts that a number of teachers employed this approach in their teaching because they hold the view that there is no single effective way of teaching. Hence the utilization of different approaches as determined by the classroom situation aided learners to effectively comprehend the literary concepts being taught. Still in the same line of argument, Ninsiana et al. (2022, p. 151) state that for the effective appreciation of the concepts learned, the teaching approaches “must be integrated based on the classroom environment and student abilities.” This underscores the importance of the eclectic approach in the teaching of Literature in English as it guarantees the teacher ample autonomy to freely utilize a variety of different teaching approaches and methods in accordance with prevailing needs and abilities of the learners. Tabassum (2018, p. 139) clarifies this point by stating that the need for a “a holistic, pluralistic and comprehensive teaching approach” to teaching language stems from the crucial fact of the nature of language as a holistic unit comprising of interrelated and multifaceted components.

2.4.8 Some relevant literary theories in the study of literary texts

In this section, I discuss some of the relevant theories in the study of literary texts which are somehow aligned with this study. These are: formalism, feminism and Marxist criticism.

2.4.8.1 Formalist Criticism

Formalist criticism is concerned with the study and analysis of a literary text by focusing on its different elements like setting, plot, themes and characters. Davis and Womack (2018) posit that the main concern of formalists is the study of the form of the literary text and the different components. The focus is how these different parts or elements contribute to the literary text’s overall meaning. This view is also shared by Arikan (2008) who assert that formalist criticism does not focus on outside influences the literary text might have on readers or the society at large, but is mainly concerned with the different components of the text including language, and how they contribute to its overall meaning. It is interesting that the EGCSE Literature in English syllabus encourages teachers to assist their learners to analyse the literary texts through discussing the literary elements like plot, characters and themes and this somehow aligns with formalism (Examination Council of Eswatini, 2021)

2.4.8.2 Feminist criticism

Feminist criticism focuses on the use of literary texts as a vehicle to correct the misconceptions and stereotypes of women created by man in patriarchal societies. In essence, feminists are concerned with the struggle for women emancipation and the fight for their rights which are perceived to be violated by abusive males (Showalter, 1981). In line with this view, the EGCSE Literature in English syllabus asserts that one of the aims for teaching Literature in English is to “instill respect for the values and beliefs of others, relating to issues of gender...” (Examination Council of Eswatini, 2021, p. 3). This highlights the need to study literary texts with the view of using them to promote respect and recognition for all genders, particularly women. As discussed earlier in this chapter, a number of scholars have highlighted the value of utilizing literary texts as a vehicle for fighting for women’s rights and emancipation.

2.4.8.3 Marxist criticism

Marxist criticism views the world as economically unfair, resulting in many ills and suffering of the poor. Consequently, literary texts are seen as a vehicle not only for exposing the ills of capitalist societies by also as a way of offering solutions to those challenges (Hamadi, 2017). In this way, literary texts are viewed as portraying relationships of economic oppression and severe exploitation of the poor masses by capitalist masters. In a qualitative study of a literary text through the Marxist lens, Bashir et al. (2019) found that the literary text aptly portrayed the ills of social class distinctions and the oppression and exploitation of the lower social classes.

2.5 Strategies and activities for teaching Literature in English

The Eswatini government, through the *Eswatini National Curriculum Framework for General Education* document (Ministry of Education and Training, 2018b, pp. 10-11) advocates for the use of learner-centered teaching and learning strategies and activities across the entire education system. The document highlights that this is meant to produce competent learners having the four envisaged qualities namely; being a “confident individual,” a “concerned citizen” a “successful learner” and an “effective contributor” and at the same time acquire the 21st century skills. The document further highlights that this could be better achieved if all teachers employed learner-centered teaching strategies and activities and also adopted the role of a “skilled facilitator, caring mentor, life-long learner” and an “exemplary role-model” (Ministry of Education and Training, 2018b, p. 33). Since the Literature in English subject requires the use of various learner-

centered activities and strategies for effective learner engagement with the literary texts (Collie & Slater, 1987; Magulod Jr, 2018), in the following sections, I review studies focusing on some of these activities and strategies.

2.5.1 chain story telling

Yeasmin et al. (2011) postulate that chain story telling is an effective activity for helping learners grasp the plot of a literary text. These scholars report that learners were instructed to take turns and narrate the story of a literary text from the beginning. Without warning, the teacher would stop the learner and request another learner to continue with the story. This relay narrating activity continued until the story was finished. According to these scholars, chain story telling is very effective because it motivates learners to read the literary text and then retell it in their own words. It is also a worthwhile learner-centered and cooperative learning exercise since it does not only ensure learners' comprehension of the literary text's plot, but sharpens the learners' listening and speaking skills. Moreover, the researchers reported that during this activity, learners were always excited and alert, waiting for their turn to continue the story. This assertion by the researchers is in line with Ellis and Tomlinson (1980)'s timeless view on the value of chain story telling in learners' understanding of the plot or story line of a literary text. Furthermore, this activity helps the learners to appreciate that the various events and episodes in the story are not just fragmented incidents, but are coherently and artistically patterned by the author to achieve effect.

It should be noted that chain story telling alone cannot aid learners to excel in their EGCSE Literature in English subject because it only aids learners to comprehend the literary text story line without deeper engagement and analysis of themes and underlying meanings as required by the examination (Examination Council of Eswatini, 2019b). However, it is very essential since it ensures that learners have clear knowledge of the plot or story line which may be the base for critical literary analysis.

2.5.2 Using reading worksheets and character logs

Employing reading worksheets and character logs to guide learners' reading and analysis of literary texts is another way of promoting learner's full engagement with the literary texts. Aladini and Farahbod (2020) highlight the value of utilizing worksheets in the teaching of literary texts by demonstrating how to effectively use them and other learner centered activities in the teaching of poetry. This practice of using worksheets to guide learners reading and analysis of literary texts has been used for decades in this field. For instance, Collie and Slater (1987) long demonstrated the immense value encouraging learners'

engagement with literary texts through the learner-centered tasks framed in prior prepared worksheets. One benefit of these worksheets is that they can be used to guide and encourage learners to read ahead of the class, yet at the same time they can be used during class activities. In line with this, Msimango (2010) reports that teachers in the Hhohho region of Eswatini where her qualitative case study on the teaching of Literature in English was set, effectively used reading worksheets and character logs to enhance learner's analysis of literary texts. While the use of worksheets has been highlighted as an effective strategy for encouraging learners' independent engagement with literary texts, apart Msimango (2010), there is little evidence of studies detailing the use of worksheets and character logs in the teaching of Literature in English in Eswatini.

2.5.3 Brainstorming

Kochkorbaevna and Gulomova (2022) posit that brainstorming is a very important activity in the teaching of literary texts. In their study they established that brainstorming was very effective since it relied on the principle of learners freely and collectively searching or thinking about solutions to a common problem without any suppressive monitoring or restrictive guidelines. In this way, the teacher simply poses a question about an important issue in the literary text then every learner willingly expresses his or her view about the issue at hand. At this moment there is no assessment or evaluation of the responses or contributions. The activity thrives on the free outpouring of uncensored responses focusing on literary text. According to this study the free nature of the activity allows all learners to be fully engaged in the learning process without fears about their responses being judged as wrong. Once a lot of views have been gathered from the learners and written on the board, the class then selects the ones that are more relevant to the question and used for further engagements. This current finding about the use of brainstorming in the teaching of literary texts is very important because it is a beneficial learner centered activity which promotes teamwork and collaboration in meaning making which are strong tenants of the learner centered pedagogy advocated by the Eswatini Ministry of Education. For instance, the curriculum framework document urges all teachers throughout the education system to employ learner centered methods in their teaching (Ministry of Education and Training, 2018b).

Yeasmin et al. (2011) share the same views about the value of brainstorming in the teaching of literary texts. Based on findings from their study, they argue that brainstorming is a very essential learner centered activity particularly during the initial states of the Literature lesson where teacher can skillfully employ it as a warm-up activity during the lesson introduction. It can even be used anywhere in the lesson as a precursor to

a main learning activity or task. These researchers found that was very effective as it functioned as a beneficial introductory icebreaker to a seemingly complex issue. For instance, in this study learners were instructed to brainstorm about the title “*The Woman in Black*” which was the title of the literary text they were about to read (Yeasmin et al., 2011, p. 289). According to the researchers, this activity was very beneficial to the learners since it did not only ensure the generation of a lot of relevant ideas around the literary text, but it also triggered the learners’ curiosity and interest on the literary text.

In her qualitative case study focusing on how two senior secondary schools in the Hhoho region of Eswatini attained good grades in the Literature in English subject, Msimango (2010) reports that brainstorming was one of the learner centered activities which were successfully employed by her participants. Like in the two other studies discussed in this section (Kochkorbaevna & Gulomova, 2022; Yeasmin et al., 2011), Msimango (2010) shares that brainstorming is an effective activity, especially when used as a precursor to the main lesson and also plays a major role in creating learners’ interest on the lesson and the entire subject. Msimango (2010) boldly concludes that brainstorming “enabled the two schools to attain good passes in Literature in English.”

Since all the three studies reviewed under this section highlight the value of brainstorming in the teaching of literary texts and improving their academic performance, they may shed light to the current situation in Eswatini where number of learners are failing the Literature in English subject and as a result become demotivated and drop it (Makhubu, 2017). However, the remote context of all three studies in terms of time and setting, warrants a current study that will shed light to the current situation. Consequently, in part, this current study sought to fill that gap.

2.5.4 Mind maps and graphic presentations of literary texts

Rafik-Galea (2017) posits that using mind maps to help learners analyse literary texts is one way of ensuring their engagement with the literary text. This is mainly because mind maps are visual diagrams which allow learners and teachers to depict connections between ideas and concepts. In this way the main idea is always placed at the centre of the diagram, branches of the main ideas are then depicted through lines coming from the central idea. Further sub ideas are shown by lines or arrows depicting the relationships. Sometimes different colours may be used to make the mind map meaningful and attractive. According Rafik-Galea (2017, p. 4) mind maps are very effective in teaching literary concepts like themes, characterization and plot as they ensure that the learners get a holistic pictorial view of those concepts in the literary text. This scholar

reports how this activity was effectively employed when teaching characterization in the literary text *Dr. Jekyll and Mr. Hyde*. Here learners created mind maps of individual characters by writing the character in the centre, then using lines to depict the various character traits which were further illustrated by lines or links depicting examples of that character trait.

Rafik-Galea (2017)'s view on the value of mind maps in the teaching of literary texts is in line with Kachak (2022)'s assertion that mind maps are ideal tools for organizing and structuring subject content in the form of simple diagrams. This scholar posits that the value of mind maps lies in their ability to summarise and present complex content in a simplified model or diagram showing all the links and relationships between concepts. This not only ensures easy comprehension on the part of the learner, but it also allows the teacher to teach or clarify the content in an easy logical way.

Yeasmin et al. (2011) also underscore the importance of using graphic images and pictures in the teaching of literary texts. They postulate that teaching aids like well selected pictures ignite interest on the learners and also enhances effective comprehension of the literary concepts being learned. Like Collie and Slater (1987), they assert that one simple way teachers did this, is to display the cover illustration or picture of the literary text being studied then solicit the learners' views and feelings about it. This then triggers a discussion on important literary issues like the setting, background, themes and way of life of the characters portrayed in the literary text. For instance, the researchers report that in one lesson the learners were shown the cover design of the literary text *Heidi* then asked to express their views and feelings. Consequently, that ignited a fruitful discussion of the cover picture and related issues in the literary text (Yeasmin et al., 2011, p. 290).

In addition to the views of the scholars discussed in this section (Kachak, 2022 ; Rafik-Galea, 2017; Yeasmin et al., 2011), Broz (2010) advocates for the use of graphic representations in learners' responses to literary texts. He posits that when learners are encouraged to respond to literary texts by creating drawings and graphic illustrations of the of the literary concepts they are studying, their comprehension is enhanced. This scholar further asserts that this comprehension can further be improved by instructing the learners to explain and justify their drawings or illustrations by presenting for the whole class. This idea of encouraging multimodal responses to literary texts is also supported by Porto and Zembylas (2020) and is in line with Gardner's theory of multiple intelligence (Gardner & Hatch, 1989). While all the studies discussed in this

section share valuable points about the use of mind maps and graphic presentations of literary works, they were conducted outside of ESwatini and a search of local studies reveals a gap in this area.

2.5.5 Using questions

Dlamini (2015) postulates that effective use of guiding questions aids in the teaching of Literature in English. This is because well-crafted questions help learners to reason and express their views about the literary text being studied. As opposed to just lecturing and telling learners everything about the literary text, teachers in the study used questions to guide learners to understand and appreciate various aspects of the literary text like the plot, setting, characterization, themes and the writer's craft. The study revealed that the teachers first used pre-reading questions to guide learners during their initial reading of the literary text. Sometimes these questions were oral questions asked by the teacher during the lesson directing learners to a critical issue in the literary text. In other instances, these questions came in the form of reading worksheets whereby the teacher gave the learners simple written questions to guide them as they do their initial reading of the literary text. The teachers also used questions during the actual analysis of the literary text to facilitate discussion of critical issues. Lastly, questions were used to assess learners' understanding of certain portions of the text after being read. Msimango (2010) also highlights how the effective use of questions aided learners' understanding of literary texts. Even in this study, teachers used questions to guide learners to important issues in the literary text. These two studies highlight views long held by reputable scholars in the teaching of literature. For instance, Ellis and Tomlinson (1980) asserts that teachers may effectively utilize different kinds of questions to help learners appreciate different elements of the literary text like the setting, plot, characterization and the writer's craft.

2.5.6 Whole class discussions

Dlamini (2015) reports that whole class discussions were used by participant teachers in his study who were teaching Literature in English in the Lubombo region of Eswatini. The study revealed that the participants felt that class discussions were more than just an effective learner centered method of teaching Literature in English because they guaranteed that learners freely expressed their views, and collectively shared in the process of meaning making by building on each other's responses. In these discussions of the literary texts, the teachers resorted to the role of facilitators as opposed to teachers who are lecturing to the learners. Moreover, the study unearthed that the participants were of the view that class discussions were very essential since they enabled them to align their teaching with the Swaziland National Education Policy Directives (SNEPD) which advocate for the teaching of values and desirable attitudes to learners.

Consequently, they felt the discussions were effective in this regard as the learners were trained to be accommodating and tolerant of other learners' views as they jointly analysed the literary texts.

The study further revealed that utilizing class discussions aided learners to be alert, critically evaluate different views, question different issues in the literary texts, and support their views with evidence from the texts when giving oral and written responses. These are very important skills not just needed to pass the Literature in English subject, but to excel in all their chosen subjects across the EGCSE curriculum and life in general (World Bank, 2021). It is worth noting that this study found that class discussions were the most popular teaching strategy or activity employed by the participating teachers.

A similar view about the value of class discussions in the teaching of literary texts is also shared by Yeasmin et al. (2011). Like Dlamini (2015) these scholars underscore the value of class discussions in the teaching of literary texts. They argue that this activity is essential as it enables learners to freely voice their views about thematic issues in the text. In this way they are not only able to appreciate the literary text, but are further able to put themselves in the shoes of certain characters and relate the whole text to their personal lives. For instance, during the course of the study, learners were discussing the literary text *Far from the Madding Crowd* and the teacher requested them to name their favorable or dislikable character and then justify their choices and views. Consequently, this triggered a fruitful class discussion on the literary text. Other scholars share similar findings about the value of class discussions in the teaching of literary texts (Dlamini, 2010; Magulod Jr, 2018; Msimango, 2010).

2.5.7 Using audio-video resources

Guillamón et al. (2019) posit that integrating audio visual teaching aids like videos and films related to the literary text greatly enhances the learners' appreciation and understanding of the literary text being studied. These scholars argue that by their nature films and videos have the visual appeal and drama which bring the whole literary text life. Moreover, through viewing the films, the learners also appreciated the socio-cultural context of the text. Another benefit of using videos highlighted by these scholars is the development of learners' interest and maximum concentration during the lesson. This view is in line with Macwan (2015, p. 91)'s assertion that employing visual aids like videos or films guarantees the learners' "unflinching attention and interest." She further affirms that due to the appeal of videos and other related resources, the learners' interest is always instant and sustained. Macwan (2015) also highlights that another value of audio-video resources is their ability to aid learners to relate what they are learning to their daily lives and experiences.

In a study focusing on learners' preferences of approaches and strategies for teaching literary texts, Tevdovska (2016) found that most learners were excited by teaching approaches and strategies that would integrate the use of audio-visual resources like video clips and films. This was mainly because these resources were not only interest arousing, but they greatly aided learners in understanding and analysing the literary texts being studied, even those texts that appeared challenging to read.

In addition to what the scholars discussed under this section about the value of audio-visual resources in the teaching of literary texts, Škobo (2020) also advocates for the use of various interactive social media resources and applications like Facebook and many more to enhance learners' engagement with literary texts. This scholar asserts that since the modern generation of learners has a strong affinity for interactive social media platforms, it may be a wise choice for teachers to integrate these interactive platforms in their teaching strategies. Škobo (2020)'s assertion appears to be vital and interesting in terms of the Eswatini scenario where the COVID-19 pandemic forced schools to shut and learners lost a lot of learning time because the teachers and learners were not ready or trained in the use of other alternative methods of teaching and learning like online digital media and interactive social platforms (World Bank, 2021).

2.5.8 Group work and presentations

Keshavarzi (2012) underlines the value of group activities or tasks in the teaching of literary texts. He argues that group activities enable the learners to be fully engaged in the literary text being studied since they are learner-centered in nature. Consequently, the learners are able to work corroboratively and build on each other's insights as they make sense of a particular given issue from the literary text. This also affords the learners the opportunity to learn from their peers and benefit from each other's experiences. According to this scholar, the value of group work in the teaching of literary texts also lie in its ability to aid learners in the development of critical thinking and balanced reasoning. This is mainly because as learners engage in the group activity and express their views, they need to negotiate and persuade other group members by using evidence from the literary text to support their claims. In the same vein, Kochkorbaevna and Gulomova (2022) highlight the value of using small groups in the teaching of literary texts as they effectively aid learners' appreciation of the text being studied and at the same time generate learners' interest in the lesson.

Dlamini (2015, p. 89) also reveals the value of group activities in the teaching of literary texts. All the participants in his qualitative study expressed that when their learners worked in groups to execute a given task in the Literature in English lessons, they understood the literary text being studied better. According to the participants, this was a result of the value of teamwork and information sharing. This study further uncovered that the participants took their group work a step further by instructing learners to then do class presentations where each group will present its findings or their assigned work for the whole class to appreciate and benefit. For instance, during the course of the study, the researcher observed one participant employing this strategy while teaching. The teacher instructed her learners to work in groups and analyse the poem “Anthem for Doomed Youth.” Each group was supposed to discuss the theme, diction and meaning of the poem and then present for the whole class. After each group presentation, the whole class asked follow up questions or gave constructive comments. The study further highlighted the immense value of group activities and presentations in the inculcation of noble positive values on learners like teamwork, cooperation, tolerance and respect.

Msimango (2010) also details similar findings about the value of group activities in the teaching of Literature in English. Like Dlamini (2015), she reports that the participants in her study employed group activities in their teaching of literary texts and noted improved understanding and engagement on the part of the learners. Even in this study, group activities were followed by group presentations where the whole class appreciated and commented on what each individual group was doing. In line, with this, Yeasmin et al. (2011) assert that group work and presentations aid learners’ appreciation of literary texts in a number of ways. In their study, learners worked independently and prepared brief power point presentations on particular elements of the text assigned to them by the teacher. Apart from gaining understanding of the literary text, the learners gained some form of intrinsic motivation and interest on the subject.

What is interesting about all the studies reviewed in this section is that they not only shed light to the value of group work and presentations in aiding critical understanding of literary texts, but they move a step further into the realm of inculcating desirable societal values like teamwork, collaborative meaning making, tolerance and peer mentoring. These values are enshrined in the Eswatini curriculum framework document (Ministry of Education and Training, 2018b) which informs the learner-centered pedagogy in Eswatini. Consequently, in part this current study sought to establish how the teachers in the selected schools taught Literature in English to their learners.

2.5.9 Role plays and dramatisation

Role plays have been recognized as a very effective classroom activity that can be used to teach literary texts. Pattiwael (2019) posits that role plays help learners to understand a literary text as they and get into the world of the characters and the literary text. The study highlights that role plays can be used for both teaching and assessment in literary texts, especially when teachers need learners to fully appreciate the desirable humane values manifest in the literary text. While this study sheds some valuable insights on the use of role plays in the teaching of literary texts, it does not elaborate on how they can be utilized in the classroom for the full benefit of all the learners. This may partly be due to the fact that the study's main focus was the teaching of humane values through literary texts.

In a qualitative study conducted in the Lubombo region of Eswatini, Dlamini (2015, p. 90) found that using role plays was one of the effective learner centered activities used by the participating teachers to teach literary texts to their learners. The study revealed that when learners were instructed to role play certain sections of the literary text or the whole text, they fully understood and appreciated the literary text. This was mainly because the role play afforded them an opportunity to “re-live the experiences of the characters in the literary text.” This study also highlights the following benefits of using role plays:

- ❖ Role plays breathe life to the literary text making it more interesting and memorable to the learners.
- ❖ Role plays motivate learners to be fully engaged in the Literature in English lesson and to love the subject
- ❖ They are a good way of teaching characterization as learners are able to fully appreciate the character traits of certain characters as they dramatise them.
- ❖ Role plays are an effective way of teaching empathy as learners are fully immersed in the character as they mimic their actions. In that way they re-live the experiences of that character and thus develop strong feelings of empathy and tolerance. In short, they ‘get into the shoes’ of that particular character.
- ❖ As learners role play certain parts of the literary text in front of their peers, they improve their confidence, poise, self-awareness and other personal and social skills.
- ❖ Role plays aid learners in developing their speaking skills and overall proficiency in the English language.

It is worth noting that while highlighting the value of role plays in the Literature in English classroom, this study also reports that due to time constraints, teachers did not employ them regularly in their lessons.

Msimango (2010) reports similar findings on the use of role play in the teaching of Literature in English. Her findings are based on a qualitative case study conducted in two senior secondary schools in the Hhohho region of Eswatini. She posits that her participants who were teachers of Literature in English used role plays to engage their learners during lessons. Like in Dlamini (2015) in most instances, the role plays were used during characterization lessons where the teachers were aiding their learners to analyse and appreciate the characters being studied. They were also used to stimulate learner's interest on the lesson. However, unlike Dlamini (2015) this study also reveals that after each role play, the learners who were not part of the role play were encouraged to ask questions from those who were acting to explain why they acted in a particular way or what prompted them to say certain utterances. This post role play discussion deepened the learners' appreciation of the characters and feelings of empathy.

Furthermore, this study posits that the participants took role plays to another level since even the teachers were sometimes part of the role plays (Msimango, 2010). This normally happened when they wanted to depict and emphasise a particular character traits that were eluding the learners. The teachers also role played the role of the playwright, author or poet. In this way they assumed the role of the author then encouraged learners to ask them questions like 'why did you depict a particular character in a particular way?' The teacher would openly respond to all the questions asked, particularly questions on writer's craft. In that way the learners fully understood the literary text and enjoyed the lessons. These findings are aligned with Ellis and Tomlinson (1980)'s timeless assertion that role plays are very effective in active learner engagement and understanding of the literary text. While Msimango (2010) sheds valuable information on the use of role plays, she does not address the question of how teachers in the selected schools in the Manzini region of Eswatini are currently teaching Literature in English. This is because the study was conducted more than a decade in a completely different context in the Hhohho region of Eswatini.

2.5.10 Debates

Guillamón et al. (2019) report on the immense value debates in helping learners critically analyse literary texts. These scholars postulate that since debates require learners to thoroughly read the literary text in order to support their arguments or point of view, they are an essential classroom activity for promoting learners' full engagement with the literary text. To achieve this, the teacher needs to choose a debatable issue from the literary text, which might be a theme, a character's behavior or motive and then request the learners to read the literary text and prepare for the debate. According to these scholars, engaging learners in debates in the teaching of literary texts is very beneficial because it also enhances learners' critical thinking skills,

logical reasoning, speaking and communication skills and a number of other desirable values. Moreover, unlike traditional teacher-centered methods of teaching, if well prepared, debates become interesting to the whole class and motivates them to learn. This view about the use of debates in the teaching of literary texts is aligned with Ellis and Tomlinson (1980)'s long held view about the value of debates in the teaching of literary texts, where they argue that learners can debate on various issues on the text such as the theme and the portrayal of certain characters, and their actions.

Msimango (2010) also highlights the value of using debates in the teaching of Literature in English. This qualitative case study revealed that the participants did not use debates regularly in their classrooms, but they were only utilised when the class was dealing with a controversial or debatable issue or topic in the literary text. The study also highlighted that for debates to achieve their desired effect, the teachers had to give the learners ample time to prepare and also assist them during the preparation phase. Moreover, the study further highlights the value of teacher's constructive comments and feedback after each debate session.

The findings of the two studies reviewed in this section on the use of debates when teaching literary texts are very important because they shed light on the practicality of employing debates which is a useful learner-centered activity to enhance learners' performance on the subject. However, it is worrying that apart from Msimango (2010), I have struggled to find a scholar detailing the use of debates in the teaching of Literature in English in Eswatini. This may highlight a gap that has existed for over a decade in the Literature. Moreover, Msimango (2010)'s context was the Hhohho region of Eswatini not the Manzini region which is my study's context.

2.5.11 Relating literary texts to learners' lives

Yeasmin et al. (2011, p. 291) assert that when learners are aided by their teachers to relate the literary texts to their own lives and personal experiences they fully engage with the literary texts thus enhancing their understanding and level of literary appreciation. To exemplify, the researchers report that when analysing the literary text with the title "*A Stormy Night*," the learners were instructed by their teachers to relate that literary text to their own personal lives and experiences. They did this by relating their own experiences of a stormy night or any prior knowledge of that concept. As a result, analysing the literary text became easier and enjoyable. According to these researchers, this was mainly because through this activity, the teachers were helping the learners to learn from the known to the unknown by "activating their schemata."

Dlamini (2015) also shares the same results about the value of relating literary texts to the learners' personal lives and experiences. The researcher highlights that apart from aiding learners' understanding of the literary texts, this activity or instructional strategy facilitated the learners' inculcation of the moral values and desirable attitudes embedded in the literary texts. This was mainly because upon relating the literary texts to their own lives and personal experiences, the learner realized the full value of the text, identified and empathized with some of the characters and their actions. Furthermore, this study highlights a number of benefits of relating a literary text to the learners' personal lives such as; enhanced interest and participation in the lesson and improved understanding of the plot and characters.

Magulod Jr (2018) also highlights similar views about the huge benefits of relating literary texts to the learners' lives. However, unlike the other studies reviewed in this section, he suggests some additional ways of aiding learners to relate their studied literary texts to their own lives. He posits that this activity can also be achieved by instructing learners to engage with the literary text through writing personal journals or blogging. Another effective strategy he suggests is responding to the literary text by writing personal letters to the author, conveying their feelings or sentiments about certain issues or characters in the literary text.

It is interesting to note that all the studies reviewed in this section point to the value of making the study of literary texts meaningful and enjoyable by relating it to learners' lives and daily experiences, a view held by other scholars on the field who advocate for the teaching of literature as a lived human experience (DeBlase, 2005; Engku et al., 2021; Greco, 2006). Engku et al. (2021, p. 403) argue that when teachers aid learners relate literary texts to their personal experiences, in a broader sense they are actually adopting the personal response approach towards the teaching of literary texts. This is interesting because one of the objectives for teaching Literature in English at EGCSE level is for learners to express an informed personal response to the literary texts being studied. Hence, in part, the current study sought to ascertain how teachers in the selected schools taught Literature in English to attain this objective.

2.5.12 Empathy tasks

Dlamini (2015, p. 82) posits that another way of aiding learners to fully engage with literary texts is by training them to develop feelings of empathy. The study revealed that in order for learners to fully understand characters in literary texts they needed to develop feelings of empathy for them, in that they should first acquaint themselves with the situations or plights of those characters and then put themselves in

their positions. In that way they will be in the shoes of those characters, without judging or discriminating them. Furthermore, the study found that through the use of role plays and dramatisation, teachers aided learners to fully understand characters, thereby developing feelings of empathy for them. This is because role plays and drama made the learners to “relive the experiences and emotions” of the characters and consequently being aware of their motives and backgrounds.

Yeasmin et al. (2011) posit that empathy can be taught through teachers instructing learners to do manageable empathy tasks like personal letter writing. According to these scholars, this helped in fully immersing the learners in the world of the literary text and the characters as they got into the shoes of the characters and developed feelings of empathy for them.

The two studies reviewed in this section shed light to the teaching of empathy to learners. This is even more important in the Eswatini context because the EGCSE Literature in English final examination requires learners to write an empathy essay where they assume the role and voice of one character in a given moment in a particular literary text. They are expected to fully embody that particular character and display in-depth understanding of his or her emotions and circumstances (Examination Council of Eswatini, 2019b). Therefore, this current study also sought to ascertain how the teachers in the selected schools taught empathy to their learners since there was scant literature addressing that issue in their context.

2.5.13 Teaching learners how to write responses to questions

Msimango (2010) highlights the value of training learners to write good essays in response to literary questions. She posits that the participants in the study were keen on training their learners to properly write essay responses to questions as they argued that the Eswatini Literature in English Examination was tilted towards the writing skill. Hence no matter how well a learner could understand a literary text, if they were not able to put their response in a well-structured essay, they would fail the subject because writing essays was the only mode of assessment. This study revealed that the participants regularly gave their learners essay writing tasks which were aligned with the past examination papers. The learner’s written work was marked and constructive feedback was given. Sometimes the teachers modeled good expected written responses for the learners.

It should be noted that in all the reviewed studies focusing on the teaching of Literature in English in Eswatini, this (Msimango, 2010) is the only study that details the value of training learners to write appropriate literary

response essays. This points to a gap in the literature since the study was conducted more than a decade ago in different context in the Hhohho region of Eswatini.

2.6 Factors influencing teachers' approaches and strategies

This section discusses factors that influence teachers' use of certain approaches and teaching strategies. Some of these factors highlighted in the literature include; learners' poor proficiency on the English language, both teachers and students' attitudes, preferences and familiarity of certain approaches and activities, availability of online resources, type of literary texts, time, number of students, exam-driven teaching and motivation (Ann et al., 2018; Engku et al., 2021; Hwang & Embi, 2007; Mbambo, 2019).

2.6.1 Learners' poor proficiency on the English language

Ann et al. (2018) cites learners' poor proficiency on the English language is one of the factors influencing teachers' selection of instructional approaches. These researchers postulate that when teachers find that learners are struggling to understand a prescribed literary text due to language difficulty, they tend to adopt the paraphrastic approach which entails utilizing simpler explanations, and abridged versions of the literary text. This is in line with Rashid et al. (2010)'s finding that learners' poor proficiency on the English language forced teachers to change their methods of teaching and often use more explanations trying to simplify difficult concepts and also used abridged versions of the literary text.

Mbambo (2019) also highlights that teachers in the south African schools where the study was conducted used simplified expressions and would frequently code-switch to their learners first language since the learners had poor proficiency on the English language. The role of learners' English proficiency in influencing teachers' choice of teaching approaches and strategies has been reported by other scholars in the field (Dlamini, 2015; Msimango, 2010).

2.6.2 Teachers' preferences and learners' attitudes

Engku et al. (2021) assert that teachers and students' attitudes, familiarity and preferences of certain approaches and strategies influenced the teachers use of those approaches and strategies. The study highlights that when teachers were more familiar with a particular teaching approach or strategy they tended to use it more often. Moreover, it was also reported that the learners' attitude or reception of a particular approach influenced the future use of that approach. Similar findings are reported by Suhaimi et al. (2020).

2.6.3 Learner's academic performance

Motsa et al. (2019) report that learners' performance influence teachers' selection of approaches and strategies. They assert that once teachers find that a particular approach or strategy is effective in making students excel, it will be routinely utilized in the classroom. Despite the fact that their qualitative study focused on the teaching of Siwati at primary school level in Eswatini, their findings do shed light on the general rationale behind teachers' choice of teaching approaches and strategies.

2.6.4 The availability of teaching and learning resources

Msimango (2010) postulate that lack of teaching and learning resources has a bearing on the teachers' selection of teaching approaches and strategies. She reveals that sometimes teachers would wish to engage their learners on independent research on the literary text, but that becomes impossible when there is no library and other resource materials for research. Hence the teacher will now be the only source of information. Similar findings on this issue are highlighted by (Dlamini, 2015).

2.6.5 Limited teaching and learning time

Dlamini (2015) reports that limited teaching time influenced the teachers' instructional strategies and approaches. For instance, in this study it was found that teachers wanted to use more learner-centered activities like role plays and debates to engage the learners in their study of the literary texts, but there was little time available for the learners to prepare and do these beneficial activities. Consequently, the teachers ended up using activities that appeared to be less time consuming like whole class discussions. This finding has also been highlighted by other scholars in this field (Ann et al., 2018; Msimango, 2010).

2.6.6 The nature of the literary text

Ann et al. (2018) posit that the type of literary text being studied at a particular time also influences the teaching strategy or approach employed by the teacher. For instance, the approach to a poetry text may not be the same approach the teacher may use when teaching a drama or a prose text. This finding is aligned to findings by both Dlamini (2015) and (Dlamini, 2010). Both these scholars report that the nature of the literary text influences the teachers' instructional strategies and approaches. Participants in these studies felt that their teaching effectiveness was greatly compromised by the government's frequent changing of set literary texts as this required them to read a new literary text from scratch and change their old instructional approaches to align them with the new text.

2.6.7 Unmotivated learners

Dlamini (2015) cites lack of motivation on the part of learners as another influencer in teacher's selection of teaching strategies and approaches. This study highlights that when dealing with unmotivated learners, teachers found it hard to employ learner-centered activities like group work and independent reading and research. Most of the learners appeared to be demotivated and refused to read ahead of the class or to corroboratively work with colleagues, hence the teachers sometimes ended up reading for their learners the whole text in class and resorting to teacher centered strategies. Similar findings have been shared by other relevant studies in this area (Dlamini, 2010; Msimango, 2010).

2.7 The teaching of Literature in English internationally

In a qualitative case study conducted in Norway, Hoff (2019) reports that the personal response approach is very effective when teaching literature in English. This is achieved through the teacher's use of activities that will help learners relate to the literary text and express their feelings about the themes, issues and characters, thus developing feelings of empathy and intercultural competence. Hoff further asserts that due to the reader response approach, after reading a literary text depicting the atrocious killing of a group of people by a particular tribe, the students voiced their strong feelings of disgust, surprise and anger at the brutal behavior of the characters. Bloemert et al. (2019) highlights related findings in a study set in the Netherlands. The study reveals that apart from language and cultural enrichment, Literature in English also contributed to learners' personal growth, especially when teachers employed the reader response approach.

In an intercontinental qualitative study, Choo (2017) utilized classroom observations, semi-structured interviews and document analysis to investigate the teaching of literature in four secondary schools in Australia, Singapore and the United States of America. The study results reveal that teachers used the moral philosophical approach or the discussion of ethical values evident in the literary text and how they relate to the learners' lives when teaching. Through the reader response approach, they also trained their learners to express their feelings about issues, themes and characters in the literary text. Consequently, they inculcated globally accepted moral values, ethical behavior, empathy, tolerance and other virtues on learners. These findings are in line with views shared by other scholars in this field (Booth, 1998; Brumfit, 1980; Falter & Kerkhoff, 2018; Holmes, 2019; McKay, 1982; Metzger, 2019; Porto & Zembylas, 2020; Tomlinson, 2018)

In a qualitative case study in the United states of America focusing on how pre-service teachers taught literature at the secondary school level Falter and Kerkhoff (2018) report that teaching literature benefited the

students and teachers. The study reports that the teachers' use of multicultural literature moved both the teachers and students from being neutral and aloof citizens to be more concerned, sympathetic, tolerant and critical citizens who carefully evaluate all sides of the story before passing judgements. This important humanistic value of literature in helping learners become critical and tolerant citizens who confront social ills is also reported by Porto and Zembylas (2020) in their Argentinian study. The study reveals that when teachers employ various learner centered activities to discuss the portrayal of suffering and challenges faced by other people in literary texts, their learners develop empathy and tolerance towards other people. This view is aligned with the seminal works of renowned scholars in this field who view the teaching of humanities and literature in particular as the cornerstone of sound democratic societies (Nussbaum, 2006).

A number of Malaysian studies have reported on teachers' use of the paraphrastic approach; information based approach, language- based approach, moral- philosophical approach, personal-response approach and the stylistic approach in the teaching of literature in English (Ann et al., 2018; Engku et al., 2021; Ghazali et al., 2009; Hwang & Embi, 2007; Khatib et al., 2011; Mustakim et al., 2018). While these studies may appear distant from the Eswatini context, they are more relevant due to the fact that Eswatini has an ESL context just like Malaysia hence a lot of valuable insights can be drawn from these studies.

2.8 The teaching of literature in Africa

As early as 1984, Moody et al. (1984) discussed the value of teaching literature in African secondary schools. They assert that literature has the immense value of stimulating learners' mental, emotional and language development. Apart from this, the authors believe that the value of literature in African secondary schools also lies in its potential to aid learners in developing positive self-identities and inculcating beneficial societal moral virtues and human ideals. According Moody et al. (1984) whether literature is taught as an independent subject or as part of another subject depending to that particular African country, the teaching of literature should not be robotic, lifeless and exam-driven. On the contrary, the teaching of literature should be an exciting learner-centered process where students are fully engaged with the literary text using a variety of learner-centered activities. Following is a discussion of some relevant studies focusing on the teaching of literature in English in some African countries.

A qualitative study focusing on the teaching of literature in English in South Africa by Mbambo (2019) highlights the importance of adopting a clear teaching approach and strategies especially as a maturing novice teacher. Some of Mbambo' findings include the value of using familiar African literary texts to whet the

learners' interest and appetite, integrating technology and other audio video resources; employing the paraphrastic approach by paraphrasing or codeswitching when dealing with difficult literary texts; and fully adapting the curriculum to your specific teaching and learning environment or context.

Ngidi (2020) studied teachers' experiences of teaching poetry to ESL learners in four high schools in the province of KwaZulu-Natal in South Africa. This study reveals that the teachers' experiences of teaching poetry were influenced by their high school and tertiary education. Like Mbambo (2019) Ngidi also reports on the value of literature in language enrichment and personal development and also reveals the barrier posed by studying poetry in a second language. In the same vein, Laban (2016) reports on the language barrier challenging both students and teachers in four South African schools in their teaching and learning of Shakespearean plays. These findings from the various South African studies pertaining the challenge of teaching literature in ESL settings where learners are faced with the barrier of reading a literary text in English which is their second language is relevant to the Eswatini scenario. For instance, the *EGCSE Literature in English Syllabus* states that since Eswatini learners are learning English as a second language, they have the challenge of "appreciating a text in a language that is not their own" and reading about contexts and settings that are far remote from their own (Examination Council of Eswatini, 2019a, p. 4).

Sanoto (2017) investigated the teaching of literature in English by in-service teacher trainees in Botswana primary schools. Whilst this study's focus was the teaching of literature in English at primary school level, its findings about the value of laying a proper foundation for good literacy skills and the teaching of literature at the primary school level in ESL contexts is very insightful. This is due to the fact that when the learners are introduced to the study of literary texts at primary school level, they develop a good foundation for further study of literature at the secondary school level. This study underscores this point by highlighting that the effective study of literature begins by literacy teaching at the primary school level (Sanoto, 2017).

2.9 A Summary of related studies conducted in Eswatini

As highlighted earlier, there are limited studies focusing on the teaching of Literature in English at senior secondary school level in Eswatini (Dlamini, 2015; Dlamini, 2010; Makhubu, 2017; Mhlanga, 2014; Msimango, 2010). While these studies have made an immense contribution to the teaching and learning of Literature in English, they have not comprehensively dealt with the teaching of Literature in English at senior secondary school level; investigating what is taught, the teaching approaches and strategies and why teachers prefer certain approaches. To illustrate, in her qualitative study, Dlamini (2010) investigated teachers' views

on the position of Literature in English as an optional subject at senior secondary level and established that all the participants in the study wanted Literature in English to be made a compulsory subject. Msimango (2010) focused on how two schools in the Hhohho region attained good grades and found that team teaching, extra lessons and a few learner-centred activities contributed to the success in the two schools investigated. Mhlanga (2014) studied stakeholders' views on making Literature in English a compulsory entrance requirement for students who want to major in English Language and literature at the University of Eswatini. The participants of this study voiced that before Literature in English could be made a compulsory entry requirement at the university, it had to be first made compulsory at the EGCSE level and be well taught. Dlamini (2015) studied teachers' views on the alignment of the senior secondary school Literature in English syllabus with the Eswatini National Education Policy Directives and established that the teaching of Literature in English was mostly aligned with the Eswatini National Education Policy Directives. Makhubu (2017) (Makhubu, 2017) investigated teachers' views' on the use of Literature in English in the teaching of English language at the senior secondary school level and found that whilst most of the participants in the study attested to the value of using Literature in English in the teaching of English language, none of them were eager to teach literature in English.

With the exception of Msimango (2010) and Dlamini (2015) all the other studies did not focus on the actual teaching of Literature in English highlighting what was taught, how it was taught and why it was taught the way it was taught. As highlighted earlier, Dlamini (2015) investigated teachers' views on the alignment of the senior secondary school Literature in English syllabus with the Eswatini National Education Policy Directives. This study's slight focus on the teaching and learning of Literature in English at senior secondary school level in Eswatini was overshadowed by its main objective which was investigating teachers' understanding of the Eswatini National Education Policy directives and how they aligned their teaching with these directives. While Msimango (2010) slightly focused on the actual teaching of Literature in English by studying how two exceptional schools in the Hhohho region attained good grades, the study's context is completely different from the Manzini region where the three selected schools in this current study are located. Moreover, the setting of this study, in 2010, just two years after the implementation of the localized Literature in English syllabus in 2008, gave it limited data and scope to fully explore the teaching of Literature in English. More than twenty-three years after the implementation of the localized Literature in English syllabus, a current study that will specifically focus on the teaching and learning of Literature in English is necessary in order to shed light on what is currently happening on the ground.

Moreover, all the reviewed studies focusing on the teaching of Literature in English in Eswatini were conducted many years before the COVID-19 pandemic adversely affected the country's education system. Hence there appears to be no current studies detailing the teaching of Literature in English and many other subjects during the COVID-19 pandemic period yet such studies are really needed to bring fresh insights on the current situation (World Bank, 2021).

It is also noteworthy that all the studies focusing on the teaching of Literature in English in Eswatini utilized conventional methods of data generation like face to face interviews, face to face focus group discussions and in person lesson observations. Hence my current study which employed virtual semi structured interviews, focus group discussions through Zoom video conferencing and audio recorded lessons might contribute new insights into the use of these methodologies in investigating the teaching of Literature in English at EGCSE level.

The reviewed literature in this section depicts that there is limited literature mainly focusing on the teaching of Literature in English at senior secondary level in Eswatini. Consequently, this gap necessitates the current study which seeks to make a humble contribution to the available literature by exploring the teaching of literature in English in selected senior secondary schools in in the Manzini region of Eswatini.

2.10 Chapter summary

This chapter reviewed literature focusing on the teaching of Literature in English. The studies and literature reviewed highlights a number of valuable literary competencies taught in literary text like critical thinking skills, language enrichment and inculcation of desirable humane values. Popular approaches and instructional strategies for teaching literary texts together with reasons for teachers use of those approaches were also highlighted in the literature. While the reviewed studies offer valuable insights in the teaching of literary text in general, due to their different contexts in terms of time and geographical contexts do not aptly address the current problem of the teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini. The next chapter focuses on the research methodology.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research methodology that was employed in this study. I start by describing the qualitative approach and the interpretive research paradigm and justifying their use in this study. I then discuss and justify the use of the case study design, purposive sampling and the chosen data generation methods. Moreover, I discuss the content data analysis method, the pilot study, ethical considerations and validity and trustworthiness measures.

3.2 The Qualitative Approach

This study employed the qualitative approach. According to Creswell (2014, p. 32) the qualitative approach is an effective way of studying the “meaning individuals or groups ascribe to a social or human problem” in its natural context. This approach enabled me to effectively and comprehensively describe and explain the phenomenon under investigation, which is the teaching of the Literature in English subject at the senior secondary school level in selected schools in the Manzini region of Eswatini. The distinctive characteristics of the qualitative approach as highlighted by Creswell (2007) made it more appropriate for this current study. For instance, the first characteristic is that qualitative research is conducted in the participants’ natural settings. This made it possible for me to comprehensively study and understand the teaching of the Literature in English subject at the senior secondary school level since I studied the participants in their natural settings which are the selected schools where they are teaching. This was also in line with Patton (2002, p. 39)’s view, who asserts that the strength of qualitative research lies in its potential to investigate a phenomenon in its undisturbed natural surroundings or context where it “unfolds naturally.” In the same vein, McMillan and Schumacher (2010, p. 321) argue that the unique feature of qualitative research is that the phenomena is studied at its undisturbed natural setting, in the absence of undue outside influences.

Another characteristic of qualitative research which made it more appropriate for this study is that it enabled me to have a comprehensive and holistic understanding of the teaching and learning of Literature in English

in the selected senior secondary schools. According to Creswell (2007, p. 54) qualitative research entails that the researcher becomes a key instrument of data generation and effectively utilises “multiple data sources in words or images” in order to get a “holistic view of social phenomena.” In view of these beneficial features of qualitative research, I was able to utilise various data sources like virtual semi-structured interviews, audio recorded lessons, documents and virtual focus group discussions to get a comprehensive and clear holistic picture of the teaching and learning of Literature in English in the selected senior secondary schools in the Manzini region of Eswatini. Lune and Berg (2017) also affirm the immense value of qualitative research in providing a comprehensive understanding of the phenomena being investigated through the generation of data from multiple sources. In the same vein, Badenhorst (2016) states that “qualitative researchers tend to believe that immersing oneself in the research context is a good way to understand meaning.”

Other key features of qualitative research which make it appropriate for my current study are the emergent design, process orientation, inductive data analysis and heavy reliance on participants’ perspectives in studying a particular phenomenon (Creswell, 2007; Creswell, 2014; McMillan & Schumacher, 2010; Neuman, 2014). The emergent design of qualitative research enabled me to carry out my current study well because I did not enter the field with very rigid data generation instruments and pre-conceived notions about the teaching of Literature in English in the selected schools. Since my prime objective was to get a clear picture of the teaching of Literature in English from the perspectives of the participants, my initial research plan, especially some of the semi-structured interview schedule questions were slightly modified through in-depth probing depending on the emerging data from the field. This advantageous flexibility aided me in fully understanding the teaching of Literature in English in the selected schools without being restricted by very rigid methods and questions. This was in line Creswell (2014, p. 235)’s assertion that the first design of the study needs to be flexible because data generation methods and procedures may be readjusted or “modified” as the researcher enters the field. The following section discusses the interpretive paradigm.

3.3 The research paradigm

According to Creswell (2014) a research paradigm can be described as a philosophical world view or framework highlighting explicit or implicit beliefs which guide or influence the study design and how the researcher makes sense of the phenomenon under investigation. While some scholars suggest three paradigms, namely: positivism, interpretivism and constructivism (Cohen et al., 2002; Crowe et al., 2011;

Neuman, 2014; Pham, 2018), Creswell (2014) suggests four paradigms namely; positivism, constructivism or interpretative paradigm, transformative and pragmatism. According to Neuman (2014) paradigms are distinguished by two philosophical constructs which are ontology and epistemology. Ontology focuses on reality or the nature of the phenomenon under investigation. For instance, positivists believe in objective reality or ontology, while interpretive researchers view reality as the subjective perspectives of the participants in their natural settings or social environment. Epistemology “focuses on how we know what we know” which in essence focuses on the plausible method of attaining reality or the truth (Neuman, 2014, p. 95). For instance, positivists believe that objective reality is attained through standardized quantitative methods, while the interpretive paradigm assumes that the proper way to study a phenomenon is through the careful study and interpretation of the participants’ lived experiences or subjective perspectives in their natural settings (Crowe et al., 2011). Since the interpretive paradigm is more aligned to qualitative research, I used it as a lens to guide my study focusing on the teaching of Literature in English in selected senior secondary schools in the Mazini region of Eswatini. The following section provides the rationale for my use of the interpretive paradigm.

3.3.1 The interpretive paradigm

My study is positioned within the interpretive paradigm. Neuman (2014) describes the interpretive paradigm as an organized study of a social phenomenon by carefully observing participants in their natural contexts and using their perspectives or views in your analysis. This definition highlights that there is no fixed reality or meaning. This paradigm’ view of ontology makes it more appropriate for my current study. This is because in order to fully understand the teaching of Literature in English in the selected senior secondary schools, I must have no fixed notions about this phenomenon. Instead, I carefully constructed meaning through the subjective perspectives of the participants. According to Pham (2018) one benefit of adopting the interpretive paradigm is that it ensures multiple angles of studying the same phenomena while providing rich data and full understanding of the natural context.

The interpretive paradigm’s epistemological view or process of creating meaning while studying a given phenomenon also makes it more fitting for my current research. This is because according to Neuman (2014, p. 95) interpretivists believe that to effectively study a particular phenomenon, the researcher “must inductively observe, interpret, and reflect on” the activities of the participants and their perspectives while in their unique natural settings and also keep reflecting on his or her research experience. This suited my research

as it is qualitative in nature and required me to investigate the teaching of Literature in English in the selected schools by inductively studying and gaining the participants’ perspectives in their natural settings, which were their respective schools where they were teaching. This was done through the use of virtual semi-structured interviews, audio recorded lessons, document analysis and virtual focus group discussions. Pham (2018) emphasizes this point by saying that the great value of the interpretive paradigm lies in its ability to generate rich and useful data through the researcher’s use of interviews and other methods to get participants’ views and attitudes about the phenomenon under investigation in their natural settings. The following table (table 3.1) presents a summary of how I employed the interpretive paradigm in this study.

Table 2: Employing the interpretive paradigm in the study

FEATURE	APPLICATION
Ontology	<ul style="list-style-type: none"> ❖ There was no fixed reality about the teaching of Literature in English in the selected schools ❖ Full understanding of the teaching of Literature in English in the selected schools was based on the subjective perspectives of the participants and I used their verbatim quotes to support the emerging themes. ❖ The participants were in their natural settings or social environments (schools).
Epistemology	<ul style="list-style-type: none"> ❖ As a researcher, I socially constructed knowledge about the phenomenon by experiencing and interacting with the world of the participants ❖ The phenomenon of teaching Literature in English was understood through analyzing and interpreting data which embodied the participants’ world view and social context. ❖ My way of researching the teaching of Literature in English in the selected schools was process oriented, detailed and iterative in order to capture all the multifaceted and subjective realities of the phenomenon.
Axiological assumptions or researcher bias	<ul style="list-style-type: none"> ❖ I acknowledged that research is value laden with both my interpretations and the participants’ views and context shaping the process of meaning making. Hence I had to guard against my personal values and biases that may unfairly influence the study.

Research language	<ul style="list-style-type: none"> ❖ Since as a researcher I am part of the study, I employed the qualitative narrative style utilizing first person narration with the personal pronoun “I”
Methodology	<ul style="list-style-type: none"> ❖ I employed data generation methods which immersed me in the participants’ world view and context through constant interaction. These methods included; virtual semi-structured interviews, document analysis, audio recorded lessons and virtual focused group discussions. ❖ The data generation methods were mostly interactive and characterized by in-depth personal engagement of emerging issues to fully understand the phenomenon. ❖ I analysed data inductively giving details of the context and participants’ verbatim quotes.

As seen in the preceding table, I have outlined the features of the interpretive paradigm and how it was employed in this study. This was in line with Creswell (2007)’s guidelines for applying the interpretive paradigm in qualitative research. I now turn to the research design.

3.4 The case study research design

This study employed the qualitative case study research design. According to Creswell (2014) the qualitative case study enables the researcher to gain deep and comprehensive understanding of the case or phenomenon under investigation in real life settings. Rowley (2002, p. 3) cites Yin (1994) who describes a case study as a research that focuses on the study of a unique and unknown phenomenon in its natural settings. In essence, the case study effectively studies a particular phenomenon in its natural context and as a result reveals very valuable and rich data for comprehensive understanding and meaning making (Neuman, 2014; Yin, 2009). Consequently, since I needed to gain deep understanding of the teaching of Literature in English in the three selected senior secondary schools in the Manzini region of Eswatini, the case study design was more appropriate for me. This is because in line with my three research questions, it enabled me to gain full understanding of the literary competencies taught by the teachers in their schools, how they carried out their teaching and the rationale behind their ways of teaching.

The case study design is also credited for effectively aiding the study of a given phenomenon and enabling in-depth comprehension in a natural context. Neuman (2014, p. 179) argues that the case study’s “intense,

in-depth study” of a particular phenomenon while placing a high premium on process and the natural context, tend to generate very detailed and rich “explanations or interpretations”. This strong emphasis on in-depth study and comprehensive investigation of the phenomenon in its natural setting made the case study design more appropriate for my study.

3.4.1 Advantages of the case study

The great value of the case study design lies in its in-depth investigation of a phenomenon and generation of valuable data through the use of a variety of data generating methods like semi-structured interviews, documents and observations (Creswell, 2007; Rowley, 2002). Since my research aimed at gaining full understanding of the teaching of Literature in English in the three selected schools in the Manzini region of Eswatini, the case study design significantly enhanced it enabled through the use a variety of data generating methods namely; virtual semi-structured interviews, audio recorded lessons, document analysis and virtual focus group discussions. Crowe et al. (2011, p. 1) attest to the value of the case study in by saying it guarantees “in-depth, multi-faceted explorations of complex issues” in their natural contexts.

Rowley (2002) asserts that another advantage of the case study lies in its ability to enable the researcher to gain full understanding of a particular phenomenon by going beyond the surface meanings revealed by the “what” questions, and answering the profound questions like “how?” and “why?” This is mainly achieved through the art of probing during interviews to fully understand the participants’ perspectives, views, feelings and rationale behind their actions. Consequently, the case study design enabled to me answer my three research questions which are:

- a) What literary competencies are taught in Literature in English in the selected schools?
- b) How do the teachers teach Literature in English in the selected schools?
- c) Why do the teachers teach Literature in English the way they do?

Another benefit of the case study design is that its emphasis on the use of multiple data generating instruments like semi-structured interviews, documents analysis, audio recorded lessons and focus group discussions not only enhances the study by providing rich authentic data but also provides some form of triangulation (Harrison et al., 2017). This effectively ensured my study’ trustworthiness and credibility as data from the four different data generating instruments was used to corroborate the findings and paint a clear picture of the phenomenon under investigation.

3.4.2 Limitations of case studies

One of the criticisms levelled against case studies is the inability to generalize their findings due to the small sample (Rowley, 2002). However, this perceived weakness was not a concern for my study because my sole purpose for conducting it was not to generalize the findings, but to gain full understanding of the teaching of Literature in English in the three selected senior secondary schools in the Manzini region of Eswatini. In fact, according to Creswell (2007) the issue of generalizing findings has little or no value in qualitative research as the main objective is to get detailed understanding of the specific case under investigation.

Other limitations of the case study design include the large volumes of data which may be cumbersome to analyse and interpret and the high probability of the researcher being bias in his or her interpretations. Crowe et al. (2011) state that these pitfalls can be minimized through the careful and systematic description and application of research methods coupled with the measures of trustworthiness and validity. Likewise, I mitigated this limitation through systematic and iterative data analysis and keeping a reflective journal to document my views throughout the whole process, thus guarding against my own personal bias.

3.5 Sample and sampling

A sample can be defined as a portion or part of a larger population targeted for investigation. Since studying the entire large population is usually challenging due to time limitations and financial constraints, researchers normally focus on the small sample since it bears the characteristic features of the larger population (Singleton & Straits, 2005). According to Bryman and Bell (2007, p. 182) a sample is a “subset” or small portion of the larger population which is normally the subject of investigation. In this qualitative case study, I used six teachers of Literature in English from the three selected senior secondary schools in the Manzini region of Eswatini.

Since this is a qualitative case study, I employed purposive sampling. Creswell (2005) defines purposive sampling as a qualitative form of sampling where the researcher carefully selects participants who are knowledgeable about the phenomenon being studied. These participants should also be ready to speak freely and honestly, sharing their views, lived experiences and perspectives about the phenomenon being studied. In line with this, the participants of the study were six teachers from three purposefully selected underprivileged senior secondary schools in the Manzini region of Eswatini. These schools were selected because they were amongst the schools who offered the Literature in English subject at ESGCSE level in the

Manzini region. It should be noted that not all senior secondary schools offer the Literature in English subject at EGCSE level (Makhubu, 2017).

Moreover, these three schools were selected because they have the typical features of the majority of senior secondary schools in the Manzini region who may be categorized as underprivileged. These schools have very limited financial, teaching and learning resources and are characterized by a high percentage of students from disadvantaged backgrounds (Gamedze, 2015). While a majority of the underprivileged schools in the Manzini region have performed poorly in the EGCSE Literature in English examinations year after year, these three schools have continuously produced fair results which are above the national average of 24% credit passes. Consequently, since these three senior secondary schools were a rich case to study pertaining the teaching of Literature in English, they were the focus of my study.

School A is situated in a rural area about twenty-two kilometers west of the Manzini city and was built more than forty years ago. The school is situated next to a big energy company. This usually give the impression that it is supported by the neighboring company yet that is not the case. In fact, even in some government documents the school is sometimes classified as a company aided school. According to the teachers this wrong information about the school made its financial challenges to be worse since it normally failed to get donations or grants from various aid groups like other underprivileged schools because it was perceived to be well-resourced and supported by the company. The school has a population of about 400 learners and is double streamed which means there are two classes in each level. For instance, there are two Form 1 classes, two Form 2 classes and the same pattern continues up to Form 5. Although the school has a library, it is not well stocked with a variety of current reading material. It has very few and mostly old reading materials. Teachers who teach the Literature in English subject in this school are housed under the English language and Literature department which is supervised by the department head. There are six teachers in this department. Most of them teach both the English language and the Literature in English subject. Four of these teachers teach Literature in English at the junior secondary level which is Form 1 to 3 while two of them teach Literature in Form 4 and Form 5 which is known as the EGCSE level. The teachers who teach Literature at the EGCSE level alternate yearly between teaching Form 4 and Form 5. This is because a teacher starts teaching the learners in Form 4 and moves with them to Form 5 where they write their final external examination.

School B is found in a rural area about ten kilometers south of Manzini and it started operating as a junior secondary school in 1988. It then upgraded to a fully-fledged senior secondary school in the year 2000. The

school is classified as a community school since it was built by the parents from that rural community. The government provides teachers and pay their salaries just like in school A and school C. This school has a population of about 800 learners. There are four Form 1 classes, three Form 2 classes, two Form 3 classes, four Form 4 classes and two Form 5 classes. The school has a library which has limited reading materials like short novels such as pace setters. One copy of the daily newspaper, the *Times of Eswatini* is delivered every day. There is no paid or professional librarian. The library is run by one of the teachers in the English Language and Literature department. The school has a computer laboratory with limited internet connection. While the laboratory was built for every learner, it is mainly reserved for learners who are studying Information Communication Technology and those doing agriculture research projects. Learners who are doing Literature in English never utilize it. In this school there are seven teachers in the English language and Literature department. Just like in school A, only two teachers teach Literature in English at the EGCSE level and they alternate yearly in teaching Form 4 and Form 5.

Lastly, school C is situated in a semi-urban area about five kilometers north of the Manzini city and was built around 1995. The school has a population of about 700 learners. At the junior level there are five classes per Form yet at the EGCSE level there are four classes per Form. While the school has a library, it has very few reading material and furniture. The library is also used as a staffroom for two teachers from the English language and literature department. While the school has a computer laboratory with very limited internet access, it is only reserved for learners majoring in Information and Communication Technology. There are eight teachers under the English Language and Literature department in this school and like in school A and school B, only two teachers teach Literature in English at the EGCSE level.

All these three schools are day schools enrolling both female and male students. As highlighted earlier, in each of these three schools there are two Literature in English teachers at EGCSE level. Consequently, I used both teachers in each school as my participants and that brought the total of participants in this study to six.

The participants were chosen because they were teaching Literature in English at the EGCSE level. Since the study was exploring the teaching of Literature in English at EGCSE level or Form 4 and Form 5, only teachers who were teaching the subject at this level were chosen as they were in a position to speak freely and honestly about their practical experiences of teaching the subject. This was aligned with McMillan and Schumacher (2010, p. 326)'s assertion that the strength and rationale of purposive sampling is that very few information rich cases are selected to shed light on the phenomenon under investigation. Teachers who were teaching

Literature in English in the junior level which is Form one to Form three were not selected. Based on their experiences of teaching Literature in English at the EGCSE level in their schools, the participants were able to share valuable insights and shed light on the teaching of Literature in English in their schools. This was in line with Patton (2002, p. 242)'s assertion that purposive sampling relies on "selecting information rich cases for study in-depth."

3.5.1 Procedure for identifying participants

The six participants to this study were purposefully selected through the help of the gate keepers who are the head teachers or principals in the three selected senior secondary schools. After receiving the ethical clearance to conduct the study in April 2022, I personally visited the three schools for the second time and requested the principals of the schools to introduce me to the participants. It should be noted that during my first visit in January 2022 while I was still seeking permission letters for ethical clearance application from the schools, the principals informed me about the names of the teachers who were teaching Literature in English in Form 4 and Form 5. However, I did not contact them as I was still processing my ethical clearance application. Consequently, in April 2022 each principal in each school introduced me to the two teachers who were teaching Literature in English in their school.

In each of the three schools, I had a brief meeting with the teachers, where I explained the purpose of my study. I requested them to be participants in my study and gave them the consent form to carefully read and sign if they willingly agreed to be participants in the study. In order to give the teachers privacy and freedom of choice, I had a meeting with one teacher at a time in each school. Due to the COVID-19 pandemic restrictions, we all wore masks and observed the 1.5-meter physical distancing regulations. In these meetings all six teachers agreed to be participants in the study. We also resolved that due to the COVID-19 pandemic restrictions which were also detailed in the consent forms, all logistic communications and interactions were going to be virtual through the telephone and interviews through zoom video conferencing. It was also during this meeting that I assisted the participants on the actual use of the zoom video conferencing application. This was necessary because consenting to be participants in the study also meant that they were agreeing to use the zoom video conferencing application and to be audio recorded during the semi-structured interviews and the focus group discussions. Consequently, clear explanations and understanding how this worked was necessary before they could agree and sign the consent forms.

3.6 Data generation methods

Semi-structured interviews, document analysis, focus group discussions and audio recorded lessons are considered as effective data generation methods in qualitative case studies (Creswell, 2007; Creswell, 2014; Lune & Berg, 2017). These data generation methods were not only effective in yielding rich valuable data on the teaching of Literature in English in the selected schools, but they also aligned well with the interpretive paradigm and the qualitative case study design which were employed in this study (Bricki & Green, 2007; Lune & Berg, 2017). This was mainly because these data generation methods enabled be to do an in-depth study of the teaching of Literature in English in the selected schools while taking into account the social context and natural environment of the participants and the whole phenomena.

Due to the corona virus pandemic, I was forced to use COVID-19 compliant methods of data generation which minimized face to face interactions like semi-structured interviews via zoom conferencing, document analysis, audio recorded lessons and focus group discussions through zoom conferencing. I used the semi structured interviews via zoom conferencing as my main method of data generation to gain comprehensive and in-depth understanding of the teaching of Literature in English in the selected schools. Using the other methods did not only enhance the study's credibility through triangulation but also enabled me to generate rich and valuable data which shed light on the teaching of Literature in English in the three selected senior secondary schools in order to gain full understanding of the phenomenon as this is the strength of qualitative case studies (Crowe et al., 2011; Rowley, 2002). Following is a discussion of each of the four data generation methods and how they were used to generate data in the three selected schools.

3.6.1 Semi-structured interviews via Zoom video conferencing

Due to COVID -19 lockdown restrictions, I conducted semi-structured interviews via the Zoom video conferencing application as I felt it would work more or less the same way as communicating face-to-face with the participants. The semi-structured interview can be described as a one on one conversation between the researcher and the participant of a particular study, which is characterized by the use of an interview schedule but at the same time giving the researcher considerable leeway for probing and employing open ended questions. According to Adams (2015, p. 493) the semi-structured interview is “conducted conversationally” with one participant per session and uses a variety of closed and open-ended questions, normally followed by how and why questions. This lack of rigidity and relaxed nature of semi-structured interviews give the researcher enough room to probe and get detailed information about the phenomenon under investigation. At the same time the semi-structured nature of the interview which is enhanced by the

interview schedule enables the researcher not just to cover all crucial questions of the study during the interview, but to also ensure a degree of consistency as the researcher progresses from one interviewee to the next. This advantage of the semi-structured interview is well captured by Bryman and Bell (2007, p. 474) when they assert that the researcher normally has specific open-ended questions on an interview guide to ask. The researcher may ask and probe using additional relevant questions which are not in the interview guide to seek more clarification and get a comprehensive picture of the phenomenon. The order of the questioning is not rigid and the interviewee has more freedom on the manner of response. But overall, all relevant questions are covered and asked in a similar wording from all the participants.

The semi-structured interviews' potential in aiding the researcher to consistently cover all crucial questions of the research while at the same time ensuring a good degree of probing to gain in-depth understanding of the phenomenon through the participants' perspectives, made it more appropriate for my study. It helped me to fully understand the teaching of Literature in English in the selected senior secondary schools by asking questions that aided me establish the literary competencies taught in these schools and how they were taught? Using further probing as guaranteed by the nature of the semi-structured interview, I understood the participants' perspectives on why they teach Literature in English the way they do. According to McIntosh and Morse (2015) asking additional questions and probing in semi-structured interviews allows the researcher to gain deeper insights about the phenomenon being studied. In line with this, Rabionet (2011, p. 563) argues that the semi-structured interview is a very "flexible and powerful tool to capture the voices and the ways people make meaning of their experiences."

Leech (2002) outlines some of the tips of effective semi-structured interviews. These include creating an excellent rapport with the interviewees, being a good listener, asking suitable questions in the right order and using effective probing and prompts. Creating a good rapport with the interviewee is very essential because it keeps them at ease and being able to express their feelings and perspectives freely. Leech suggests that the interviewer must always strive to ask suitable questions which are not difficult or threatening to the interviewee. Instead of asking loaded, double-barrel or leading questions, the researcher must ask simple "grand tour questions" which are questions that will make the participants speak freely like they are taking the researcher on a tour of their lived experiences or perspectives (Leech, 2002, p. 5). For instance, in my study, one of my 'grand tour questions' was; "could you describe your typical or ideal Literature in English lesson..." This prompted the participants to speak freely and express their experiences and daily activities on the teaching of Literature in English in their respective schools.

With a prior prepared interview schedule (see Appendix A), I employed semi-structured Zoom interviews to interview all the six selected participants who were teaching Literature in English in the three senior secondary schools. Each participant was interviewed twice. The initial interview was before I analysed audio recorded lessons and did document analysis. The post interview was after the analysis of the audio recorded lessons and documents. Based on what I noted the teachers doing, this post interview sought to establish why they taught Literature in English the way they did? This was in line with Harrell and Bradley (2009, p. 24)'s assertion that semi-structured interviews can be used for various reasons and generating different forms of data. It may be at the initial stages of the research to get background information like “expert knowledge, facts” and details of certain procedures or later to get the participants’ views and reasons for acting the way they do.

3.6.1.1 The nature of virtual semi-structured interviews via the Zoom application

According to Gray et al. (2020) semi-structured zoom interviews are very convenient in qualitative research as the researcher is able to interact with the participant freely more or less the same way like in face to face interviews. This is because while the researcher might be physically away from the study site, interacting with the participant in their natural settings through the video conferencing zoom application enables the researcher to decipher the participant’s verbal and nonverbal cues and be immersed in the participant’s natural context. This is because the video may also be set to capture the background and context of the participant like the classroom or the chalk board. Gray et al. (2020) also postulate that the efficiency and quality of virtual semi-structured interviews through Zoom video conferencing can rightly be compared to that of face to face interviews as the video gives the researcher and the participant that feeling of a physical meeting. Moreover, these scholars report that participants were more relaxed and at ease when interviewed through the Zoom video conferencing application. This was an advantage to me because in order for the participants to speak freely and honestly about the teaching of Literature in English in their schools, they had to be at ease and relaxed.

In order to maximize the effectiveness of the Zoom interview and minimize any related technical glitches, I adhered to the following effective measures of using Zoom interviews (Gray et al., 2020; Reñosa et al., 2021):

- ❖ advance planning and preparations
- ❖ providing technical support and training to participants

- ❖ providing a direct Zoom meeting link to participants so that they do not struggle trying to download or pay for software application if it is not already installed in their cellphones or laptops
- ❖ using passwords to ensure confidentiality and privacy
- ❖ having a pre-interview test session to see if all participants are able to use the application effectively
- ❖ planning for network disruptions and having back up plans
- ❖ setting up a reminder for recording the interview or enabling automatic recording in Zoom

3.6.1.2 Limitations of semi-structured interviews

Some of the limitations of semi-structured interviews include; requiring a skilled interviewer, being liable to interviewer bias, being time consuming and labor intensive in that sorting, analyzing and interpreting the huge volumes of data generated require a lot of time, patience and more hard work (Adams, 2015). To curb these limitations, I carefully prepared for the interviews by developing a clear interview schedule, piloting it and writing notes. I also audio recorded the interviews in order to get detailed and accurate information for transcription and analysis. Keeping a journal to write my reflections and adopting the iterative process of analyzing data, were also very helpful measures I took to mitigate some of the limitations of virtual semi-structured interviews (Adams, 2015; Bricki & Green, 2007; Creswell, 2014; Leech, 2002; Rabionet, 2011).

3.6.2 Document analysis

In this study I also used document review and analyses as my second data generating instrument. According to (Creswell, 2014) documents are a valuable source of data in qualitative research because they usually contain authentic records like the participants, names and routine activities all written in formal language and well spelt. In other words, documents are valuable because they are a form of data which has been carefully prepared by the participants which can help the researcher to gain valuable insights on the phenomenon under investigation. Bowen (2009, p. 27) describes document analysis as a careful step by step process of analyzing and reviewing different types of documents “both printed and electronic” in order to gain full understanding and a comprehensive picture of the phenomenon being studied. Bowen (2009) cites both Yin (1994) and Stake (1995) in highlighting the value of document analysis in case studies both as an independent method of data generation and also as a means of triangulation where other instruments like observations and interviews have been used. This value of document analysis makes it more suitable for my study since in the documents I found written records and evidence of what the participants were teaching, how they were teaching and to some extent, why they were teaching Literature in English the way they did?

Apart from the fact that documents are a cheap and easily accessible source of data (Bowen, 2009), their strength is that they are immune to the “Hawthorn effect” (Lune & Berg, 2017, p. 147). This means that they cannot be influenced by the presence of the researcher, hence they are more appropriate for my study. This is because unlike the participants who may be prone to slightly alter their routine behaviour during the course of the study, especially in the beginning, documents constantly remain unchanged as evidence of what the participants are doing, how and why? This value of document analysis has prompted some scholars to refer to it as an effective unobtrusive or nonreactive data generation method (Bowen, 2009; Creswell, 2014; Lune & Berg, 2017; Singleton & Straits, 2005).

In this research I analysed the documents which were utilized by teachers of Literature in English at the senior secondary school level in the three selected schools being studied. Most of these documents are formal documents prescribed by the Eswatini Ministry of Education to be used by teachers and learners in Eswatini and some of them are highlighted in the government document entitled; *A guide to School Regulations and Procedures* (Ministry of Education, 1988, pp. 2-3). They include; the EGCSE Literature in English syllabus, text books or literary texts, schemes of work or scheme book, daily preparation book, learners’ exercise books or written work. The following sections discuss the nature and value of each document to the study and how it was analysed.

3.6.2.1 The EGCSE Literature in English syllabus

The EGCSE Literature in English syllabus forms an integral part of the teaching and learning of the Literature in English subject. This is because it specifies the subject content, aims, objectives and at times the teaching methods for each subject. During the semi-structured interviews, all the six participants stated that the syllabus document was a very important document to them as it listed the prescribed literary texts to be studied and also directed their way of teaching. It is for this reason that the *EGCSE Literature in English syllabus* was one of the documents to be analyzed. Through a content analysis of this document used by the participants in the selected schools, I hoped to have some understanding of what the participants teach, how they teach and why they teach the way they do? This was because they highlighted that their teaching was informed by this document.

3.6.2.2 The text books or literary texts

The literary texts which were utilized by the six participants in the three selected schools when teaching Literature in English were also analysed. This was done in order to address the first research question which

sought to establish the literary competencies taught in the selected schools. This was important because the literary texts depict what is taught in these schools in terms of content as the main focus on the Literature in English subject is the in-depth study the these prescribed literary texts (Examination Council of Eswatini, 2019a). The following table depict the literary texts which were analysed in this study.

Table 3: List of literary texts analysed in this study

Genre	Title of Literary text	Author
Prose: short stories from the collection <i>Into the Wind: Contemporary Stories in English (Wade, 1990).</i>	<ol style="list-style-type: none"> 1. 'The Lemon Orchard' 2. 'Let Them Call it Jazz' 3. 'Dumb Martian' 4. 'Samphire' 5. 'Feet' 6. 'A Woman on a Roof' 7. 'The Hitch-hiker' 8. 'The Sniper' 9. 'Flight' 10. 'My Oedipus Complex' 11. 'A Sense of Shame' 12. 'A Man Called Horse' 	<p>Alex La Guma</p> <p>Jean Rhys</p> <p>John Wyndham</p> <p>Patrick O'Brian</p> <p>Jan Mark</p> <p>Doris Lessing</p> <p>Roald Dahl</p> <p>Liam O'Flaherty</p> <p>Doris Lessing</p> <p>Frank O'Connor</p> <p>Jan Needle</p> <p>Dorothy M Johnson</p>
Drama	<i>The Trials of Brother Jero</i> (Soyinka, 1973)	Wole Soyinka
Poetry: selected poems from the anthology; <i>Groundwork: an Introduction into Reading and writing about Poetry (Walter & Wood, 1997)</i>	<ol style="list-style-type: none"> 1. 'A Sudden Storm' 2. 'Break, Break, Break' 3. 'The Song of Sunrise' 4. 'The African Pot' 5. 'A Song for my Mother' 6. 'At Tea' 7. 'Song' 8. 'The River Merchant's wife: a letter' 9. 'Roody M'corley' 10. 'Death the Leveller' 11. 'Climbing' 12. 'Song of the Dawn' 13.: 'Remember' 14. 'Wind a Change' 15. 'The Blues is You in Me' 	<p>Pius Oleghe</p> <p>Alfred Tennyson</p> <p>Mbuyiseni Oswald Mtshali</p> <p>Fazel Johannesburg</p> <p>Jennifer Davids</p> <p>Thomas Hardy</p> <p>Frederico Garcia Lorca</p> <p>Ezra Pound</p> <p>Anonymous Ireland</p> <p>James Shirley</p> <p>Gloria Fuertes</p> <p>H. E Dlomo</p> <p>Alice Walker</p> <p>Grace Nichols</p> <p>Sipho Sepamla</p>

Like all the documents, content analysis was used when analyzing the literary texts. However, due to the unique nature of literary texts from other ordinary formal documents, they were also analysed by focusing on their literary elements like; setting, plot, characters, themes and writer’s style (Ellis & Tomlinson, 1980; Moody, 1986; Van, 2009). This was mainly because during the semi-structured interviews, the participants said they employed this approach while studying the literary texts with their learners. In line with this, I analysed the literary texts using the following schedule in Table 4.

Table 4: Schedule for literary text analysis

Literary text	Setting	Plot or content	Characterization	Theme (s)	Language and style
1.					
2.					
3.					
4.					
5.					

3.6.2.3 The scheme of work or scheme book

The schemes of work or scheme books for all the six participants in the study were analysed using content analysis. The scheme book was a very important document to review in this study since it is a record of what the teacher plans to teach for the whole year, highlighting content, methods and teaching strategies, teaching aids and resources, target dates and completion dates (Gamedze, 2015). Consequently, analysing this document aided me in answering the both the first and second research question by shedding light to what is taught in the three selected senior secondary school and the teaching strategies and activities employed by the participants in their teaching.

3.6.2.4 Daily preparation book

The participants’ daily preparation books were also analysed. The daily preparation book is a containing detailed lesson plans for the Literature in English subject for each teacher. The governments expect all teachers to write detailed lesson plans for their lessons before teaching. Each lesson plan is expected to have; the date, name of class, topic, objectives, teaching methods or activities, teaching aids and resources, lesson development which highlights both the learners and teacher’s activities and a conclusion (Ministry of Education, 1988). Consequently, analysing the participants’ daily preparation books aided me in

understanding the content taught in the selected schools as well as the teaching methods and strategies used by the participants. It should be noted that only four daily preparation books were analysed as the other two participants mentioned that they hardly documented their lesson plans in the daily preparation books as required by ministry.

3.6.2.5 Learners' exercise books

Learners' exercise books were also analysed in this study. According to the Ministry of Education (1988, p. 3) learners' exercise books are very essential since they "are the most revealing record of pupil and teacher performance." This is because to some extent the exercise books reflect what the learners are taught, the exercises and activities given and their understanding of the content being taught. Moreover, since the participants during the semi-structured interviews mentioned that they trained learners on writing essays in order to prepare for the final examination which was only based on writing, analysing these documents was helpful in shedding more light to the participants' assertions.

In summary, document analysis was very helpful to me in understanding the teaching of Literature in English in the selected schools. This is because the documents depicted concrete evidence of the content and knowledge taught in the selected schools as well as the teaching methods, classroom activities, teaching aids and nature of assessment given used by the teachers when teaching Literature in English to their learners. Thus analysing them did not only enrich and corroborate the data from the other data generation methods and deepen my understanding of the teaching of Literature in English in the selected schools, but also acted as a means of data triangulation to enhance the study's trustworthiness. In the following section, I discuss the use of Audio recorded lessons in this study.

3.6.3 Audio recorded lessons

Due to the COVID-19 pandemic, I was not able physically observe the lessons, but I requested the teachers who were participants in the study to audio record them for me. In such a scenario video recording would have been a better alternative to physical observations. However, technical and financial issues in relation to the availability of video recording equipment that will automatically record the classroom proceedings without an outsider entering the classroom were a huge barrier. Moreover, when discussing the consent forms at the initial stages of the study, most of the teachers and learners who were ear marked as participants in the study only consented to being audio recorded as opposed to be video recorded during lessons. Consequently, due to these technical, financial and ethical issues, I resorted to using audio recorded lessons. In this case I requested

each of the participants to audio record their lessons for me while they were teaching. This was in line with the call for researchers to employ alternative plausible qualitative data generation methods during the COVID-19 pandemic (Boland et al., 2021; Gray et al., 2020; Reñosa et al., 2021; Sedysheva, 2020)

Mathew et al. (2017) highlight the value of audio recorded lessons in studying teachers' instructional practices and the content taught in qualitative research. These scholars argue that while audio recorded lessons do not give the visual picture of what happens in the classroom like in physical observations and video recordings, they are a valuable way of understanding the content taught by teachers and the instructional strategies and activities employed. In this way audio recorded lessons have been useful to qualitative researchers and even teachers who frequently audio record their lessons for reflective purposes and professional growth. In line with Mathew et al. (2017)'s arguments for the utilization of audio recorded lessons, I concluded that in the absence of actual physical lesson observations and video recorded lessons, audio recorded lessons were an effective alternative in investigating teaching since they depicted the following aspects about the teacher's actual classroom practice:

- ❖ The content being taught
- ❖ The language of the teacher, 'teacher talk' and instructions given
- ❖ Learners verbal responses, comments or utterances
- ❖ How much time is allocated to teacher talk?
- ❖ The amount of time given to learners to talk.
- ❖ Are explanations and instructions clear enough for the learners?
- ❖ Through the given instructions, the teachers' instructional strategies and activities become evident.
- ❖ To some extent some of the teaching aids or resource are revealed in the audio
- ❖ The researcher can deduce whether the instruction was teacher centered or learner centered

What also makes the use of audio recorded lessons useful in this study is that they can aptly capture the verbal interactions in the classroom whether between the teacher and the learners or between the learners interacting amongst themselves with the teacher only facilitating. Yang (2010) successfully investigated teacher-learner interactions, especially the use of questions through analysing transcripts of recorded lessons. This study highlights the value of transcribing the recorded lessons then carefully reading and analysing them to identify emerging patterns and themes. Consequently, I transcribed the audio recorded lessons and then repeatedly read and analysed them using an analysis schedule mainly focusing on the content and teaching strategies used in the lessons (see Appendix C).

In line with Mathew et al. (2017) and Yang (2010), Skinner (2021, p. 3) successfully demonstrates the value of using transcripts of recorded lessons to qualitatively study classroom interactions and proceedings. This scholar highlights that while the researcher may not be physically present in the classroom, analyzing written transcripts of the recorded lessons can give valuable information about what transpired in the classroom. For instance, through analyzing the transcripts, the researcher can understand the content conveyed during the lesson and how it was conveyed to the learners, how through instructions the teacher structures or organizes the classroom setting, and how the teacher directs learners to learning materials or resources. Skinner (2021, p. 3) further demonstrates that the transcripts of recoded lessons can successfully reveal the type of classroom activity used by the teacher, how it was introduced and concluded. Moreover, lesson transcripts also depict how and when the teacher switches from one teaching strategy or method to another, and also capture learners' comments, teachers' feedback and scaffolding strategies.

The value of audio recordings in studying a phenomenon in its own natural settings made it appropriate for my current study as it enabled the live capturing and audio recording of the phenomenon as it unfolded, thus corroborating the findings of the other three data generation methods by revealing what the participants actually did in their classroom (Bryman and Bell 2007). This is because analyzing transcripts of the audio recoded lessons gave me the opportunity to understand the teaching of Literature in English in the selected senior secondary schools in the Manzini region of Eswatini. These audio recorded lessons aided me in answering my first and second research questions which focused on the content taught and how the participants taught the Literature in English subject. It also offered some light on why the participants taught in that particular way?

3.6.3.1 Limitations of audio recorded lessons

One limitation of audio recorded lessons is that unlike video recordings, they do not capture nonverbal proceedings of the classroom like actions, gestures, seating arrangements and other visual features of the lesson (Mathew et al., 2017). However, this perceived limitation was mitigated by the use of the other three data generation methods which corroborated each other and improved my understanding of the teaching of Literature in English in the selected schools. Secondly, during the second semi-structured interviews which were conducted after the initial document and audio lessons analysis, I sought clarity on any issues that were not clear to me and why participants taught in a particular way.

Another limitation of audio recorded lessons is that when participants are aware that they are being recorded, they may to some extent change their normal daily behavior or routine. Lune and Berg (2017, p. 113) describes this as the “the Hawthorne effect” whereby participants naturally change their normal behavior when they are being observed or recorded for the first time. However, during the second and third recordings, the participants then behave normally. Since the participant teachers practiced recording their lessons several times the week before the actual recording while we were assessing the quality of the recording, they together with the learners got used to it as a normal class routine. I requested each of the six participants to audio record at least three lessons which I later transcribed and analysed. To minimize the ‘Hawthorne effect,’ no major focus was given to the first lesson. In the next section I discuss the fourth data generation method in the study which is focus group discussions via the Zoom conferencing application.

3.6.4 Focus group Discussions via zoom technology

Focus group discussion via Zoom conferencing was my fourth method of data generation. Since focus groups may constitute 6 to 10 participants who collectively “make sense of a phenomenon and construct meaning around it,” they were very effective in studying the teaching of Literature in English in the three selected senior secondary schools (Bryman & Bell, 2007, p. 512). Since all the six participants share the common characteristics of being teachers of Literature in English at EGCSE level in schools with quite similar contexts, it was hoped that they would be able to speak freely and cooperatively build on each other’s responses until a clear and full picture of what is taught in the Literature in English subject, how it is taught and why it is taught that way emerges. Since the participants engaged in a positive debate on related issues on the teaching of Literature in English, not just responding to a series of questions, the quality of the data was improved. Furthermore, “the quality and richness of the data” was enhanced by the conducive atmosphere whereby the group of participants were motivated to build on one another’s contribution on what the teaching of Literature in English in their selected schools entails (McMillan & Schumacher, 2010, p. 363).

In this study I included all the six participants from the three selected schools in one focus group discussion using the zoom conferencing platform. The number of focus group sessions was determined by data saturation (Creswell, 2014). Due to data saturation I had one focus group discussion session. Using the Zoom conferencing platform in focus group discussions and employing the video and password encryption features was a very effective, safe and convenient way of generating qualitative data especially during the COVID-19 pandemic era (Boland et al., 2021). I adhered to proper measures of enhancing the use of Zoom in focus group

discussions like proper preparation, advance training of participants on technical issues, creating rapport and mutual respect amongst participants (Boland et al., 2021; Gray et al., 2020).

3.6.4.1 Limitations of focus group discussions

One limitation of focus group discussions is that if not properly facilitated, one or a few outspoken participants may dominate the discussion or debate and suppress the views of participants who may be shy. Moreover, as highlighted earlier poor planning and moderation of the discussion, may lead it to be just a mere event where participants respond to questions and their responses are recorded without proper engagements, building on each other's responses or having a robust meaningful debate on critical issues. To mitigate these possible limitations, I employed McMillan and Schumacher (2010)'s tips of effective moderation of focus group discussions, like being a skilled facilitator who ensures that every participant is given a chance to speak and enabling a conducive environment where participants are invited to respond and build on each other's comments instead of just being concerned about expressing their views. The following section describes the pilot study which I undertook.

3.7 The pilot study

As a means of ensuring that the data generation methods were effective in generating the desired data aligned with the study's research questions and objectives, it was essential to conduct a pilot study prior to the main study (Bryman & Bell, 2007; Lune & Berg, 2017). Consequently, before my actual data generation, I first conducted a pilot study at a school in the Manzini region with similar characteristic features with the three selected senior secondary schools. The participants in this pilot study were the two teachers teaching Literature in English at EGCSE level. One was teaching the Form 4 class while the other was teaching the Form 5 class. This pilot study helped me to gauge the effectiveness of my data generation methods and then make the necessary adjustments and modifications. For instance, the pilot study enabled me to efficiently use the semi-structured interview schedule and improve it by writing a few notes on issues that needed further probing next to each question. For instance, since the two participants in the pilot study highlighted that some of the literary competencies they taught to their learners was content knowledge like literary elements such as the setting, plot and themes of the literary text, I was able to probe participants further on these issues during the actual study.

Listening to the recorded pilot study interviews also gave me an opportunity to reflect on my questioning skills and improve. For instance, there were instances where I used double barreled questions which tended

to confuse the participant and disrupt the flow of the interview. Thus I learnt to keep my questions simple and brief. I also learnt to probe the participants' responses not to just take things at face value. For instance, one participant highlighted that what aided her in her Literature in English class was 'team teaching.' However, further probing on this issue revealed that she did not really mean 'team teaching' but she wanted to say 'peer teaching' which is allowing her learners to teach one another through groups or presentations.

The pilot study also aided me in having a clear picture the documents which were used by teachers in the teaching of Literature in English. While some of these documents were listed in government documents, (Ministry of Education, 1988) it was going to be pointless to review them if they were not used by the teachers as they were not going to add value to the study or highlight anything about the teaching of Literature in English in the schools. While I did not immediately analyse the documents after learning about them in the pilot school, they gave me a clue of what I might find in the three selected schools and enquire about if they are not mentioned. Consequently, since these documents were also used by participants in the three selected schools, I decided to analyse them.

It was also during the pilot study that I got the practical experience of using the Zoom video conferencing application when conducting the interviews with the participants. I learnt the importance of prior planning since I had to schedule the Zoom meeting in advance, send the link and password to the participants in advance and buy them internet data bundles to the value of one hundred Emalangeni since they did not have internet. Prior to the scheduled pilot interview, we hosted a trial test session to see if the participants were fully conversant with the application (Gray et al., 2020). Moreover, the pilot study trained me in a number of ways like remembering to press the recording button to record the Zoom interviews. For instance, when I was halfway with the interview with the first participant in the pilot school I was shocked to realize that I hadn't activated the recording icon. That was a painful wake up call. From that moment I decided set the recording function in advance while scheduling the meeting. This was ethically right since the participants had prior consented to be recorded during the interviews. I also put a sticker with the reminder 'remember to record' on the edge of my laptop.

3.8 Data generation in the schools

Data in the schools were generated from mid-June 2022 up to October 2022. Having reflected on the pilot study and learned valuable lessons from it as highlighted in the preceding section, I then telephoned the

participants and discussed the data generation process and schedule with them, beginning with the semi-structured interviews via zoom conferencing.

3.8.1 Preparing and conducting the semi-structured interviews via Zoom conferencing

The initial semi-structured interviews in school A were conducted in the first week of July, while in school B and C they were conducted in the second and third week respectively. In preparation for these interviews I scheduled a prior test Zoom meeting with each of the six participants. These meetings were meant to familiarize the participants with the Zoom video conferencing application and logistics of the semi-structured interview. Most of the participants were using smart phones and four of them were easily navigated through the Zoom application and our video conferencing went on easily such that I spent about twenty minutes with each one of them preparing and discussing the logistics of the coming interviews. However, two participants, one in school A and one in school C, had challenges learning to use the Zoom conferencing application since they were using it for the first time. It took them about an hour to learn how to use it effectively and they were very excited when we started communicating through this application and making the final arrangements. I sent each participant an amount of one hundred emalangenzi to buy internet data bundles to utilize both during the test session and the actual interview session.

The actual interviews were conducted in the scheduled weeks, and all the participants were in their respective schools during their free periods. They choose a quite classroom or an unoccupied office as their sitting areas. Each interview took about fifty minutes to one hour. During this period the participants were able to speak freely and openly about the teaching of Literature in English in their respective schools and I was also able to probe deeper for clarity on certain issues. I followed the interview guide (Appendix A) as we progressed with each interview but this did not limit the flexibility and degree of probing during the course of our deliberations.

We followed the same procedure even when conducting the second cycle of semi-structured interviews which were conducted in October 2022. These second interviews were conducted after the initial document analysis and the audio recoded lessons. The main focus of these interviews was to find out why teachers taught in the manner they did as evidenced by their documents and audio recoded lessons. These interviews shed more light on the third research question which sought to establish why the participants taught

Literature in English in the way they did lasted between fifteen and thirty minutes depending on each participant.

3.8.1.1 Challenges when conducting Zoom semi-structured interviews

As highlighted earlier, one of the challenges encountered prior to conducting the Zoom semi-structured interviews, was that two of the participants first struggled to learn how to use the Zoom conferencing application. I solved this challenge by advance preparations, patiently training them and practising beforehand. The second challenge was that during the scheduled day for the interview in school B the participant was assigned to take learners to cultural competitions which were rescheduled on short notice. We had to cancel our interview and rescheduled it in another day within the same week. Another challenge I encountered was that while interviewing one participant in school A, our communication was interrupted by incoming calls. It was a challenge dealing with this problem because when she tried to put her cell phone in airplane mode the Zoom application would not work. To handle this challenge, we decided to pause our interview for a moment while she informed the persistent caller that she was busy in a meeting and would return the call later.

3.8.2 Audio recording lessons in the schools

In the fourth week of July I contacted the participants through my cellphone and trained them individually on how to audio record their lessons using their cellphones. During that week they practiced recording the lessons and they would send me clips of these audio recordings to assess their quality and audibility. They later deleted most of the poorly recorded lessons. During this process, both the teachers and the learners got used to the recording as a normal class routine. Most of the participants reported that their cellphones captured the voices of everyone in the class when they were placed in a central position in class. Consequently, I requested all of them to use that position. The actual lessons which were eventually analysed were recorded from the first week of August 2022 up to the second week of September depending on each participant's teaching time table. All the participants sent me a minimum of three recorded lessons as I had earlier requested.

3.8.3 Document analysis

After the completion of the initial semi-structured interviews, I had a clear picture of the documents utilized by the participants in their teaching of Literature in English. Consequently, I started requesting those documents at that moment. The participants scanned some of the documents and emailed them to me. However, I had to personally go to the schools and pick the bulky documents like the scheme books, lesson

plans and learners' exercise books to scan them myself and then return them back. During these visits to the schools I observed the COVID-19 regulations of physical distancing and wearing a mask at all times. These moments also gave me an opportunity to familiarize myself more with these schools and the participants. After knowing the literary texts these schools were using, I then organized my own copies to analyse instead of requesting copies from the school since they mentioned that they were using the rental system and had very limited literary text even for the learners.

3.8.3.1 The challenge of getting documents in the schools

One challenge I encountered while requesting the various documents from the participants was that most of them especially in school A and school B were reluctant to give me their daily preparation books citing that they rarely wrote lesson plans as required by the government as they had indicated during the semi-structured interviews. I encouraged them to share what ever little lesson plans they had since as I mentioned in the early stages of the research that I was merely a researcher interested in finding out how they practically taught in the schools not being a government inspector. It is then that they willingly gave me all the documents they used. For instance, in school A in line with what they said during the semi-structured interviews, they did not give me their daily preparation books, but instead gave me detailed notes of the literary texts they taught as that was what they used. These were marginal notes and annotations on the participant teachers' literary texts. Consequently, only four of the six participants gave me their daily preparation books.

3.8.4 Conducting the focus group discussion

The focus group discussion was conducted in September 2022 when all the six participants were free. The focus group discussion lasted for about one and a half hours. Like in the semi-structured interviews, we had a brief trial session before the actual focus group discussion to practice and clarify any issues which might have given the participants some challenges. Since all the participants were now conversant with the Zoom video conferencing application, this session only lasted for less than twenty minutes. The focus was mainly on reminding participants about the importance of speaking freely, robust engagements, respecting and tolerating each other's views. We also reminded participants of how to signal their intentions to speak. This could be done by either literary raising their hands as their videos were on or by pressing the 'raise hand' icon on the Zoom application window. In order to cover all the required issues and questions of the study, we followed the flexible focus group discussion schedule (Appendix B). However, this schedule did not impinge

on the needed follow up questions, engagements and debates on the issue. In the following section I discuss how the generated data were analysed.

3.9 Data Analysis

To analyze and interpret the generated data, I used content analysis. Lune and Berg (2017, p. 183) describe content analyses as “a careful, detailed, systematic examination and interpretation of a particular body of material in an effort to identify patterns, themes, assumptions, and meanings.” This means that after, transcribing the data, the researcher carefully and repeatedly reads the data to make sense of them. The researcher then breaks the data down to smaller units known as codes. This enables the researcher to identify any emerging patterns and themes which are related to the main objectives or research questions of the study. According to Creswell (2014) data analyses in qualitative research is inductive and them involves repeated efforts of breaking them down to smaller meaningful units and reassembling it again. This systematic back and forth process enables the researcher to make sense of the data and identify the emerging themes and patterns.

The data were analyzed inductively. Since this is a qualitative case study, employing the inductive approach to content analyses was more appropriate (Creswell, 2014; Lune & Berg, 2017). I began the data analysis with a fresh or open mind without any preconceived ideas or themes and tried to identify any emerging themes or patterns. In this way I allowed the data to be an honest true reflection of the participants’ perspectives or world views. McMillan and Schumacher (2010, p. 337) aptly capture this point by saying that the typical feature of a qualitative study is a very thick and authentic narrative with brief quotations of the participants’ own language and “being a narrative that may be read and lived vicariously by others.” In line with this, I used the participants’ verbatim or direct quotes to substantiate any emerging theme from the data (Creswell, 2007). Highlighting the need to be thorough and repeatedly analyzing qualitative data, Bowen (2009, p. 6) describes content analysis as an “iterative process” of reading, examining, and organizing data into meaningful “categories” and themes which will address the main research questions.

In order to avoid being overburdened by the big volumes of data, my data analysis was done concurrently with data generation. This meant not waiting until I have generated all the data through semi-structured interviews, recorded audio lessons, document analysis, and focus group discussions before beginning my data analysis. According to Creswell (2014, p. 245) data analysis should “proceed hand-in-hand with other

parts of developing the qualitative study”, namely, the data generation and the write-up of findings. For instance, while still conducting the semi-structured interviews, I started analyzing the first interview I did with the first participant. This aided my study in that it made me aware of areas where I may need more probing and any other emerging issues in the study.

3.10 Validity and trustworthiness

Issues of validity and trustworthiness are very crucial for the integrity of any qualitative research study. According to Creswell (2014, p. 251) validity in qualitative research means that the researcher employs various measures to ensure the “accuracy...trustworthiness, authenticity, and credibility” of data and findings. To underline the importance of trustworthiness and validity in qualitative studies, Creswell (2014) further states that validity is one of the cornerstones of qualitative research and it means all people involved, namely, the researcher, the participants, experts in the field of study and other independent readers can easily ascertain that the study’s findings are authentic and accurate.

The first means I employed to ensure trustworthiness and validity is triangulation. Rowley (2002) asserts that triangulation is the pillar of qualitative case studies because it allows the researcher to employ a variety of data generation methods and therefore, enhancing validity and trustworthiness of the studies’ findings. As highlighted earlier, in this study I used four data generation methods, namely; semi-structured interviews, document analysis, audio recorded lessons, and focus group discussions. To a greater extent, utilizing these four sources of data to substantiate or corroborate a particular point or finding enhanced my study’s trustworthiness and validity.

Creswell (2014) also posits that member checking and using detailed thick descriptions of data during analysis are other effective strategies of enhancing validity and trustworthiness in qualitative research. Consequently, I employed member checking by requesting the participants to check some of the themes or findings emerging from the data during analysis. In that way they were able to determine whether the findings were a true reflection of their responses and actual practice in the teaching of Literature in English in the selected schools. Moreover, I wrote detailed descriptions of what happened or transpired during the data generation process. This helped in highlighting that the data and findings emanated from the study’s context a setting without any external influences. The detailed description of the data and context did not only depict a vivid picture of the phenomenon under investigation, but also enhanced the validity and trustworthiness of the findings.

Trustworthiness and validity in this study was also achieved through keeping a reflective journal during the data generation and data analysis stages (Creswell, 2007; Creswell, 2014). Since for years I have been involved in the teaching of Literature in English, as a teacher at senior secondary school level, a college lecturer, and later a curriculum designer, there was a likely hood that if unchecked my biases on this phenomenon were going to filter in. Thus keeping a reflective journal helped in guarding against my personal bias and be able to report the phenomenon as it was.

Conducting a pilot study is another effective way of ensuring the study's validity. Bryman and Bell (2007) assert that a pilot study enhances the study's integrity and validity in that the researcher gets a chance to ascertain if the data generation methods yield the required data and make necessary adjustments if needed. Secondly, this gives the researcher ample time to practice using the research instruments thus being fully competent in using them before the actual study begins. In line with this, I conducted a pilot study in one underprivileged senior secondary schools in the Manzini region of Eswatini which had the same characteristic features of the three schools under investigation. As highlighted earlier, the pilot study greatly enhanced my study as I was able to ascertain if my data generation methods and instruments were able to generate the right type of data to address my three research questions. Moreover, it was a good platform for me to practice using the data generation instruments and related applications like the Zoom video conferencing application in order to effectively carry out this study in a valid and credible manner that achieved trustworthy and reliable findings.

Audio recording the semi-structured interviews and the focus group discussion was also another way of ensuring the study's validity and trustworthiness. This is because the audio recordings captured the verbatim utterances of the participants and allowed me to have an accurate record of their responses instead of only relying on my field notes. This was very important because I couldn't capture everything through note taking. After transcribing, the audio recordings allowed me to have clear transcripts of the interviews which anyone could use for audit trail purposes.

3.11 Ethical considerations

Ethical issues are very important in any research and have to be given careful consideration in order to protect the rights, dignity and privacy of the participants (Bryman & Bell, 2007). Consequently, I tried by all means

to protect the participants from any form of harm or prejudice which may emanate from this research. To ensure this I used pseudo names for all the six participants and the three schools were just identified as school A, B and C. I also explained the purpose and objectives of the research and also highlighted that I would be conducting virtual Zoom semi-structured interviews, audio recorded lessons, document analysis and virtual focus group discussions. Data would be securely locked for a period of five years then destroyed. Furthermore, I mentioned that participation in the study was voluntary and there were no financial benefits or compensation. Finally, I requested them to sign a consent form when they finally agreed to participate in the study.

In addition to the above measures, I wrote to the director of education in Eswatini and the principals of the schools where I was to conduct my study, including the fourth school where I did the pilot study, requesting permission to do the research. I also sought the consent of the parents whose children were to be part of the audio recorded lessons. Consent was also sought from the learners themselves. This was done by writing consent letters to both the parents and the learners. To cater for parents who could not understand the English language, the letters were written in both the English language and the Siswati language (see Appendix H and I). Finally, I applied for ethical clearance with the Humanities and Social Sciences Research Ethics Committee at the University of Kwazulu Natal and I was granted the license to conduct my study (see Appendix K).

3.12 Chapter summary

This chapter discussed the research methodology that that was used in this study. This entailed describing the qualitative approach and the interpretive research paradigm and justifying their use. This was followed by discussion of the case study design, purposive sampling and the chosen data generation methods. Moreover, I also discussed the content data analysis method, the pilot study, validity and trustworthiness measures, and ethical considerations. In the next chapter, I focus on the theoretical framework used in this study.

CHAPTER FOUR

THEORETICAL FRAMEWORK

4.1 Introduction

In the previous chapter I outlined the methodology employed in this study. In this chapter I now focus on the theoretical framework that guides this study. Here I discuss Vygotsky's socio-cultural theory as the study's theoretical framework, outlining its major constructs and providing the rationale or justification for its use in the present study.

4.2 Theoretical Framework

A theoretical framework may be described as a guiding theoretical structure that describes and explains the concepts, constructs, knowledge and relationships existing in that field of study, providing "a theoretical coat hanger for your data analysis and interpretation of results" (Kivunja, 2018, p. 46; Labaree, 2003). Consequently, utilizing a relevant theoretical framework aids the researcher to effectively study a given phenomenon in a very organized, logical and coordinated way. This is mainly because a theoretical framework provides direction for the whole study or may be viewed as the lens by which the given phenomena is studied. In the following section I discuss Vygotsky's social constructivist theory which I employed as a theoretical framework guiding this study.

4.3. Vygotsky's social constructivist theory

This study employed Lev Semenovich Vygotsky's (1978) social constructivist theory as a lens or theoretical framework to investigate the teaching and learning of Literature in English in selected senior secondary schools in the Manzini region of Eswatini. Vygotsky was a Russian psychologist who made an immense contribution in education and psychology by highlighting the significant influence of socio-cultural interactions in an individual's cognitive development (Applefield et al., 2000; Bruner, 1991; Woolfolk, 2016). Another advocate of the socio-cultural or social constructivist theory Bruner (1991, p. 4) states that; a person's cognitive development "is never 'solo.' It cannot be understood without taking into account his or her reference books, notes, computer programs and data bases, or most important of all, the network of friends, colleagues, or mentors." This assertion underpins the major characteristic of the social constructivist theory in that a student's cognitive development is greatly influenced by his or her social environment and

meaningful social interactions with his capable peers, teachers, parents and other mentors (Adams, 2006; Clark, 1998; Moreno, 2010; Prawat, 1999; Slavin, 2014).

Asserting the same views of the social constructivist theory, Lantolf (2000) cites other advocates of this theory like Luria (1979) and Wertsch (1985) who like Vygotsky underscored the value of social interactions, collaboration and mediation in a person's psychological growth. This implies that successful learning in the classroom mostly happens when learners, through interaction with socio cultural tools like language, books, objects, knowledgeable peers and teachers are able to construct their own meaning and understanding. This point is aptly captured by Donald et al. (2014, p. 81) when they argue that "at the centre of Vygotsky's theory is the idea that cognitive development takes place through social interaction." The following section discusses the basic constructs or features of the social constructivist theory.

4.4 Basic constructs of the social constructivist theory

A review of the literature reveals that some of the basic constructs of the social constructivist theory are; social interaction, collaboration, mediation, zone of proximal development (ZPD) and scaffolding (Donald et al., 2014; Gredler, 2012; Moreno, 2010; Slavin, 2014; Woolfolk, 2016; Yang & Wilson, 2006a). These constructs are closely related and intertwined. The nature of these constructs show that teaching and learning can never exist in isolation. It is an interconnected social activity influenced by a number of social and contextual issues. For instance, this constructs depict that teaching and learning is influenced by a number of issues like social tools such as learning equipment, books, knowledgeable peers, parents or guardians, teachers and other mentors. It should be noted that scholars often argue about the various constructs of the social constructivist theory. However, my discussion focuses on the main constructs which have been approved and tested by a number of scholars (Applefield et al., 2000; Gredler, 2012). In the following sections I discuss each of constructs of the social constructivist theory and highlight how they make this theory relevant to my current study which focuses on the teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini.

4.4.1 Social interaction

Social interaction is one of the key features of the social constructivist theory. This implies that for learners to make sense of a particular concept, they first need to interact with different tools like language, books, objects, symbols, their knowledgeable peers, teachers and parents or guardians. According to Slavin (2014, p. 235) Vygotsky underscored the value of social interaction by positing that individuals learn "through joint

interactions with adults and more capable peers.” This highlights that successful learning should be learner centered whereby teachers act as resourceful facilitators, allowing the learners to construct their own knowledge and understanding through interacting with their peers and other available cognitive, technical and social tools (Woolfolk, 2016; Yang & Wilson, 2006a). In the following paragraphs, I elaborate on the different essential social tools which learners need to interact with in order to facilitate and enhance their learning process. As highlighted, these social tools include knowledgeable peers, mentors, teachers, parents, guardians, books, teaching and learning aids and other relevant educational resources.

The value of social interaction in teaching and learning as viewed by Vygotsky is mainly evident when learners are allowed to do certain learning tasks in groups (Slavin, 2014). It is believed that when learners interact in with their knowledgeable peers in their respective groups, they then effectively understand and appreciate the educational concepts they are learning. Here the main thrust is on the value of the social environment created by the groups where the learners will freely interact with their peers, constructively critic each other’s views and finally understand the concept being learned, thereby enhancing their cognitive growth.

The social interaction depicted by the social constructivist theory, also entails learners’ interaction with their teachers, mentors, parents and parents (Woolfolk, 2016). When learners interact and exchange ideas with their teachers or mentors, their understanding of particular concepts is improved. To illustrate, a teacher may interact with their learners by effectively using guiding questions when teaching them a particular literary text in the Literature in English subject. Through that social interaction of responding to the teachers’ questions about the literary text and further posing their own questions seeking clarity from the teacher, their knowledge and understanding is greatly enhanced. Gredler (2012) captures this point by stating that learners’ interaction with teachers and mentors and emulating their desirable actions or behavior is crucial in their mental growth.

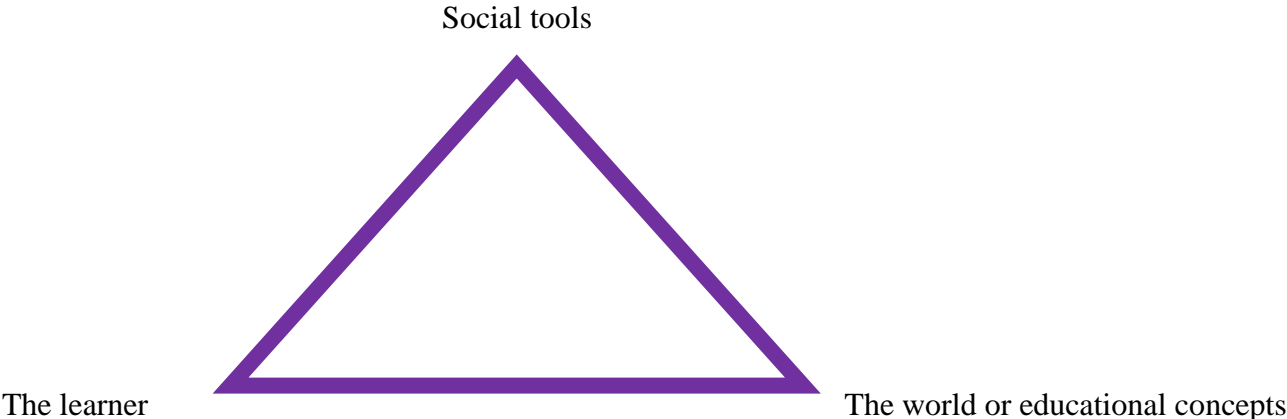
Slavin (2014, p. 235) also defines learners gaining of knowledge, understanding and critical thinking skills as a result of constant social interaction with mentors or teachers as “cognitive apprenticeship.” Social constructivists view ‘cognitive apprenticeship’ as a very effective way of teaching and knowledge and skills transfer from teacher to learner. This is mainly because, in this way mentors or teachers do not only socially interact with learners by giving them complex tasks, assisting them and giving constructive feedback, but they also effectively model or demonstrate ways of doing those tasks. In that conducive social interactive

context, the learners emulate their teachers or mentors and hence grasping the concepts being learned and developing cognitively.

Social constructivists also assert that other social tools for learners’ social interaction include language books, teaching and learning aids and other relevant educational resources (Donald et al., 2014). Assisted by their peers and mentors, learners also utilize social tools like language and books to build meaning and understanding about particular concepts being learned. Moreno (2010, p. 89) posits that social constructivism ascribe to the view that learners utilize socially constructed tools to interact both with their peers and the environment in the process of meaning making and cognitive growth. These tools may be “technical” such as those employed when interacting with the environment. They may also be “psychological” such as those that may assist in the thinking process. This concept of using socio-cultural tools in the process of social interaction and meaning making somehow makes the social constructivist theory an appropriate theoretical framework for guiding this present study which focuses on the teaching of Literature in English. This is because in their teaching of the subjects, teachers facilitate learners’ interaction with the studied concepts through the use of social tools like prescribed literary texts, teaching aids, and other associated resources.

The nature and value of social interaction as depicted in Vygotsky social constructivism theory can be aptly summarized using the following representative figure adapted from Donald et al. (2014, p. 80).

Figure 2: The nature of social interaction in the social constructivist theory



As illustrated in the above figure, social interaction entails the learner's utilization of social tools to make sense of the world or educational concepts. Another construct closely related to social interaction is collaboration which shall be discussed below.

4.4.2 Collaboration

Collaboration is very important in the social constructivist theory since it ensures the sharing of ideas and joint meaning making amongst learners. Kim (2001) asserts that collaboration is essential since effective learning takes place when learners collaboratively share their skills and insights in solving given tasks and participating in other social activities. In the same vein Applefield et al. (2000, p. 5) argue that “the fundamental nature of social constructivism is collaborative social interaction” whereby learners participate in joint meaning making and also benefit from their more knowledgeable peers and mentors. Slavin (2014, p. 235) uses the term “cooperative learning” when describing collaboration and also states that the existence of “cognitive apprenticeship” where learners share ideas with knowledgeable peers and mentors, makes collaboration more effective.

Moreno (2010, p. 303) highlights that collaboration is a very important feature of social constructivism since it ensures that there is meaningful interaction and sharing of ideas in a socially conducive context. This scholar uses the term ‘cooperative learning’ to describe a number of collaborative class activities and strategies which could be employed by teachers to enhance learners’ cognitive growth in line with the social constructivist theory. These collaborative activities do not only help learners to easily understand educational concepts through social interaction and collaborative efforts, but also inculcate lifelong desirable humane values on the learners. These values include; cooperation, respecting others’ views, tolerance, empathy and getting along with people from different races and socioeconomic backgrounds (Gredler, 2012; Moreno, 2010). It is interesting that these activities fit well in the study of literary texts which is the major focus of this study (Dlamini, 2015; Msimango, 2010; Tomlinson, 2018). These activities which include; group investigations, jigsaw, cooperative scripting, peer tutoring and cooperative integrated reading and composition are discussed in the following sections.

- a) **Group investigations:** in this collaborative activity, teachers divide the topic being learned into subtopics and then assign different groups in the class to work collaboratively in investigating it. After gathering enough information on the topic each group then prepares a report to be presented to the whole class for appreciation and further discussions. For instance, in the Literature in English

subject, the teacher may assign different groups to read a set literary text and then investigate the portrayal of certain characters. Each group may be given one character to analyse and then report to the whole class. In this way, learners' understanding of the characters would be greatly enhanced. In line with this view, Moreno (2010) asserts that learners who meaningfully participate in group activities usually perform better academically when compared to learners who mainly participate in whole class instruction.

- b) **Jigsaw:** In this collaborative activity which is a bit like the group investigation activity, the teacher assigns learners to work in groups and investigate a particular given topic. However, in each group the members are categorized as experts for various components of the given topic (Moreno, 2010). Each group member then shares their expert knowledge or findings with the rest of the group for further engagements and joint meaning making. In turn the whole group then shares its assembled findings on their given topic with the rest of the class for further deliberations and appreciation. This collaborative activity which is informed by the social constructivist theory is thought to enhance meaningful social interaction while at the same time giving each learner the equal responsibility of contributing in the learning process by sharing their expert knowledge in a particular component.
- c) **Cooperative scripting:** this is a beneficial collaborative activity whereby learners are instructed to take turns and verbally summarize parts of the material that is supposed to be learned. This activity is made interesting by the fact that both learners are actively engaged in the learning process. For instance, as one learner summarizes the material, their partner actively listens, identifies and corrects mistakes and apparent omissions (Moreno, 2010). Later, the learners switch roles and the activity progresses until the whole material is covered. This may be a very effective activity in the teaching of literary texts especially when teaching the plot where learners are usually encouraged to summarize the story line of a literary text while their colleagues listen and make additions or corrections (Dlamini, 2015).
- d) **Cooperative integrated reading and composition (CIRC):** In this collaborative learning activity, the teacher may decide to assign learners to work in groups of four, focusing on reading and analyzing a given portion of a literary text. This may also entail summarizing the given content, “predicting, writing, ...decoding and vocabulary use” (Moreno, 2010, p. 311). This collaborative activity appears to be a good way of engaging learners in line with the social constructivist theory as

it enables learners to effectively interact as they jointly analyse a given literary text. Reading and analyzing the literary text as a group lessens the challenge and anxiety of reading as the different group members make the whole reading task easy by bringing their various social experiences to aid the analyses.

- e) **Peer tutoring:** this form of collaborative learning happens when the teacher encourages or instructs more knowledgeable peers to assist their classmates to understand concepts being learned. According to Moreno (2010) peer tutoring is very effective because it yields more educational benefits to both the learner who is being tutored and the more knowledgeable peer playing the role of tutor. This is because as the tutored learner experiences cognitive growth through the help received from their peer, the same thing happens to the tutor since through helping their peer, there is more practice, and development of the skills and concepts being learned.

4.4.3 Mediation

According to Lantolf (2000, p. 1) “the most fundamental concept of sociocultural theory is that the human mind is mediated.” In the same vein, Donald et al. (2014, p. 79) assert that Vygotsky believed that “mediation through proximal social interaction is the engine that drives development.” Viewed in this light, mediation happens when capable mentors and peers assist the learner through the use of social and psychological tools to understand the concepts being learnt. Here the role of teachers and other mentors is not to transfer knowledge to the learner, but to facilitate the collaborative learning process of knowledge construction (Bruner, 1991; Moreno, 2010; Woolfolk, 2016).

Slavin (2014) describes the concept of mediation in the social constructivist theory as a strategy of teaching and learning whereby learners instead of being lectured information or knowledge by their teachers, they are given small complex and realistic educational tasks to do. These tasks are usually carefully and skillfully crafted to aid the learners achieve certain cognitive targets upon successful completion. The teacher’s job then becomes being a mediator or helper by assisting the learner to effectively utilize the available relevant social tools at their disposal to execute the given task. For instance, when teaching the Literature in English subject, instead of lecturing learners about the value of empathy, the teacher may rightly decide to give learners a well-crafted empathy task that requires them to read a portion about a certain character in a literary text and then pretend to be that character or act out that character. In such a scenario, the teacher may allow the learners to execute the task on their own and then mediate by directing them to significant

sections of the literary text that vividly portray the character being studied. By doing so, the teacher would not be spoon-feeding the learners, but would be providing effective mediation in the given task.

In essence the social constructivist theory views mediation as a form external help or assistance which the learner receives from the social context in order to effectively use their social tools and enhance their cognitive growth. According to Donald et al. (2014, p. 79) mediation is when a knowledgeable person like a teacher, a mentor, a parent, a tutor or a peer who has already mastered the concept being learned assist the learner to effectively manipulate their social tools and thus enhance their cognitive growth. In the teaching of Literature in English this may be evident when knowledgeable people like teachers, tutors or peers assist learners to utilize available relevant social tools like language, dictionaries to analyse and understand literary texts, thereby developing higher order critical thinking skills and cognitive growth. The concept of mediation in the social constructivist theory is also linked to the idea of the zone of proximal development which is my next point of discussion.

4.4.4 Zone of proximal Development (ZPD)

The zone of proximal development is one of the key and distinctive features of Vygotsky's theory (Prawat, 1999; Verenikina, 2003; Woolfolk, 2016). It can be described as the difference between what a learner can be able to do while working independently without assistance and what they can do with the help of capable peers or mentors (Gredler, 2012; Johnson & Golombek, 2003; Vygotsky, 2017). Kim (2001, p. 7) defines the ZPD as the "distance between the actual development level as determined by the independent problem solving and level of potential development" when the individual is being assisted by a mentor. This concept implies that effective learning takes place when learners are given tasks and concepts that are within their zone of proximal development. Here the teacher's responsibility is to ascertain their learners' zone of proximal development and design learning tasks that are within that zone.

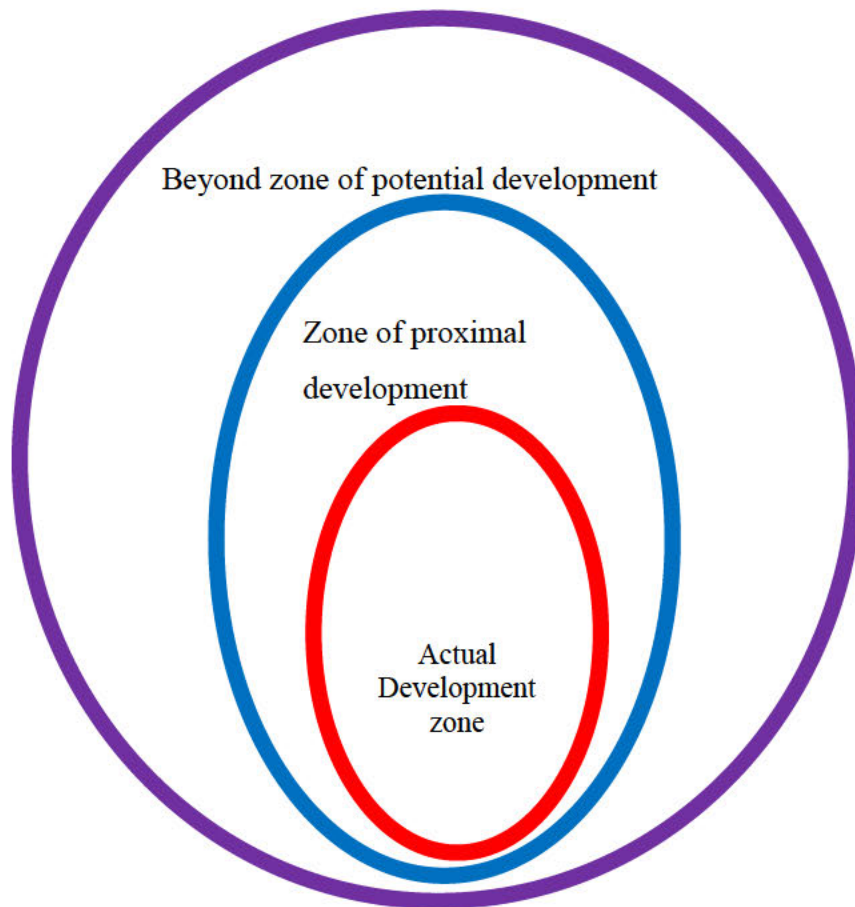
Moreno (2010) simplifies the social constructivist concept of zone of proximal development (ZPD) by first clarifying the three development zones implied by this theory. The first one is the actual development zone. This zone entails all what the learner can skillfully and competently do independently without the teacher or mentor's assistance. Consequently, if a teacher structures their instruction within this zone, learners become less interested and bored since they would be learning content and skills they regard as too easy and boring. There would be no academic challenge to trigger their interest and curiosity to learn. For instance,

instructing learners to list the characters in a particular literary text being studied would be pointless and boring to learners who have mastered all the characters in that literary text some weeks earlier.

The second zone, which is the focus of my discussion in this section is the zone of proximal development. It entails skills and concepts the learner can effectively learn with the assistance of a teacher, mentor or a more knowledgeable peer (Moreno, 2010; Slavin, 2014). This implies that when the teacher structures their instruction within this zone, the learners are excited and challenged to learn as they are given challenging tasks they cannot competently accomplish without the assistance of mentors or well-versed peers. In this zone the learners exercise and stretch their critical or cognitive capacities to the expected limits and through the assistance of their teacher successfully accomplish the given educational tasks. Consequently, the social constructivist theory advocates for structuring of all instruction within this zone for successful learners' cognitive development. For instance, in line with this principle a teacher of Literature in English may structure their instruction within this recommended zone by giving their learners a task where they prepare and stage a debate about a particular theme or moral issue in a literary text once. This may be an effective task if the teacher has evidence that through assistance, the learners can achieve the given task and enhance their cognitive growth.

The third zone is what is far beyond what the learners can be able to do even with the assistance of their teachers or mentors (Moreno, 2010). Accordingly, the social constructivist theory asserts that for effective cognitive growth, teachers should not structure their instruction within this zone as the tasks may be very hard and frustrating for the learners to execute. As a result, the learners may be demotivated. For instance, a teacher of Literature in English may mistakenly structure their lesson in this difficult zone by instructing learners to write a critical essay evaluating a particular theme manifest in literary text while the learners don't know the story's plot, and have not yet been taught what a theme is, let alone writing a critical essay. As a result, the learners may get frustrated and demotivated as a consequence of failing to do it even when assisted. The following figure adapted from Moreno (2010, p. 91) summarizes the zone of proximal development concept.

Figure 3: The zone of proximal development



As highlighted in the foregoing figure, the zone of proximal development is the zone just immediately after the actual development zone and teachers need to structure their instruction within that zone in order to enhance their learners' cognitive growth. Now I focus on another important construct of the social constructivism theory known as scaffolding.

4.4.5 Scaffolding

Scaffolding is described as a social constructivist method of teaching where within their zones of proximal development, learners are provided with more support and guidance as they execute their learning tasks, then gradually removing that support as they develop. This construct is also closely related to the mediation concept (Slavin, 2014; Verenikina, 2003). It is worth noting that Vygotsky did not use the term “scaffolding” in his theory, but it was used by Bruner to as an apt metaphor elaborating on Vygotsky's concept mediation or assistance given by the teacher to the learner (Donald et al., 2014). This means the

teacher provides practical support or assistance to help the learner do an educational task that is within their zone of proximal development.

Slavin (2014, pp. 238-239) describes scaffolding as an effective instructional strategy based on Vygotsky's concept of mediated learning whereby the teacher intentionally and systematically provides gradual support for the learner in order for them to achieve "higher mental functions." In this context, social constructivists view the teacher as a socio-cultural catalyst or agent who systematically facilitates and supports learners as they execute challenging educational tasks. It is interesting to note that as the teacher continues with this form of systematic external mediation or scaffolding, the learner gradually develops an internal form of mediation or cognitive tools that will permanently aid them once the external scaffold is removed. In reality, this may entail that a teacher giving learners more supporting structures at the initial stages of learning a particular concept and gradually removing the support to allow them to take full responsibility of their learning as they develop mastery of the concept (Verenikina, 2003).

Just like a real scaffold which supports a building during construction and is gradually removed as the building becomes stronger, the teacher's support and assistance is gradually removed as learners take responsibility of their own learning. Moreno (2010, p. 91) asserts that scaffolding is a very important instructional concept closely linked with the zone of proximal development whereby learners are cushioned with supporting structures during the initial stages of their learning. However, just like real scaffolds utilized in actual buildings, the educational support is gradually removed as the learners independently take responsibility of their learning. Some simple scaffolding strategies may include; breaking down complicated tasks to small manageable ones, providing timely prompts or aiding cues when learners appear to be stuck, and giving immediate feedback (Moreno, 2010).

Donald et al. (2014, p. 113) suggest the following five important steps which may be used by teachers as they try to implement scaffolding in line with the social constructivist theory:

- a) **Identifying the important structures or forms to be scaffolded:** this stage is very important since the teacher needs to correctly identify the key concepts or structures of the topic that need to be scaffolded to enhance the learners' cognitive growth. This is vital because if this is not correctly done the teacher may waste valuable time and effort scaffolding very peripheral petty structures which are not central or key to understanding or grasping the main topic.

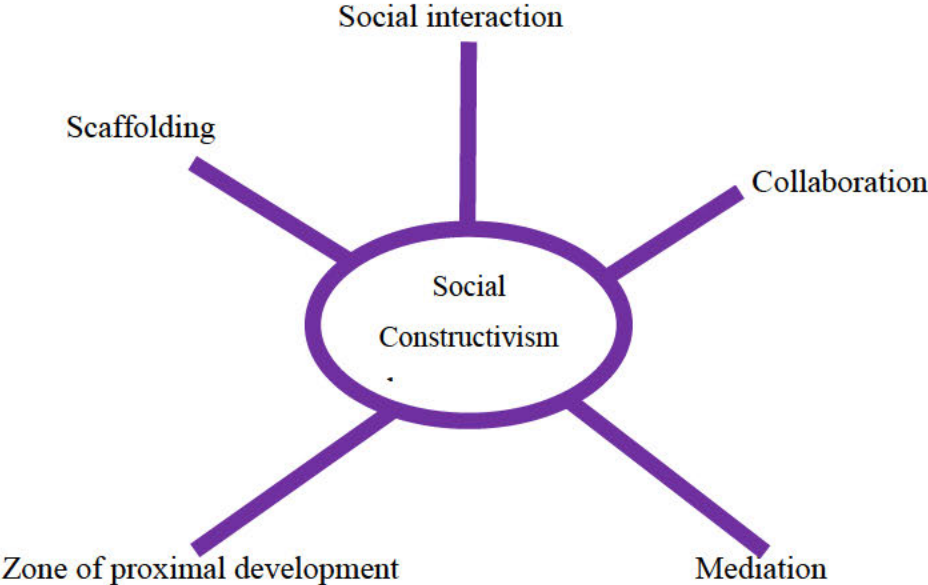
- b) **Linking targeted forms or structures to learners' prior knowledge or familiar structures:** according to Donald et al. (2014) this is vital because scaffolding cannot work unless it links well to what the learners already know. This means an effective scaffold should be based on what learners know and are comfortable at doing so that they can use that as a spring board or base for practicing the new structures.
- c) **Initial scaffolding stage:** depending on the topic or structures to be learned, the teacher's initial scaffolding may be instructing learners to reflect on their previous knowledge or structures then build from there. It might also be explaining, modelling, questioning, probing, providing prompts or breaking the complex task to very small manageable steps.
- d) **Second scaffolding stage:** this is done by setting up more frequent tasks for reinforcing the concepts or structures that have been grasped in the initial scaffolding stage. This might also include repeating the activities in the initial stage like modeling, probing and explaining in varying formats and degrees.
- e) **Third scaffolding stage:** at this stage, the teacher starts to gradually reduce the support or scaffold after noticing that through consistent practice the learners are mastering the concept or structure being learned.

Kim (2001, p. 7) describes the gradual removal of the scaffold as "fading." To illustrate, in teaching characterization in a particular literary text, the teacher may initially employ the scaffold of guiding questions and simplified incomplete worksheets, character profiles or logs to guide the learners. This may be gradually removed as the learners slowly grasp the skill of character analysis. As the learners continue to develop in their independent mastery of the characterization skill, the teacher may just give them the task of writing a critical essay on the portrayal of a particular character in a studied literary text without providing much support or scaffolding.

In summary, the various constructs of the social constructivist theory can be viewed as very imported interrelated features which make the whole theory more fitting as a lens for studying the teaching of

Literature in English in the selected three schools. The following diagram represents a summary of the constructs of the social constructivist theory which I have discussed in this chapter.

Figure 4: Some of the major constructs of the social constructivist theory



4.5 Rationale for using the social constructivist theory

Having considered the constructs of the social constructivist theory and how they work, (Woolfolk, 2016) it is now clear why this theory was used as a theoretical framework and lens to investigate the teaching and learning of Literature in English in the selected senior secondary schools in the Manzini region of Eswatini. A number of scholars including Vygotsky himself have advocated for the use of this theory both in the teaching of reading and literacy and in the investigation of this phenomena (Bruner, 1991; Moreno, 2010; Slavin, 2014; Yang & Wilson, 2006). Likewise, since the teaching of Literature in English in Eswatini mainly focuses on the reading and studying of prescribed literary texts like novels, drama and poetry, the social constructivist theory was an effective framework in investigating what is taught how it is taught and the rationale for the adoption of certain approaches and strategies by the teachers who were participants in this study.

Another reason which makes Vygotsky social constructivist theory an appropriate framework for guiding this study is that it places more emphasis on the value of language. According to this theory, language is not just a simple ordinary social tool for expressing ones' ideas and interacting with other people, but it is a very complicated valuable social tool for interaction and meaning making. This is mainly because it is embedded with a lot of social values, cultural norms and people's history. To illustrate this point, Donald et al. (2014, p. 78) posit that language carries the "cumulative social constructions of any community of people," reflecting their "values, information and world-views." Moreover, since language is a people's vital tool for expressing their views during social interactions, it is a valuable factor in the process of cognitive growth. Consequently, since this study is investigating the teaching of literary texts, which in their very nature are a reflection of a people's way of life, values and use of language (Carlin, 2010; Dlamini, 2015; Moody, 1986), the social constructivist theory appeared to be the right theoretical lens to guide this study.

A number of scholars have supported and demonstrated the effectiveness of the social constructivist theory in investigating the teaching and learning of literary texts (Bruner, 1987, 1991; Kim, 2001; Slavin, 2014; Smagorinsky, 2007; Stoller, 2018). Both Bruner (1987) and Stoller (2018) effectively argue that literary texts are miniature reflections of societal realities as they aptly portray the lived experiences of the people, their diverse sociocultural backgrounds, environment or setting and their way of life. Hence, they conclude that the social constructivist theory can be an appropriate lens for studying such works.

More than two decades ago Kim (2001) illustrated how the social constructivist theory was an effective lens in studying the teaching of Shakespearean literary texts. For instance, in this study, the teacher adopted the social constructivist approach and as opposed to just reading the literary text to her bored learners, she assigned them to work in collaborative groups and prepare to stage certain scenes of William Shakespeare's *Hamlet*. The groups were excited about this cooperative way of learning and with the assistance of their teacher, they read the assigned sections, rehearsed and prepared the right costumes and finally staged the play. In the end this engaging social constructivist approach to learning literary texts greatly enhanced their understanding and cognitive growth (Kim, 2001, pp. 1-2). Similarly, recent studies have demonstrated the value of the social constructivist theory as a framework for the study of literary texts. For instance, Stoller (2018, p. 3) demonstrates that through the social constructivists lens literary texts can depict "stories that powerfully evoke complex social realities."

Nkosi (2011) successfully employed the social constructivist theory as a theoretical framework for her study when investigating the teaching of reading of isiZulu home language at the foundation phase in selected

schools in Umlazi in the KwaZulu Natal Province of South Africa. Likewise, Dlamini (2018) utilized this same theory in exploring teachers' instructional strategies in the teaching of literacy at the foundation phase in two urban primary schools in the Shiselweni region of Eswatini. While both these Southern African studies focused on literacy instruction at the foundation phase, they effectively demonstrated the viability and effectiveness of Vygotsky's social constructivist theory as a framework for investigating teachers' instructional practices in issues relating literacy and reading. While my study focused on the study of literary texts at the EGCSE level, to a certain extent it is still similar to these studies because it focused on the in-depth study of literary texts which is still some form of higher literacy instruction and extensive reading. Consequently, this theory was effective in enabling me investigate the teaching of Literature in English in the three selected schools.

Another major reason for my use of the social constructivist theory is that according to the *Swaziland National Curriculum Framework for General Education* (Ministry of Education and Training, 2018b, p. 34) all teaching and learning methods from the foundation phase to the senior secondary school level should be informed by the social constructivist theory. For instance, the framework advocates for the "use of learner-centered methods" like "collaborative learning through group tasks, problem solving, projects and field work." This document also encourages teachers to adopt the role of skillful and resourceful facilitators who will enable learners to construct their own meanings and understanding. Consequently, the Eswatini government's adoption of the social constructivist theory as a base for all teaching and learning methods, makes this theory more appropriate to be used as a lens to investigate the teaching and learning of literature in English in the selected schools in the Manzini region of Eswatini.

4.6 Chapter summary

In this chapter I have discussed Vygotsky's social-constructivist theory and its basic interrelated constructs such as mediation, social interaction, collaboration, ZPD and scaffolding. I have also demonstrated how these constructs a function within this theory and highlighted their interrelatedness. I further justified the utilization of this theory as a framework guiding this study. In the next chapter I discuss the first set of findings in the study addressing my first research question which focuses on the literary competencies taught in the three selected senior secondary schools in the Manzini region of Eswatini

CHAPTER FIVE

LITERARY COMPETENCIES TAUGHT IN THE LITERATURE IN ENGLISH SUBJECT

5.1 Introduction

In the previous chapter I discussed Vygotsky's social-constructivist theory and its basic interrelated constructs such as mediation, social interaction, collaboration, ZPD and scaffolding and how it worked as an effective theoretical framework to this study. In this chapter I present the first set of findings of the study addressing the first research question focusing on the literary competencies that are taught in Literature in English in the selected senior secondary schools in the Manzini region of Eswatini. Inductive content analysis was used to analyse the data from the four data generation methods namely; semi-structured interviews via zoom conferencing, document analysis, audio recorded lessons and focus group discussions through zoom conferencing. My iterative content analysis of the data revealed the following themes:

1. Literary texts taught
2. Literary elements
3. Exposure to other cultures and global issues
4. Human rights and Gender issues
5. Amelioration of communication and language skills
6. Critical thinking skills
7. Personal empowerment, deep insights into human nature and personal relations
8. Empathy
9. Respect, honesty and 'moral uprightness'
10. Tolerance

Below I begin by discussing the literary texts taught in the Literature in English subject in the selected schools.

5.2 Literary texts taught

Data presented revealed that the participants utilized literary texts which were prescribed in the syllabus during their teaching of Literature in English in the selected senior secondary schools in the Manzini region of Eswatini. During the semi-structured Zoom interviews, all the participants revealed that they were teaching the text *Into the Wind: Contemporary Stories in English* which is a collection of short stories compiled by Barrie Wade, *The Trials of Brother Jero*, a drama text written by Wole Soyinka and a collection of poems from the poetry anthology *Ground Work: An Introduction to Reading and writing about Poetry*, compiled by Brian Walter and Felicity Wood. For instance, when asked about the literary texts she was teaching to her learners, Ms Tfwala from school A said:

...for prose I selected the short story anthology Into the Wind. These 12 short stories, they advance quite a number of interesting themes. And then for drama we are using The Trials of Brother Jero. A short Nigerian play. Very interesting, very relevant to our lives at the present moment. Then for poetry I opted for the anthology of poems from the Groundwork text.

Just like all the other participants, Mr Masuku from school B also highlighted that he was teaching his learners the text *Into the Wind: Contemporary Stories in English*, the drama play *The Trials of Brother Jero* and selected poems from the poetry text *Groundwork: An Introduction to Reading and writing about Poetry*.

The views shared by the participants in the three selected schools reveal that they all preferred teaching the collection of short stories, the drama texts *The Trials of Brother Jero* and selected poems from the poetry anthology *Groundwork*. This finding indicates that the teachers felt that these texts were best suited in helping their learners in the selected schools to understand and master the Literature in English subject well. In addition, analysis of the documents used by the teachers like the scheme of work, daily preparation books, and learners' exercise books indicate that the teachers were indeed using these literary texts in their teaching of Literature in English. For instance, the following scheme book excerpt from Ms Tfwala one of the participant teachers in school A reflect that she was teaching short stories such as "The Sniper," and "Samphire," from the short story collection *Into the Wind: Contemporary Stories in English*.

Figure 5: Excerpt from Ms Tfwala's scheme book reflecting some of the literary texts taught

Term	Class	Subject	
1	Form 4 B	Literature in English	
Target Dates	SCHEME OF WORK		Date when work was completed
	<u>Themes and Sub-themes</u>		
	<u>4. The Sniper -</u>		
	<u>-Setting -</u> ^{Molly} Dublin, Ireland, civil war		
	<u>Characters -</u> Republican sniper, prisoner		
	<u>-Feelings -</u> anxiety, fear, suspense		
	<u>Theme -</u> war affects everyone, war draws the enemy lines		
	<u>Extension work</u>		
	1. The Republican sniper was very skilled. Discuss		
	2. You are the sniper at the end of the story. Write your thoughts.		
	3. How has the writer created feelings of anxiety for you as you read the story.		
	<u>5. Samphire</u>		
	<u>Setting -</u> On holiday, cliff ledge		
	<u>Characters -</u> Molly Lacey		
	<u>Theme:</u> Emotional Abuse, marriage on the rocks, communication		
	<u>Feelings:</u> pity, anger, suspense, anxiety		
	1. What makes Lacey such a dislikeable character?		
	2. You are ^{Molly} Lacey after attempting to kill your husband. Write your thoughts.		
	3. How has the writer created		

Apart from findings from the document analysis revealing that participants in the selected schools were using poems, the drama text *The Trials of Brother Jero* and short stories as evidenced by the preceding excerpt from one of the teachers' scheme book, evidence from the audio recorded lessons also corroborate the utilisation of these literary texts by the participants. For instance, in all the audio recorded lessons I analysed, all the six participants in this study were teaching either *The Trials of Brother Jero* or Poems from the *Anthology Ground Work: An Introduction to Reading and writing about Poetry* or short stories from the collection *Into the Wind: Contemporary Stories in English*. To illustrate, in one of his audio recorded lessons Mr Masuku, a teacher in school B, was teaching characterization in the literary text *The Trials of Brother Jero*. A summary of the literary texts taught in the three selected schools is presented in table 5 below.

Table 5: Literary texts taught in the selected schools

Genre	Title of Literary text	Author
Prose: short stories from the collection <i>Into the Wind: Contemporary</i>	1. 'The Lemon Orchard'	Alex La Guma
	2. 'Let Them Call it Jazz'	Jean Rhys
	3. 'Dumb Martian'	John Wyndham
	4. 'Samphire'	Patrick O'Brian
	5. 'Feet'	Jan Mark
	6. 'A Woman on a Roof'	Doris Lessing
	7. 'The Hitch-hiker'	Roald Dahl

<i>Stories in English</i> (Wade, 1990).	8. 'The Sniper' 9. 'Flight' 10. 'My Oedipus Complex' 11. 'A Sense of Shame' 12. 'A Man Called Horse'	Liam O'Flaherty Doris Lessing Frank O'Connor Jan Needle Dorothy M Johnson
Drama The Trials of Brother Jero (Soyinka, 1973)	<i>The Trials of Brother Jero</i> (Soyinka, 1973)	Wole Soyinka
Poetry: poems from the Anthology <i>Ground Work: An Introduction to Reading and writing about Poetry</i> (Walter & Wood, 1997)	1. 'A Sudden Storm' 2. 'Break, Break, Break' 3. 'The Song of Sunrise' 4. 'The African Pot' 5. 'A Song for my Mother' 6. 'At Tea' 7. 'Song' 8. 'The River Merchant's wife: a letter' 9. 'Roody M'corley' 10. 'Death the Leveller' 11. 'Climbing' 12. 'Song of the Dawn' 13.: 'Remember' 14. 'Wind a Change' 15. 'The Blues is You in Me'	Pius Oleghe Alfred Tennyson Mbuyiseni Oswald Mtshali Fazel Johennesse Jennifer Davids Thomas Hardy Frederico Garcia Lorca Ezra Pound Anonymous Ireland James Shirley Gloria Fuertes H. E Dlomo Alice Walker Grace Nichols Sipho Sepamla

As highlighted in table 5, it is clear that the participants in all the three schools used literary texts representing the three genres of literature, namely prose, drama and poetry. This appears to be an effort to use the set literary texts as a base to equip their literary appreciation skills and at the same time introduce them to the three distinct genres of literature. This appears to be in line with the long held view that the literary appreciation amongst learners is well taught through the study or analysis of carefully selected and varied literary texts representing different genres (Brumfit, 1980; Engku et al., 2021; Examination Council of Eswatini, 2019a; Ghazali et al., 2009). The choice of literary texts taught in the selected schools being studied provides any idea of the forms of knowledge being taught by the teachers in these schools.

5.3 The teaching of literary elements

The findings from the data from all the four data generation methods also revealed that literary elements were other forms of knowledge or literary content taught by the participant teachers in their Literature in English lessons. During the semi-structured zoom interviews all the six participants stated that they taught their learners literary appreciation through studying and discussing the set literary texts by focusing on literary elements such as setting, plot, characters, themes and the writer's style. For instance, the following quotes from two of the participants highlight the teaching of literary elements in the selected schools:

...as we read together they identify the setting, the characters and everything and the language. Exactly, on all the aspects on characters, on setting, on plot, on themes, or lessons, on how they can express their feelings towards everything that is mentioned in the story (Ms Nene from school B).

... characterization, setting even the way languages, how language has been used appreciating style, all the things like the themes, the plot how these events in the in these different events in the stories are chained to create that story. And on how they impact on the message being relayed (Mr Masuku from school B).

The foregoing quotes reflect that the participant teachers taught the literary elements to their learners as they discussed and analysed the literary texts in their classes. For instance, like all the other participants, both Ms Nene and Mr Masuku attest that they teach the literary elements like plot, setting, themes and others during their teaching. It is also worth noting that even during the focus group discussion, all the participants unanimously agreed that literary elements like setting, plot, characterization, themes and writer style and language formed the basis of their teaching points when teaching the prescribed literary texts in their classes. Some of the statements raised were:

...basically all knowledge, it is about them knowing what the text is about; the storyline, the background of the characters and also the setting, themes and writer's style. If it's a different country, they're exposed to a different setting so they get to learn about that kind of knowledge is imparted on them, as well as their values...

The above quote provides evidence to the participants’ teaching of literary elements during their Literature in English lessons. Moreover, findings from the analysis of the audio recorded lessons corroborate the participants’ assertion from both the semi-structured interviews and the focus group discussions about the teaching of literary elements in their Literature in English lessons. In fact, all the audio recorded lessons from the six participants revealed that the participants were teaching these literary elements in their lessons. For instance, while teaching the short story “The Hitch-hiker,” Ms Nhleko from school C taught the literary elements by facilitating a class discussion of England as the setting of the story, discussing the plot as they read, analyzing the character of the hitch-hiker, discussing the emerging themes and the effective use of language by the author in portraying the main character. Likewise, when teaching the short story “A Sense of Shame,” Ms Nene from school B used the short story’s literary elements as points of analyses. She led the class in a discussion of the story’s setting, plot, characterization of the two young lovers and their predicaments, the theme of racism and the language and style employed by the author. Furthermore, the findings about the teaching of literary elements by participants in their schools were also corroborated by the contents of the analysed documents such as scheme book, daily preparation books and learners exercise books. For instance, the following excerpt from Ms Tfwala’ scheme book exemplifies this point.

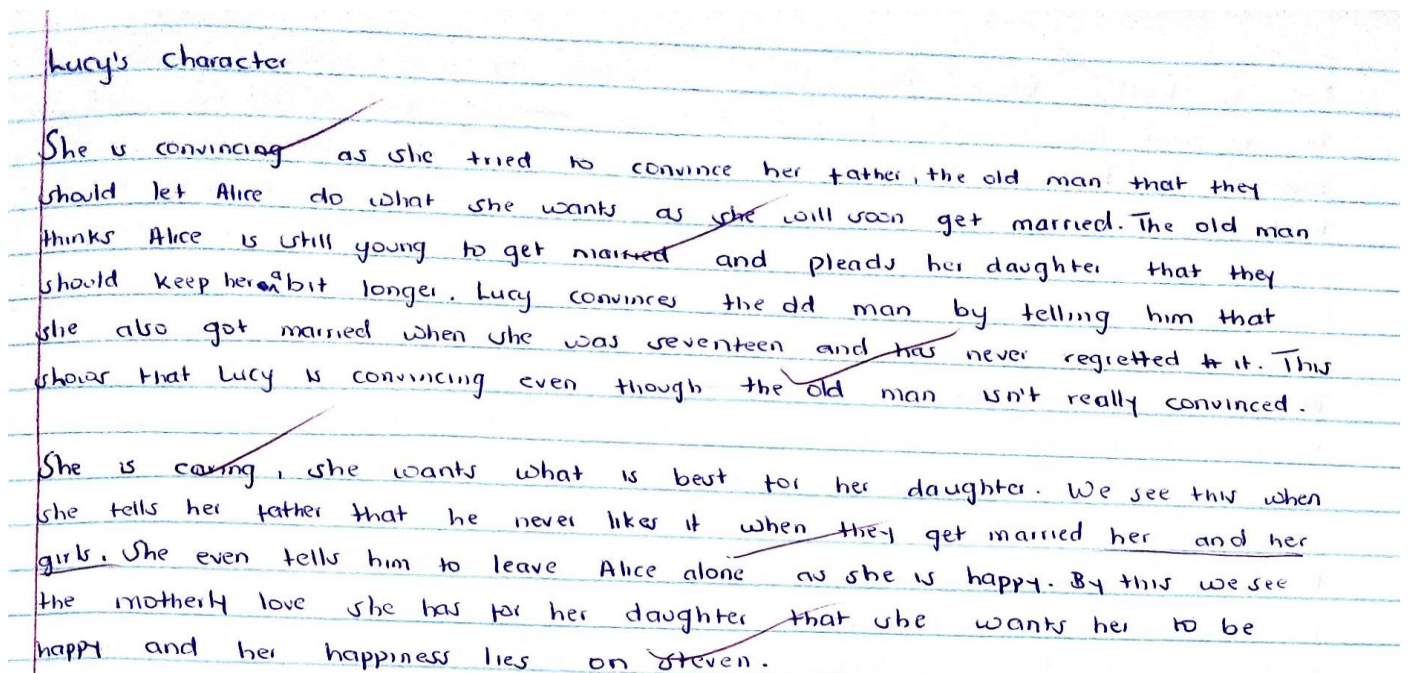
Figure 6: An excerpt from a scheme book depicting the literary elements taught

Term	2	Class	Form 4B	Subject	Literature in English
Target Dates	SCHEME OF WORK			Date when work was completed	
	<u>Themes and Subthemes</u>			<u>Extension work</u>	
	<u>Theme</u> : racial discrimination, oppression of the black man.			How are the coloured man at the very end of the story, write your thoughts.	
	<u>Feelings</u> : Suspense and horror				
	<u>8. A Woman on a roof</u>				
	<u>Setting</u> - roof top, June, heatwave			1. For what reasons would you feel pity for the woman?	
	<u>Characters</u> : Woman, Harry, Stanley, Tom			2. What makes Stanley such a distasteful character.	
	<u>Feelings</u> : Pity, irritation			3. You are Tom, at the very end of the story write your thoughts.	
	<u>Theme</u> : Indecency,				
	<u>9. Feet</u>				
	<u>Setting</u> - School, Tennis Court			1. What makes Jane such an admirable character.	
	<u>Characters</u> : Jane, Michael Collier, Allan Carson			2. Analyse Michael Collier at the end of the story.	
	<u>Feelings</u> : Humour, irritation, anger			write your thoughts.	
	<u>Themes</u> : love; crush, pride comes before a fall, Every dog has its day			3. What makes Collier such a distasteful character.	

The foregoing excerpt from Ms Tfwala's scheme book highlights a clear pattern in the teaching of literary texts focusing on literary elements such as the setting, characters including their feelings and attitudes, and themes. While other literary elements like plot, and the writer's style are not evident in this excerpt, a holistic analysis of the overall data from the study reveals that the participants taught these literary elements depending on their effects and significance in the literary text being studied. For instance, when teaching the short story "A Sense of Shame," Ms Nhleko from School C first instructed her learners to unpack the plot of the story by narrating the events as they unfolded.

Moreover, evidence from learners' exercise books also reveal that the participant teachers taught the literary elements like plot, setting, themes and writer's style to their learners. For instance, the following excerpt from a learner's exercise book from school C shows that the learners were taught characterization in the short story "Flight" and in return, the learners wrote responses analyzing Lucy's character.

Figure 7: An excerpt from a learners' exercise book depicting a characterization task



Lucy's character

She is convincing as she tried to convince her father, the old man that they should let Alice do what she wants as she will soon get married. The old man thinks Alice is still young to get married and pleads her daughter that they should keep her a bit longer. Lucy convinces the old man by telling him that she also got married when she was seventeen and has never regretted it. This shows that Lucy is convincing even though the old man isn't really convinced.

She is caring, she wants what is best for her daughter. We see this when she tells her father that he never likes it when they get married her and her girls. She even tells him to leave Alice alone as she is happy. By this we see the motherly love she has for her daughter that she wants her to be happy and her happiness lies on Steven.

The findings about the participants' use of literary elements as points of discussion in literary texts are in line with what some literary scholars advocate should be taught in literary analysis lessons (Ellis & Tomlinson, 1980; Moody, 1986; Rafik-Galea, 2017; Van, 2009; Wintersparv et al., 2019). For instance, Ellis and

Tomlinson (1980) highlights the need for teachers to use literary elements like setting, plot, characters, themes, writer's style and language as their focal teaching points as they analyse literary texts. In the same vein, Rafik-Galea (2017) states that teachers should enhance learners' understanding of literary texts through teaching literary elements using different strategies like the use of mind maps. Conclusively, the participants' use of literary elements as teaching points in their Literature in English lessons appears to be a good way of helping their learners sharpen their literary appreciation skills. Moreover, this is in conformity with the EGCSE Literature in English Syllabus which stipulates that learners should be taught detailed content of the literary texts like setting, plot and characters. They should also be aided in developing in depth analysis of the text like discussing thematic issues, writer's craft and other underlying elements manifest in the literary text (Examination Council of Eswatini, 2021, p. 5). The participant teachers' way of teaching of literary texts by focusing on literary elements appear to be aligned with formalist criticism which values the analyses of the form or components of literary text (Arikan, 2008; Davis & Womack, 2018). It is worth noting that while the participants did not say their teaching was informed by formalist criticism, their teaching aligns with it.

5.4 Orienting learners to other cultures and global issues

All the participants in the study felt that the study of Literary texts was very important since it ensured that their learners were exposed to other cultures other than the Eswatini culture and to a larger extent initiated them to important global issues. In essence, the participants were of the view that the Literature in English subject was an effective vehicle to orient learners to other cultures and global issues because it was based on literary texts which portrayed various cultures, contexts and important global matters of human concern.

5.4.1 Orienting learners to other people's way of life and cultures

The participants revealed that the value of the Literature in English subject was evident in its ability to expose learners to other people's way of life and cultural experiences. In fact, all the six participants shared this similar view. This view is well captured in the following statements by two of the participants:

you cannot teach Literature without exposing the learners, because one of the reasons of teaching Literature is to allow them appreciate and be exposed to the different cultures of the world. ... so being a Literature scholar, it means you will be here in Swaziland, but through reading, you can appreciate what is happening in England in the UK. So we get to learn about their cultures through reading... (Mr Masuku from school B).

I just want to take the Learners through the journey of life and I want them to reflect whatever they are reading to whatever life experiences that they might have had, that they might know and then to expose them to actually different lifestyles in the different continents like we are in Africa here (Ms Nene from school B).

These two forgoing quotes from the participants assert the value of Literature in English in orienting learners to other people's way of life which may be different from their own local context and experiences. For instance, Ms Nene refers to this cultural orientation through reading literary texts as an important "journey of life." Moreover, during the focus group discussion, all six participants unanimously agreed that in part, they were teaching Literature in English to broaden learners' horizons and initiate them to other people's cultures and ways of life. The following quote from the focus group discussion aptly captures the participants' views:

...take for instance the poem "Song," it is about the passage of time...If you look at the poem it's from Spain and when you read a lot on Spain you find that the business of olives at the time it was very important and profitable... When you read the poem the men in the horses they're calling her to come to Cordoba... The others are calling her to come to Seville. Those are prominent, they were prominent cities, rich cities but...

This quote highlights that the participants felt that through their teaching of Literature in English, they were orienting learners to other global cultures. For instance, this quote highlights that through the teaching of the poem "Song" by Federico Garcia Lorca which is set in Spain, learners get to understand and appreciate the ancient Spanish culture of gathering olives and some of its cities like Cordoba and Seville. The following quote from the focus group discussion where the participants were discussing the value of the short story "A Sense of Shame" by Jane Needle in exposing learners to the English way of life aptly sums the value of Literature in English aiding learners' understanding and appreciation of other people's way of life and inherent experiences:

So it goes back to the learners themselves considering their own environment, looking at their own cultural background. How they should actually look at what they learn from this text in a different setting. Say this is England and now comparing it to their own African setting maybe which is Eswatini. How they are actually comparing their lives to the lives of the people in England. So the cultures and the traditions and their values and the norms there we look at

the attitude that is there and the differences in the social cultural values that each country may practise.

Even the audio recorded lessons reveal that during their teaching of literary texts, the participants initiated learners to other people’s way of life and experiences. For instance, when teaching the short story “A Sense of Shame” which is set in England, Ms Nene from school B spent a lot of time discussing with learners the English life, culture and inherent racism at the time which is mirrored by the story. This is manifest when Mohamed one of the characters who is black finds it hard to proceed with his love relationship with Loraine who is a white girl due to the racist community they are living in.

Furthermore, an analysis of the literary texts taught in the three selected schools revealed that they portrayed diverse cultural settings and contexts, hence being able to educate learners about many people’s cultural experiences and settings. For instance, some of the cultural contexts and people’s way of life which are portrayed in the studied texts are highlighted in table 6 below.

Table 6: Contexts and settings of the literary text taught in the selected schools

Genre	Literary text	Setting
Prose: short stories from the collection <i>Into the Wind: Contemporary Stories in English</i> (Wade, 1990).	“The Lemon Orchard” by Alex La Guma	Set on a cold night in a lemon orchard in apartheid South Africa
	“Let Them Call it Jazz” by Jean Rhys	set in 20th century London, when racism is rife. The author strategically chooses this city to advance the theme of racism that black immigrants endured at the hands of white English people.
	“Dumb Martian” by John Wyndham	Set in space on Jupitar IV/II where the one of the characters Duncan works as a “load station supervisor” for five years
	“Samphire” by Patrick O’Brian	the story takes place during the day by the seaside on a cliff.
	“Feet” by Jan Mark	Set at Jane’s school, at Centre Court in England, during the school’s tennis tournament. The setting portrays a typical tennis atmosphere
	“A Woman on a Roof” by Doris Lessing	Set on a roof top, during a June heat wave in London, 1963. Depicts patriarchal attitudes and the rise of women’s rights and resistance

Genre	Literary text	Setting
	“The Hitch-hiker” by Roald Dahl	Set on a lovely June day on a road to London. Captures the life of the less privileged hitch-hiker and his skillful and artistic means for survival and dignity.
	“The Sniper” by Liam O’Flaherty	the story takes place in Dublin city at night in June. The story happens around the flats found in the city. Its war time and snipers are fighting.
	“Flight” by Doris Lessing	Set in England depicting the grandfather’s traditional values, the dovecote and white washed house
	“My Oedipus Complex” by Frank O’Connor	Set in a 20 th Century world war environment in a European country.
	“A Sense of Shame” by Jane Needle	Set in Oldham, a town in England, in the 1940s. which was characterized by racial discrimination, patriarchy and adherence to religious values.
	“A Man Called Horse” by Dorothy M Johnson	The is set in 1845 Boston, New England and then shifts to a Crow Indian tribe in the West.
Drama	<i>The Trials of Brother Jero</i> (Soyinka, 1973)	The play is set in post-colonial Nigeria on a beach. Characterized by religious competition where religious leaders are fighting for congregants.
Poetry: <i>Groundwork: an Introduction into Reading and writing about Poetry</i> (Walter & Wood, 1997)	“A Sudden Storm” by Pius Oleghe	Written in Nigeria, this poem highlights the sudden arrival of a storm in an African village.
	“Break, Break, Break” By Alfred Tennyson	Written in 19 th century England, the poem appears to focus more on the loss and tragedy of separation
	“The Song of Sunrise” by Mbuyiseni Oswald Mtshali	The poem is set in South Africa and depicts the exploitation of black workers
	“The African Pot” by Fazel Jhennesse	This poem is set in an African village where a foreigner is puzzled by the unique and ‘strange’ African pot.
	“Poem for my Mother” by Jennifer Davids	Set in a rural impoverished place where the mother struggles to earn a living washing dirty laundry.
	“At Tea” by Thomas Hardy	Set in England, this poem highlights the traditional English tea parties which were social gatherings at which tea, cakes, and other light refreshments are served
	“Song” by Fredirico Garcia Lorca	The poem is set in Spain capturing the old tradition of gathering olives and courtship.
	“The River Merchant’s Wife: a Letter” by Ezra Pond	The poem depicts an 8 th century Chinese story of a teenage wife who awaits her merchant wife and longs for his return.

Genre	Literary text	Setting
	“Roody M’corley” by Anonymous	This anonymous Irish poem captures the Irish rebellion spirit that culminated in the execution of Roody M’Corley around the year 1800.
	“Death the Leveller” by James Shirley	This 17 th poem which was written by the English poet and dramatist James Shirley captures the globally accepted truth that death is the ultimate leveler
	“Climbing” by Gloria Fuertes	This poem by Gloria Fuertes a 20th century Spanish poet aptly captures then issue of death.
	“Song of the Dawn” by H. E. Dlomo	Set in South Africa, the poem captures the apartheid period and the suffering of black people.
	“Remember” by Alice Waker	The poem captures the African American context where it was written, aptly detailing the plight of black African American women.
	“Wind a Change” by Grace Nichols	Set in the era of slavery, this poem highlights the black Afro-Americans slaves’ cry for change and freedom.
	“The Blues is You in Me” by Sipho Sepamla	Set in apartheid South Africa, the poem mirrors the ills of racial segregation, ill-treatment and oppression

As noted from the table above, the literary texts studied in the three selected schools portray diverse cultural backgrounds and settings. For instance, there are short stories and poems from South Africa like the short story “The Lemon Orchard” and the poem “The Blues in you in me.” There is also a literary text from west Africa, *The Trials of Brother Jero*, which portrays the Nigerian way of life especially how hypocritical religious leaders manipulated the gullible masses in post-colonial Africa. There are also a sizeable number of literary texts from Europe, especially England and a few from America. This selection of varied literary texts from diverse cultural backgrounds appears to be in line with views from scholars who advocate for a selection of varied literary texts from diverse cultural and socio-economic backgrounds in order to expose learners to different peoples’ ways of life (Abdelaziz, 2014; Collie & Slater, 1987; Dlamini, 2015; Ellis & Tomlinson, 1980; Hoff, 2019; Holmes, 2019). Asserting this important point, Holmes (2019) states that if learners are taught different literary texts from diverse cultural backgrounds they are easily exposed to those cultures and as a result become enlightened tolerant global citizens. To a greater extent, this finding about the teaching of literary texts with varied settings and cultural backgrounds in the three selected schools highlights that the teachers did try to use Literature in English as a vehicle to expose learners to other peoples’ way of life and cultural backgrounds.

While the findings reveal that overall, the literary texts taught in the three selected schools reflect a representation of different global cultures and various settings, there seems to be an unfair bias towards literary texts from the United Kingdom, especially in the short stories. For instance, with the exception of the two short stories “A Man Called Horse” by Dorothy M Johnson which is set in 1845 Boston, New England and “The Lemon Orchard” by Alex La Guma which is set on a cold night in a lemon orchard in apartheid South Africa, all the other ten short stories are set in the United Kingdom. This may be expected since Eswatini was colonized by Britain and is learning English as a second language, thus reading more literary texts depicting the cultural setting of the target language enhances learners’ acquisition and enrichment of that language and culture (Collie & Slater, 1987). However, if most of the literary texts are from the United Kingdom, this may deprive learners the opportunity of being exposed to other global cultures. (Makhubu, 2017). Moreover, what is aggravating the situation is that out of all the studied texts not even one of them is set in Eswatini. This is more worrying because local texts are normally more relevant and appealing to the learners. Consequently, having at least one or two in the syllabus would be beneficial. In this situation, Ellis and Tomlinson (1980)’s four-decade old advice that teachers should always have a balanced representation of cultures and settings in their literary text selection and refrain from the unfair bias towards the English classics, appears more relevant and fitting.

5.4.2 Orientation to critical global issues

The participants highlighted that the worth of the Literature in English subject was evident in its ability to orient learners to critical global issues of human concern. In fact, all the six participants during the semi-structured Zoom interviews shared this similar view. This view is well captured in the following statements by two of the participants:

... I thought of the war in Ukraine which is currently taking place and that led me to select the short story “The Sniper” which advances the theme of the futility of war. So I immediately thought I should start with this one so that learners will have the knowledge that war is futile. War is something that can cause mass destruction and which can destroy the lives of people (Ms Tfwala from school A).

...like in the story “The Lemon Orchard” for instance, those are racial issues that are brought there or it exposes them to what the people in South Africa or in any other country where

racial prejudice is practiced. So it exposes them to those scenarios, how other people live in their societies (Ms Tembe from school C).

The above quotes by Ms Tembe from school C and Ms Tfwala from school A reflect the views shared by all the six participants by highlighting the value of literary texts in orienting learners to very critical global issues. This is mainly because the themes advanced in the literary texts portray important and critical issues with a global appeal. For instance, Ms Tfwala felt that since the short story “The Sniper” by Liam O’Flaherty portrays the theme of ‘futility of war’ which is a current global issue as there is the current raging war between Russia and Ukraine, it was beneficial to her learners for her to teach the story. In the same vein, Ms Tembe from school C felt that the South African short story “The Lemon Orchard” by Alex La Guma highlights a very critical global theme which is racial discrimination and prejudice. Consequently, teaching learners these stories orient them to these important global issues and equip them stay informed and be in a better position to deal with these issues.

During the focus group discussion, the participants agreed that the literary texts they were studying did orient their learners to important themes which were of global human concern. For instance, the following quote from the discussion underscores this point:

let me draw a reference from “The Sniper,” and look at the family values there. We see the impact of war of which now they can relate to since we have the war in Ukraine, we also have political unrest in our country... we look at the family values, we look at the importance of family members, we touch on the themes. In fact, we are looking at life, what is life. What wars can cause for families. The disruptions of families...

The foregoing quote from the focus group discussion highlights the value of Literature in English in orienting learners to critical themes of global human concern. For instance, this quote reveals that through the teaching of the short story “The Sniper,” learners are able to grasp valuable global themes like the adverse effects of war. Consequently, the learners are then able to understand the effects of the war that is currently taking place in Ukraine and the recent civil unrest here in Eswatini.

The analysis of the documents used by the six participants in when teaching Literature in English in the three selected schools also reveal that indeed the teaching of Literature in English does orient learners to

valuable global issues. For instance, an analysis of the EGCSE Literature in English Syllabus reveal that the Literature in English subject is geared towards aiding learners comprehend and appreciate important global issues. This document assert's that Literature in English "provides insight and understanding of global issues which affect quality of life in Eswatini and elsewhere" (Examination Council of Eswatini, 2021, p. 3). Moreover, an analysis of the all the literary texts taught in the three selected schools revealed a number of very critical global issues or themes which may orient our learners to important global issues. For instance, Table 7 below highlights some of the themes manifest in the studied of the literary texts.

Table 7: Themes manifest in the literary texts taught in the selected schools

Genre	Literary text	Theme (s)
Prose: short stories from the collection <i>Into the Wind: Contemporary Stories in English</i> (Wade, 1990).	"The Lemon Orchard" by Alex La Guma	❖ Racism ❖ Abuse and violence
	"Let Them Call it Jazz" by Jean Rhys	❖ The value of music ❖ Racism ❖ Exploitation
	"Dumb Martian" by John Wyndham	❖ Violence and abuse ❖ Women's' rights and gender issues ❖ Revenge
	"Samphire" by Patrick O'Brian	❖ Abusive relationships
	"Feet" by Jan Mark	-Pride and arrogance -False hope -Gender inequality
	"A Woman on a Roof" by Doris Lessing	- Women challenges and barriers in patriarchal societies
	"The Hitch-hiker" by Roald Dahl	- Appearance versus reality - Law and punishment
	"The Sniper" by Liam O'Flaherty	- The adverse effects of war - Violence and brutality
	"Flight" by Doris Lessing	-The challenge of letting it go. -Anger - the pain of change
	"My Oedipus Complex" by Frank O'Connor	❖ Adverse effects of war on families ❖ Family relationships ❖ Coming of age
"A Sense of Shame" by Jane Needle	❖ Racism or racial intolerance ❖ Patriarchy ❖ Shame	

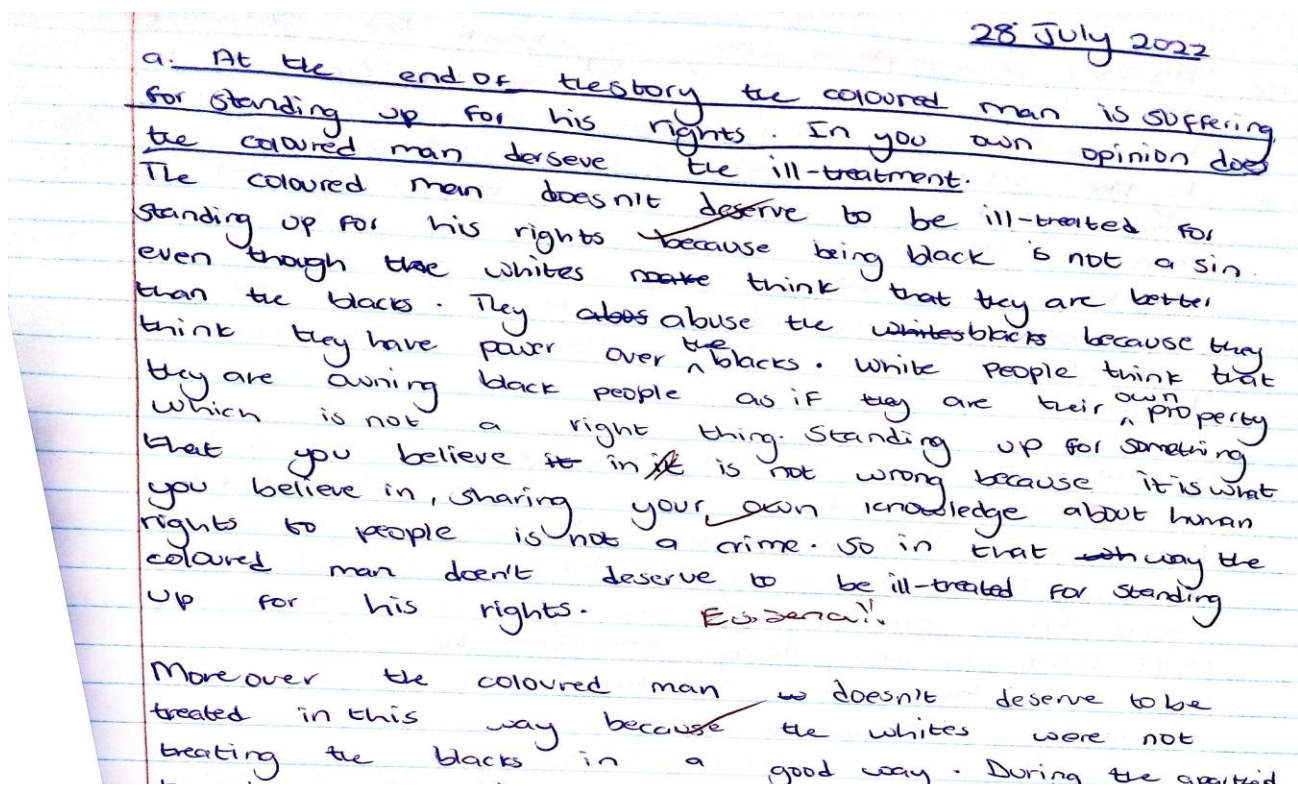
Genre	Literary text	Theme (s)
	“A Man Called Horse” by Dorothy M Johnson	❖ Disrespect for human dignity ❖ Respect is earned ❖ Pride comes before a fall
Drama	<i>The Trials of Brother Jero</i> (Soyinka, 1973)	❖ Religious hypocrisy ❖ Materialism ❖ Abuse ❖ Corruption
Poetry: <i>Groundwork: an Introduction into Reading and writing about Poetry</i> (Walter & Wood, 1997)	“A Sudden Storm” by Pius Oleghe	❖ The destructive nature of the storm
	“Break, Break, Break” By Alfred Tennyson	❖ Death ❖ Grief ❖ Nature
	“The Song of Sunrise” by Mbuyiseni Oswald Mtshali	❖ Exploitation ❖ Protest and rebellion
	“The African Pot” by Fazel Johennesse	❖ Celebration of African life ❖ Bad effects of applying western standards in valuing African concepts
	“Poem for my Mother” by Jennifer Davids	❖ The adverse effects of poverty ❖ Childhood behaviour
	“At Tea” by Thomas Hardy	❖ Hypocrisy of romantic relationships
	“Song” by Fredirico Garcia Lorca	❖ Wasted opportunities ❖ Determination to stay focused in the midst of distractions
	“The River Merchant’s Wife: a Letter” by Ezra Pond	❖ Time and Transformation ❖ Love and separation
	“Roody M’corley” by Anonymous	❖ Political heroism and sacrifice ❖ The death of a community political hero
	“Death the Leveller” by James Shirley	❖ The brevity and futility of human life and vanity
	“Climbing” by Gloria Fuertes	❖ The different perspective of death as a personified being
	“Song of the Dawn” by H. E. Dlomo	❖ Suffering and hope for a better future.
	“Remember” by Alice Waker	❖ The plight of poor abused black women
“Wind a Change” by Grace Nichols	❖ Protest and hope for change and freedom	
“The Blues is You in Me” by Sipho Sepamla	❖ The adverse effects of apartheid and racial discrimination ❖ Protest and revolution	

As depicted in the foregoing table, a number of important themes which have a global appeal are manifest in the texts. For instance, there are themes like racism, corruption, exploitation, the adverse effects of war,

protest for change and freedom, violence, disrespect for human dignity, gender inequality and patriarchy which may be experienced in different parts of the world. As the participant teachers highlighted in both the semi-structured zoom interviews and focus group discussion, when well taught these themes empower learners to be well informed global citizens who are well-versed with a number of important and critical global issues.

The analysis of the learners' exercise books also reveal that the participant teachers did teach these important themes to their learners. For instance, the following excerpt from a learners' exercise book from school C reveal that while studying the short story "The Lemon Orchard," the learners were taught the theme of racial discrimination and ill-treatment of black people during the apartheid era in south Africa.

Figure 8: An excerpt from a learner's exercise book discussing the theme of racism



The foregoing excerpt may be viewed as evidence supporting the fact that indeed the participating teachers did teach important global themes that touch on people's well fare in Eswatini and beyond. For instance, in the foregoing excerpt, the learner was responding to a writing task that required him to discuss how racism

is manifest in the literary text and further evaluate if the ill-treatment of the black man by the white men was justified. To a greater extent, the evidence from the learners' exercise books is very crucial because learners' exercise books not only reflect what is taught, but they also function as a yardstick for gauging the learner's understanding of the concept being taught. For instance, the forgoing excerpt from the learner's exercise book not only reflect that the learner was taught the theme of racism and ill-treatment of black people as portrayed in the short story "The Lemon Orchard," but also reflect that the learner understood the negative effects of racism and that it is wrong to ill-treat the coloured man. For instance, the learner writes; "The coloured man doesn't deserve to be ill-treated for standing for his rights because being black is not a sin even though the whites think they are better than the blacks." This appears to be in line with the Ministry of Education (1988, p. 3)' assertion that learners' exercise books are very valuable documents since they "are the most revealing record of pupil and teacher performance."

Furthermore, the audio recorded lessons are further evidence of the participants' teaching of profound global themes. For instance, Mr Masuku from school B lead learners to present and discuss the themes of religious hypocrisy and violence while teaching the drama play *The Trials of Brother Jero*. The following excerpt from the recorded lesson transcript where learners were presenting on themes exemplifies this:

Bheki: I will focus on the theme of corruption. It is seen through Brother Jero. Brother Jero hides behind his religious title to engage in corrupt activities in order to benefit himself. He is Dishonest, he deceives the people.

Teacher: How is this corruption? Which better word can you give to that? Class, can you substitute The corruption for a better word?

Class: Religious hypocrisy.

Teacher: Its religious hypocrisy, do you understand?

Class: yes.

Teacher: Can you write that one on the board. (sound of chalk writing on the board.) that's much better. Thank you, let's have another presenter, yes Donald. Give us what you have.

Donald: I will focus on the theme of abuse, there is an element of abuse in the story, Chume is being abused by Jero.

Teacher: what about the young boy? Don't you think the young boy was abused?

Donald: Yes because he was just playing his drum and then the woman wanted to beat her.

Teacher: Okay, so we have two characters now being abused. So the issue of abuse raises its ugly head in scene 3. And we also learn of Brother Jero, perpetuating what?

Class: Abuse.

Teacher: When he gave Chume the permission to do what?

Class: To beat his wife.

Teacher: In that way there is an element of abuse there. Thank you very much Donald, so far we have two; religious hypocrisy and abuse. Yes, do you have anything on themes?

The forgoing excerpt illustrates the teaching of crucial themes in the selected schools. Moreover, Ms Tfwala from school A was recorded leading a class discussion of the theme of the futility of war while teaching the short story “The Sniper” by Liam O’Flaherty. Likewise, Ms Nhleko from school C was recorded discussing the theme of racial discrimination and ill-treatment of black people while teaching the short story “The Lemon Orchard” by Alex La Guma.

The participant teachers’ practice of orienting learners to important global issues of human concern is in line with the principles for teaching literary texts (Dlamini, 2015; Dlamini, 2010; Ellis & Tomlinson, 1980; Makhubu, 2017b; Porto & Zembylas, 2020). According to Ellis and Tomlinson (1980, p. 180) one of the great benefits of the study of literary texts is the ability to “stimulate constructive thought about important issues and ideas.” As reflected in the foregoing discussion, the participant teachers in the three selected schools seem to have tried to align their practice with this principle by using the literary texts to ignite valuable discussions about important global issues of human concern. In this way, they were orienting their learners to valuable global issues. This study’s findings appear to be in line with what Dlamini (2015) found when investigating teachers’ views on the alignment of the teaching of Literature in English with Eswatini National Education Policy Directives where he established that a majority of the teachers in the Lubombo region of Eswatini tried to expose their learners to important global issues. Holmes (2019) asserts that if literary texts are studied this way, they surely empower learners to be well informed and tolerant global citizens.

5.5 Human rights and gender issues

The issue of human rights and gender issues was raised by all the six participants during the semi-structured zoom interviews. The participants asserted that through the teaching of literary texts in their respective schools they were able to teach their learners the importance of human rights and gender issues. The

following verbatim quotes from three of the participants are a reflection of the overall views of all six participants on this issue:

one story is “A woman on a Roof”. This is a story about a woman who likes sunbathing and then there are these three men who have been tasked with this job of fixing the roof. So each time they go to the roof they see this woman sunbathing and they tend to have certain attitudes towards her... Each time they go to the roof, they whistle to her and seek her attention, but she does not answer them. She feels bullied. So that story teaches our own girls to have pride and say no (Ms Nene from school B).

...for the part of gender, there is this story I think it’s “Dumb Martian” it’s a short story and it’s talking about women exploitation. So this guy called Duncan here is seen to be buying... a lady there by the name of... I think it’s Lellie... He was treating this lady like an object, like a non-entity... Just because I am feminine, I am a female so it means that the masculine gender, should just ride over my head? (Mr Masuku from school B).

Those differences and we get to see how destructive and wrong it can be to discriminate and treat people differently just because of their gender, because of their race, because of their background, whatever... (Ms Tfwala from school A).

The participant’s views about the value of literary texts in teaching learners about human rights and gender issues highlight that the participants tried to use the literary texts as a vehicle to orient and capacitate their learners on human rights and gender issues. For instance, Ms Nene from school B states that the short story “A Woman on a Roof” by Doris Lessing helps learners to see the need of respecting human rights and acknowledging the importance of treating women with respect and dignity. She states that the rude behaviour of the three men towards the helpless half-naked woman who was sunbathing exposes the unacceptable ill-treatment of women who are bullied and verbally abused by sexist and chauvinistic males in patriarchal societies. Moreover, it empowers female learners to have self-esteem and pride while standing for their rights. At the same time, according to Ms Nene, this story makes a clarion call for all males especially the male learners in her class to shun abusive and patriarchal vices unfairly directed towards helpless women.

Just like Ms Nene, Mr Masuku uses the short story “Dumb Martian” by John Wyndham to illustrate that literary texts can be employed as a vehicle to expose the abuse, exploitation and ill-treatment of women in patriarchal societies. According to Mr Masuku, the fact that the heartless and abusive man, Duncan decides to “buy” a woman he would use during his expedition to space, is a clear indicator of women exploitation and blatant violation of their rights and dignity. The fact that the vulnerable and helpless woman Leille is being bought as a valueless “object” or “like a non-entity” without her consent, signals how women are abused and exploited by chauvinistic males in patriarchal societies. In line with Ms Nene’s comments and the rest of the other participants, Mr Masuku’s utterances depict that the literary texts not only expose the unjust exploitation of women in male dominated societies, but also educate learners to respect women and treat them with respect and dignity. This is reflected when Mr Masuku says; “Just because I am feminine, I am a female, so it means that the masculine gender should just ride over my head?” Ms Tfwala’s assertion is a bit broader because she does not only focus on gender issues, but she goes further to highlight that the literary texts expose that any form of ill-treatment or disregard for human rights and dignity, whether, due to gender or racial differences or backgrounds is not right. She asserts that the literary texts expose those patriarchal and racial discrimination vices as “destructive and wrong.”

Even during the focus group discussions all the six participants agreed that the teaching of literary texts imparted valuable knowledge to their learners in the sense that it initiated them to important human rights and gender issues. The following extract from the Zoom focus group discussion highlights this point.

... the issue of gender, I would make an example of the story “A woman on the Roof” you can actually tell that these three males actually do not have respect for the opposite gender and then they actually are so egocentric. They feel like they have a right to say anything towards the opposite gender... So when this woman ignores them and shows her strength of character they become angry because they expect women not to say anything or retaliate. But we see this woman so very confident of herself and never ever ashamed of actually sun bathing

The above quote from the Zoom focus group discussion reveal that the participants felt the teaching of literary texts help learners understand issues of human rights and gender. During the discussion, all six participants concurred that the short story “A Woman on a Roof” addressed issues of human rights and gender since the innocent and vulnerable female character is unjustly abused for her right to sun bath by

three domineering rude men. Moreover, her resistance and self-esteem helps other females especially the learners not to succumb to patriarchal vices and bullying practices, but to stand for their rights. These findings from the zoom focus group discussions corroborate similar findings from the semi-structured Zoom interviews.

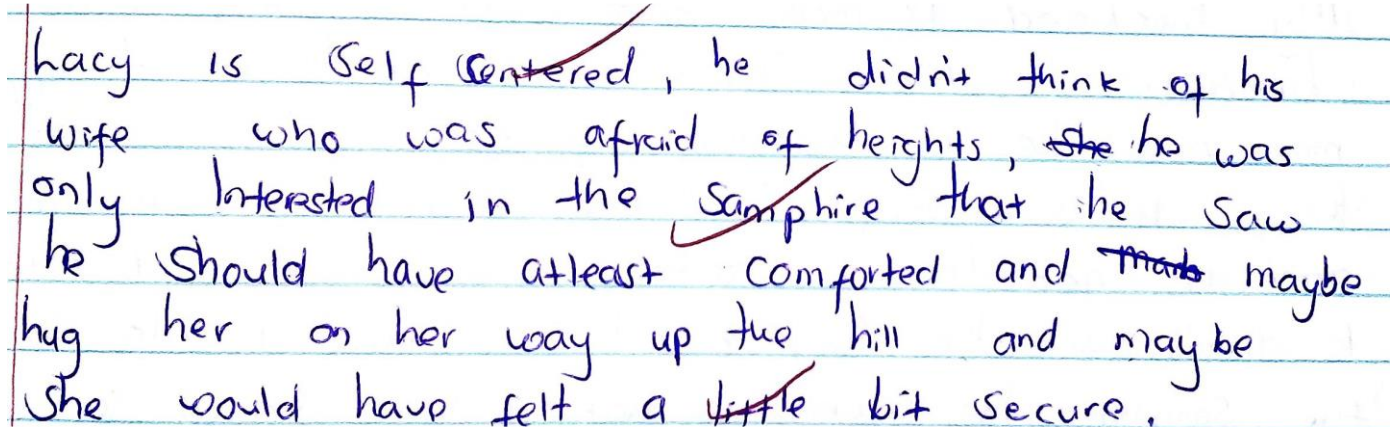
The audio recorded lessons also bears testimony to the teachers' use of the literary texts to teach issues associated with human rights and gender. For instance, in his lesson focusing on themes in *The Trials of Brother Jero*, Mr Masuku from school B lead learners on the theme of abuse where the fake prophet Brother Jero instructs his gullible and pliant congregant Chume to go and beat his wife as a way of correcting her. The two men hardly consider Amope's feelings and rights as a human being who can be harmed, degraded and dehumanised by physical abuse such as beating.

The analysis of the literary texts taught by the participant teachers in the three selected schools also reflect the issues of human rights and gender issues. For instance, short story "Samphire" by Patrick O'Brian portrays the callous and insensitive actions of a bullying husband Lacey towards his fragile and scared wife Molly. Lacey's domineering and uncaring behaviour is so bad such that Molly who is so fearful, helplessly and sarcastically acknowledges that "Lacey was her lord and master, wasn't he? Love, honour, and obey" (Wade, 1990, p. 95). This quote from the short story highlights the sad story of women who are not expected to voice their views and feelings in male dominated patriarchal societies but are forced to follow and do what pleases their husbands. For instance, in this story Molly is terribly scared of heights but her insensitive husband forces her to go and view a samphire on a terrifying cliff. The line which says; "the round of her chin was trembling like a child's before it cries: there was something in her throat so strong that she could not have spoken it if it had been for her life," (Wade, 1990, p. 94) depicts how terrified Molly was. Moreover, this line ignites strong feelings of sympathy towards Molly whose feelings and rights are not taken into consideration by her callous husband.

A review of the learners' exercise books also reveals that the teachers in the three selected schools not only taught learners about human rights and gender issues, but they went further to help them voice their views and feelings about the insensitive and inhumane treatment of women by inconsiderate domineering men in

some of the literary texts. For instance, Ms Nhleko from school C instructed her learners to read the short story “Samphire” and then express their feelings about Lacy’s treatment of his wife Molly. The following extract from one of the learners’ essays exemplifies the learners’ mastery of these issues.

Figure 9: An excerpt from a learner's exercise book expressing his feelings about Lacy



lacy is self centered, he didn't think of his wife who was afraid of heights, ~~she~~ he was only interested in the samphire that he saw he should have atleast comforted and ~~that~~ maybe hug her on her way up the hill and maybe she would have felt a little bit secure.

The foregoing extract from an essay of one of the learners illustrates that the learners were indeed oriented to issues of human rights and gender as they were able to express negative feelings of anger and sadness towards Lacey’s insensitive treatment of Molly. For instance, by pointing out that “Lacy is self-centred, he didn’t think of his wife who was afraid of heights,” the learner is demonstrating his understanding of the importance of treating women justly and considering their personal rights and feelings. The participant teachers’ also stated that while focusing on the issue of human rights and gender, they also integrated concepts from other government documents like the *Children Protection and Welfare Act (Swaziland Government, 2012)* and *The Sexual Offences and Domestic Violence Act (Eswatini Government, 2018)*. The following quote reflect this view:

...I have the Child Protection Act; I have the... The one that talks about the rights of children. So as I teach yes I am influenced by those. If we read a text that touches on abuse, you see the “Samphire,” touches on emotional abuse. So yes I am influenced by those (Ms Tfwala from School A).

The foregoing quote reflects that when dealing with human rights and gender issues the participant teachers also integrated concepts from other government documents like the *Children Protection and Welfare Act*

(Swaziland Government, 2012) and *The Sexual Offences and Domestic Violence Act* (Eswatini Government, 2018). For instance, Ms Tfwala states that her teaching of the set literary texts is to some extent influenced by the above cited government documents. She illustrates this point by stating that when teaching literary texts focusing on children and women abuse she integrates these documents in her teaching to help her learners understand the text well and relate it to their personal experiences.

Furthermore, the analysis of the *EGCSE Literature in English Syllabus* highlights that the Literature in English subject should aid learners by orienting them to the important issues relating to human rights and gender. For instance, this syllabus states that the Literature in English subject should play a pivotal role assisting learners develop “respect for human rights” and “relating to issues of gender, culture and religion,” (Examination Council of Eswatini, 2021, p. 3). Consequently, this signals that the teachers are fulfilling their work mandate by using the literary texts as a vehicle to teach content related to human rights and gender issues. These findings about the participant teachers’ efforts to use literary texts as a vehicle to teach human rights and gender issues appear to be in line with findings from other studies which have shown the value of literary texts in not only orienting learners to human rights and gender issues, but also advocating for change of the patriarchal status quo (Dlamini, 2015; Okunrobo, 2020; Okyere-Darko, 2015). For instance, in her study investigating the depiction of women characters in selected literary texts Okunrobo (2020) found that the studied literary texts advocated for women rights and gender issues by unmasking and fighting female gender stereotypes and promoting positive identity and self-esteem among women. However, this current study has not only highlighted the power of literary texts in championing human rights and issues of gender, but has gone further to reveal that through encouraging learners’ personal engagement with literary texts especially through written responses, they can realise that it is wrong to ill-treat women. This was evident when learners in school C wrote essays condemning Lacy’s insensitive and abusive behaviour towards his suffering wife Molly as portrayed in the short story “Samphire” by Patrick O’Brian.

5.6 Skills natured through the Literature in English subject

This study established that a number of important skills were natured through the teaching of Literature in English in the three selected schools. These include, amelioration of the four language skills namely; reading, speaking, listening and writing. It also includes the development of critical thinking skills, empathy, personal skills and social skills.

5.6.1 Amelioration of communication and language skills

All the six participants during the semi-structured Zoom interviews asserted that English language amelioration was one of the valuable benefits of teaching the Literature in English subject in their schools. This was possible since the subject enhanced the development of the four important English language skills, namely; reading, listening, speaking and writing.

5.6.1.1 Amelioration of the reading skill

During the semi-structured zoom interviews all the participant teachers pointed out the immense value of Literature in English in the amelioration of the reading skill. They argued that since the Literature in English subject entails the in-depth reading and critical analysis of literary texts, learners doing this subject were bound to improve their reading skills. The following comments by two of the six participants represent the overall view of all the participants regarding the value of Literature in English in honing the reading skill.

And also reading because we are dealing with a variety of texts. Sometimes they have to read in a short period of time. They have to read for the examination, they have to read for the test. So the reading skills have to be shaped in such a way that they meet whatever different scenario. We have a test in 30 minutes. So how do I read in such a short time? They get to a horn those skills of reading, so it's a very important skill that they also go out with it... I think it's something pivotal, one of the greatest takeaways from the Literature classroom (Ms Tfwala from school A)

Literature means lot of reading. So as a teacher, teaching them Literature, you should be able to impact that skill. You should be able to help them sharpen that skill because without that skill, then they are not going to achieve whatever they want to achieve. So reading is one of those skills (Masuku from school B).

The above quotes reflect that the participants felt that the teaching of Literature in English was important as it played a major role in the amelioration of the learners' reading skills. For instance, Ms Tfwala supports this point by asserting that learners who are doing the Literature in English subject are required to read a number of literary texts which are of different genres, hence they get a chance to ameliorate their reading

skills. Consequently, like all the participants, she considers the reading skill as “something pivotal, one of the greatest takeaways from the Literature classroom.” Moreover, the participants also highlighted that during the Literature in English lessons, the learners further developed their pronunciation skills and the way they articulate various words. This then results in them being fluent and confident readers. For instance, Ms Nhleko from school C supported this point by stating the following:

...especially the pronunciation of words because they read on the book. They take turns reading. So we will find that somebody is hesitating to read because of pronunciation but then once we encourage them that just speak the word, just read it as it is, they became confident (Ms Nhleko from school C).

The above quote by Ms Nhleko proves that through reading the set literary texts, learners were able to not just improve their general reading skills, but also sharpened pronunciation skills as they articulated the various words in the literary texts. Consequently, this boosted their confidence and willingness to read more.

During the semi-structured interviews, the participants further revealed that the study of literary texts also improved their learners’ language skills by helping them to be critical readers who appreciate the effective use of language. All the participants concurred that the Literature in English subject requires learners not to be just passive readers, but to be critical readers who appreciate the use of particular words or expressions in the literary text by discussing or analysing the effect or value of that expression in shaping the meaning of the literary text. The following quotes from two of the participants represent the general view of all the participants on this issue:

Literature is not about reading for fun; there is what we call diction. When we talk of diction we are talking of the language, we are talking of the words used, and these words they are not just used; they are carefully chosen for effect. So each time we read we should appreciate each word that comes (Mr Masuku from school B).

So it is very vital that learners are able to grasp the different techniques that writers use. For example, in a short story there will be a lot of similes, there will be a lot of maybe metaphors, personification. The learners should be able to detect the language ... What is the intention of the writer using that particular language...? (Ms Nene from school B).

The foregoing quotes illustrate that indeed through the reading of literary texts learners are able to ameliorate their critical reading skills by critically analysing the effect and significance of various language expressions in the literary text in shaping the theme or its meaning. For instance, Mr Masuku highlights that the learners' critical reading skill is enhanced through the focus on the effective use of "diction" in the literary text. Similarly, Ms Nene asserts that the focus on the effective use of language such as figurative expressions ameliorates the learners' critical reading skill.

The findings from the semi-structured interviews about the value of Literature in English in enhancing the learners' reading skill were also corroborated by those from the focus group discussions. Even during the Zoom focus group discussions all the participants unanimously agreed that the reading of literary texts immensely ameliorated the learners' reading skill. The following quote exemplifies this:

...when we talk of literature, we are talking about appreciating given texts. So it's all about the reading. So one skill that we usually emphasize on is the reading skill. That one should be well looked after when you are teaching Literature. Take for instance, when approaching poems, we usually tell the learners that for us to get the meaning of the poem it should be read in a more appreciable way. For instance, we don't just read a poem. We teach them that when you read a poem you should recite it. Read it with meaning ... That is where we sharpen their reading skills. It's not just reading, but whenever you are reading whatever you are reading, read it with meaning.

This quote from the focus group discussions corroborates the findings from the semi-structured interviews by highlighting that the reading of literary texts ameliorates the learners' reading skills and further aids them to fully grasp the meaning of the given text. Even findings from the audio recorded lessons corroborates these findings about the enhancement of the reading skill during the study of literary texts, especially the critical reading skill and focus on the effective use of language. For instance, when Mr Masuku from school B was teaching the drama text *The Trials of Brother Jero*, he asked learners to discuss the effect of the word "study" when the playwright was describing Jero's action of looking at the member of parliament at the beach. Consequently, the learners understood that the word "study" was effectively used by the playwright to emphasise that Jero was not just merely looking at the member of parliament, but he was carefully investigating, studying, or assessing his personality in order to ascertain ways of manipulating him. In the same vein, when teaching the short story "The Sniper" Ms Tfwala from school A drew the learners'

attention to the effective use of the phrase ‘the sniper,’ even unpacking the effect of the definite article “the”. This is illustrated by the following extract from the lesson transcript.

Teacher: Okay, I think you have all opened the story “The Sniper.” What is a sniper? Raise your hands. Yes, Londiwe.

Londiwe: A person who shoots people.

Teacher: A person who shoots people. Okay, yes Sizwe.

Sizwe: A sniper is a long gun (other learners laugh).

Teacher: a long gun? Okay, at least you are mentioning something to do with shooting. Who else has a different opinion. Sabelo.

Sabelo: it’s a person who hides on top of something or in the bushes then shoots.

Teacher: you are right; a sniper is one who shoots from a concealed place... let me read this other definition which says “a sniper is a killed military shooter who shoots at his enemies from a concealed place.” Now let us look at the definite article “the.” You know when you say “the girl,” it means there is something about her.

Learner 1: there is something special about this sniper

Teacher: yes there is something special about this sniper and we suppose he might be the main character in the story...

This extract from the lesson transcript highlights that the participant teacher used the literary text to sharpen the learner’s reading skills through training them to appreciate the effective use of certain expressions in the literary text. For instance, here the learners finally comprehended that the phrase “the sniper” was effectively used to emphasise that the main character was a specially trained soldier who specialized on shooting people from a concealed place.

The value of literary texts in ameliorating learners’ reading skills has also been highlighted by other scholars (Bloemert et al., 2019; Ceylan, 2016; Cuthbert, 2021; Dlamini, 2018; Ministry of Education and Training, 2018b). In line with the findings of this study, Ceylan (2016) underscores the importance of the study of literary texts in enhancing learners’ reading proficiency. Again like this current study, Ceylan, also found that utilising carefully selected literary texts like short stories greatly improved learners’ reading skills. However, the current study has established that employing the three genres of literature namely; prose, drama and poetry, not just only short stories holistically ameliorated the learners’ reading skills. Moreover, Ceylan adopted the quantitative approach and the study was based in Turkey and did not take into account

the local effects and dynamics of the COVID -19 pandemic in the teaching of literary texts and reading to learners. What is also worth noting is that the current study's findings reveal that the teaching of Literature in English at the senior secondary school level appears to be a good way of attaining part the literacy and communication skills as outlined in the *Eswatini National Curriculum Framework for General Education*. For instance, when it comes to the development of the reading skills, this document highlights the importance of “attaining functional literacy” and sharpening the skill of being critical readers (Ministry of Education and Training, 2018b, p. 14)

5.6.1.2 Amelioration of the speaking and listening skills

Concerning the speaking and listening skills, all the six participants concurred that the teaching of Literature in English greatly enhanced these two skills. This was mainly because the Literature in English subject entailed engaging learners in a number of discussions and information sharing classroom activities where their learners got the platform to exercise and fine tune their speaking and listening skills. The following quotes from two of the participants exemplify the views of all the participants regarding this issue:

Literature is all about sharing of ideas and the moment they share those ideas, they are communicating, and when they are communicating someone must listen. So those are all the skills. Like the communication, they talk, they share those ideas. communication skills are being shared and they are listening to what is being said (Masuku from school B).

Then it's also the skill of communication because we deal with feelings and how to express them... these learners get out of the Literature classroom with this skill of being able to communicate their feelings, to communicate their desires, to communicate basically anything ... These learners communicate with each other and sometimes even realize that not communicating is actually destructive. (Ms Tfwala from school A).

From the foregoing quotes one can note that the participants were convinced that through the teaching of Literature in English, they aided their learners to ameliorate the speaking and listening skills. For instance, Mr Masuku from school B highlights that since Literature in English involves the sharing of ideas and

themes emanating from the studied literary text, learners were bound to practise and sharpen their speaking and listening skills. Likewise, Ms Tfwala from school A asserts that learners in Literature in English are encouraged to express their feelings and opinions which are triggered by their study of literary texts, hence they are able to ameliorate their speaking and listening skills. The value of these skills is underscored by Ms Tfwala's bold assertion that in the Literature in English class, not communicating is viewed as "destructive."

The analysis of the audio recorded lesson transcripts reveal that learners did develop their speaking and listening skills as they discussed various literary concepts in the texts to express their views, share ideas and listen to their colleagues and their facilitating teachers. For instance, an analysis of a lesson transcript where Mr Masuku from school B was facilitating a class discussion on Chume's character highlights this point. For instance, the lesson transcript reveals that while the class was engaged in the discussion of Chume's character, they were also practising their listening and speaking skills. These findings are in line with the findings of Nanda and Susanto (2020) who also found that through the effective employment of authentic literary texts, teachers were able to assist their learners sharpen their speaking and listening skills. These researchers found that while learners were reading and reciting the poem "My Last Duchess," both their speaking and listening skills were ameliorated. As noted earlier in chapter two, these scholars also revealed that the learners' speaking and listening skills were further enhanced when they discussed and critically analysed the poem. In the same vein, Pattiwael (2019) underscores the value of using literary texts to enhance learners' speaking and listening skills. According to this scholar, this is mainly because the discussion of literary texts ensures a tension free environment where learners use the text as a springboard for critical engagements which in turn enhances their speaking and listening skills. Similar findings on the value of literary texts in sharpening learners' speaking and listening skills were reported by Dlamini (2010) and Makhubu (2017).

5.6.1.3 Amelioration of the writing skill

Amelioration of the writing skill is one of the benefits of the study of literary texts. All the participant teachers during the semi-structured interviews highlighted that through the teaching of Literature in English they also aided learners to enhance their writing skills. The following verbatim quotes from two of the participant teachers support the overall view held by all the participants on the value of Literature in English in enhancing the learners' writing skill:

I think it would have to be the possibility of them becoming creative writers because they get to interact with different writings, different authors, different uses of language. So once they interact with such texts somehow somewhere the seed of creativity will germinate...Right now there is a poetry and short story competition, a national one. Most of the learners who have taken up or joined this competition are from the Literature class...(Ms Tfwala from school A).

...For instance, the use of poetic devices, they are able to use those back in class, ...Use similes to make comparisons in their writing. They are able to use metaphors to write and write something effective... (Ms Nhleko from school C)

The foregoing quotes support the study's finding that the teaching of Literature in English ameliorates the learners' writing skill. For instance, Ms Tfwala asserts that since the learners in the Literature in English subject are exposed to a variety well written literary texts and writing styles, they sharpen their creative writing skills. She further supports this point by stating that due to the sharpening of their writing skill in the Literature in English subject, most of her learners joined the national short story and poetry writing competition and they appeared to perform better than those who were not doing the Literature in English subject. In the same vein Ms Nhleko from school C echoes Ms Tfwala's assertion by stating that learners who do the Literature in English subject are able to use figurative expressions like similes and metaphors in their creative writing tasks to achieve effect since they are exposed to such writing styles and language in their study of various literary texts.

The analysis of the audio recorded lesson transcripts also revealed that the participant teachers made a concerted effort during their teaching to inculcate in their learners the writing skill by training them to use effective expressions in their writings. For instance, in one of her lessons, Ms Tembe from school C was training her learners to use precise and effective vocabulary in their writings. In this lesson the teacher was training them to expand their effective creative writing vocabulary by instructing learners to state synonyms of sympathy. The learners responded by saying; "pity," "sorry" and "understanding."

This study's findings on the value of Literature in English in ameliorating the learners' writing skill is in line with findings from a number of studies which unearthed the importance of literary texts in enhancing learners' writing skills (Abdalrahman, 2021; Dlamini, 2010; Gabrielsen, 2019; Luukka, 2019; Makhubu, 2017; Nanda & Susanto, 2020; Pattiwael, 2019). For instance, Abdalrahman (2021) through his qualitative study found that teachers' integration of literary texts like poems, short stories, novels and drama in the teaching of writing greatly enhanced their learners' writing skills by enriching their vocabulary and igniting their creative talents by exposing them to various interesting themes and topics. In the same vein Makhubu (2017) asserts that the study of literary texts has the ability to enhance learners' writing skills as they illustrate and model effective natural use of the English language and its various appealing structures.

Conclusively, the findings of this study focusing on the amelioration of the learners' four language skills namely; reading, listening, speaking and writing are very important because according to the *Eswatini National Curriculum Framework for General Education*, literacy and communication skills are classified as very essential core skills which ensure that learners will competently cope as productive citizens in a "knowledge-based society" (Ministry of Education and Training, 2018b, p. 14). On the same page, this document which is the main guide for teaching and learning in Eswatini, underscores the value of the literacy and communication skills not just in the learning process within the school environment, but in all spheres of life. The benefits of the literacy and communication skills as outlined on page fourteen of the *Eswatini National Curriculum Framework for General Education* underscores the value of teaching and enhancing the for language skills. Moreover, by implication this may entail that the Literature in English subject which was mentioned by the participants in the study as very key in the amelioration of these skills should be well taught to instil these important skills on learners. Furthermore, since these valuable literacy and communication skills are also globally categorised amongst the essential twenty first century skills, they need carefully nurturing and amelioration in order to produce competitive learners who are competent global citizens (Amadio, 2013; Ministry of Education and Training, 2018b).

5.6.2 Development of the critical thinking skill

The critical thinking skill was also found to be one of the important skills developed and enhanced by the teaching of Literature in English in the three selected schools. During the semi-structured zoom interviews all the six participants asserted that amelioration of the learners' critical thinking skills was one of the major

benefits of the Literature in English subject. The following comments from three of the participants support this point:

...then coming to critical thinking, I usually ask them thought provoking questions. 'If you were in the same situation, how would you have behaved?' And then I ask them why? That makes them to think critically. If they were in the position for Selina, preparing them for a question like an empathy task, ...what if I was in the same situation, what would I have done? So that makes them think out-of-the-box (Ms Nene from school B)

I usually tell them that when you are a Literature scholar, you don't just look at things at face value you go deeper. So the moment you immerse yourself. You engage yourself in a certain topic. You engage yourself in in a certain given task. It triggers some critical thinking... We mean that we appreciate both sides of the story... Just be open minded think out of the box (Mr. Masuku from School B).

I think the biggest one of all which I think is very important is the critical thinking skill, which is something that I always hope that my learners take out... which is going to help them outside the classroom (Ms Tfwala from school A).

The foregoing quotes from the participants support the teaching and nurturing of the critical thinking skill through the study of literary texts in the three selected schools. To illustrate this, Ms Nene from school B states that asking her learners 'thought provoking questions' make them to think critically. For instance, she asked them to imagine they were Selina the main character who is a victim of racism in the short story "Let Them Call It Jazz," in that way making them to critically think about her plight and empathise with her. Likewise, Mr Masuku from school B highlights that the study of literary texts encourages learners not to take issues at face value, but to dig 'deeper', 'think out of the box' and critically analyse all sides of the story. To underline the importance of the critical thinking skill as it is nurtured through the study of literary texts, Ms Tfwala from school A describes it as "the biggest one of all" or "very important" skill which is going to help learners even outside the classroom.

Evidence from the focus group discussion also corroborates the findings about the immense value of the study of literary texts in the amelioration of critical thinking skills. For instance, all the participants unanimously

agreed that critical thinking is one of the important skills developed through the study of literary texts. The following verbatim quotes from the focus group discussions support this:

We teach these learners how to argue, that each time we are given a certain question for what reasons would you love such a character, to what extent? We make them understand that those questions were argumentative. So they need their arguing skills to be intact... We should be very analytic, try to get the deeper meaning of things in each and every given text... critical thinking, that is one of the skills because critical thinking is a skill. You cannot just be a critical thinker overnight.

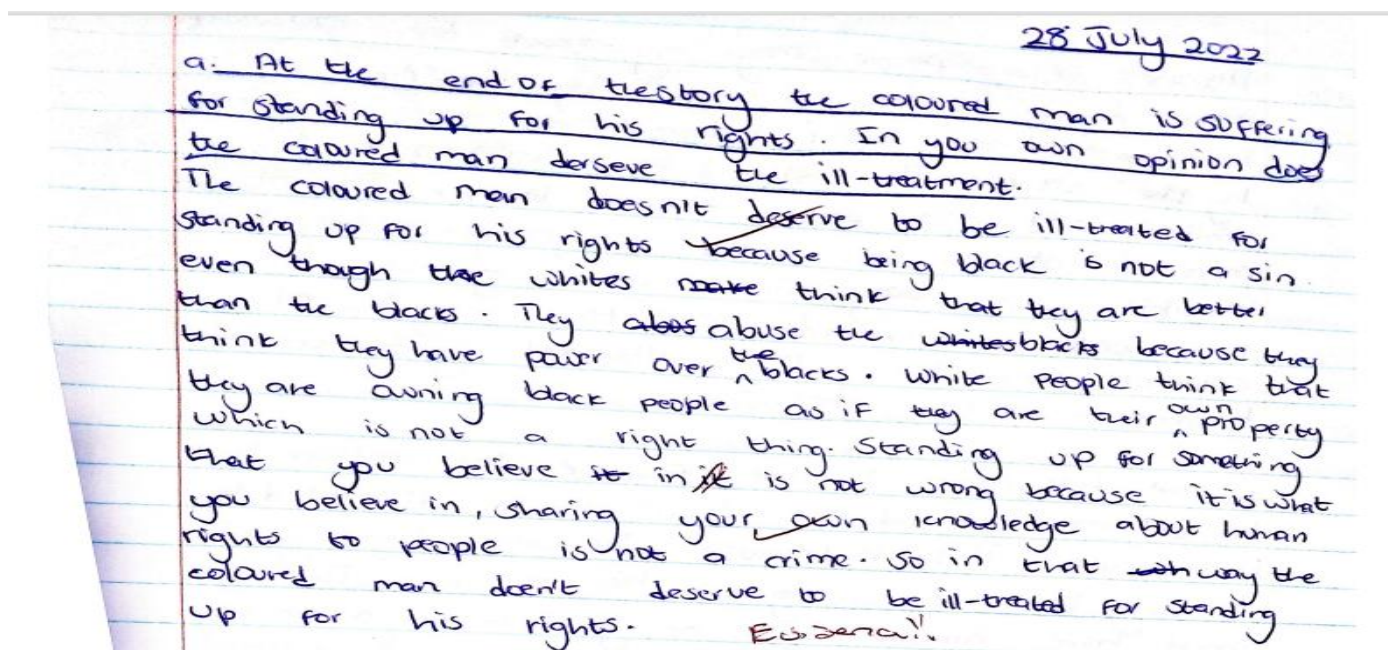
I like the poem that Ms Tfwala was touching on now. The poem “Song.” So I usually tell my learners that each time we are trying to unpack the poem, let’s try to look at all the sides appreciate it at both ends...

The above quotes from the focus group discussions support the findings on the value of the Literature in English subject in the development and sharpening of the learners’ critical thinking skills. For instance, the participants asserted that during the course of their teaching they trained their learners to critically argue, analyse events and issues and present a balanced response. To illustrate this point, the participants used the poem “Song” to show that when studying it, learners improve their critical thinking skills because it calls for them to consider all sides of the situation presented in the poem before fully appreciating it. For instance, instead of hastily and prematurely condemning the girl who is gathering olives in the poem as foolish for letting go great opportunities of marrying prominent and wealthy suitors, the learners are trained to suspend premature judgements and critically consider other reasons and issues attached to the girl’s actions. It is also worth noting that while the participants considered the critical thinking skill as very important, they acknowledged that it needed more time and training to develop, since “you cannot just be a critical thinker overnight.”

Findings from the document analysis also support that the teaching of Literature in English aids the development and sharpening of the critical thinking skills on learners. For instance, the *EGCSE Literature in English Syllabus* cites “critical thinking skills as” one of the essential skills which are developed through the teaching of Literature in English (Examination Council of Eswatini, 2021). The fact that the critical thinking skill is highlighted as one of the essential skills taught in the Literature in English subject depicts

its value and the reality of it being taught. This is mainly because the syllabus is an important official government document that specifies the content knowledge to be taught in this subject. However, at times there are gaps between government policy documents and practical implementation of those policies in the schools. Consequently, analysing the learner's exercise books gave more evidence supporting that the participant teachers indeed taught critical thinking skills to their learners. For instance, through writing tasks the participant teachers trained their learners to critically evaluate given issues or themes and then use available evidence in the literary texts to support their claim. To illustrate, the following extract from a learner's essay from school C show how the learner was responding to a writing task aimed at sharpening his critical thinking skills. Here the learners were tasked to critically discuss if the coloured man in the short story "The Lemon Orchard" by Alex La Guma deserved the ill-treatment he received from the white men.

Figure 10: An excerpt from a learner's exercise book critically discussing the treatment of the coloured man



The foregoing extract from the learner's essay highlights that the participant teachers did teach their learners critical thinking skills in the Literature in English subject. First of all, the nature of the essay question requires the learners to practise their critical thinking skills by critically arguing why the coloured man did not deserve to be ill-treated by the white men. Secondly, the learner's written response indicates that he was trying to provide evidence why the coloured man did not deserve the ill-treatment he received at the hands of racist white men. Lastly, the teacher's feedback comment instructing the learner to provide more

evidence from the literary text to support his claim supports that indeed the learners we taught the critical thinking skills and not only present balanced critical arguments, but also back their claims with evidence. Moreover, even the analysis of the audio recorded transcripts provides evidence of the participants' training of learners to be critical thinkers. For instance, when discussing the characters of Jero and Chume in the drama play *The Trials of Brother Jero*, Mr Masuku from school B challenged his learners to critically discuss each character by focusing on all his character traits, strengths and weaknesses. The value of the study of literary texts in sharpening learners' critical thinking skills has been discussed by other scholars (Booth, 1998; Ceylan, 2016; Dlamini, 2015; Falter & Kerkhoff, 2018; Moody, 1986). For instance, in line with the findings of this study, Ceylan (2016, p. 314) reveals that the study of literary texts promotes higher order thinking skills like critical thinking. This is mainly because through in-depth engagement with literary texts, learners harness the valuable skill of critically evaluating what they are reading, and more importantly placing a high premium on the various multifaceted "reasons rather than the results."

5.6.3 Development of empathy

The study revealed that empathy was one of the soft skills nurtured through the teaching of Literature in English in the selected schools. All the six participants during the semi-structured Zoom interviews attested to the fact that during the course of their study of literary texts, learners developed strong feelings of empathy towards the characters in the literary texts. This was mainly due to their in-depth study of the characters, understanding their plights, dilemmas and predicaments and finally putting themselves in "their shoes." The following quotes from three of the participants reflect the overall views of all the participants on the development of empathy on learners:

I think the biggest one would be empathy because we deal with different characters with different problems, whatever they are going through in their lives. We get inside the shoes of these characters and in this way we get to empathize and understand why are they doing this? So is it something they value which as teachers we try to inculcate in our learners... So as readers, the students have to empathize with people in their everyday lives because that is what they have learned (Ms Tfwala from school A).

...the type of questions they have to respond to in the exam requires them to answer an empathy question too... So it's another skill which you must teach them so that they have empathy. They

become that character and experience those feelings that the character is feeling or is going through (Ms Tembe from School C).

If they were in the position for Selina, preparing them for a question like an empathy task, a question like what do you think? making them aware that whatever they read they should read it and at the back of their minds, think of what if I was in the same situation, what would I have done? (Ms Nene from school B).

The foregoing quotes from the participants support the development of empathy through the teaching of Literature in English. For instance, Ms Tfwala from school A underscores this point by stating that learners develop strong feelings of empathy as they fully appreciate the characters in the literary text and then get into their shoes imagining the lives and experiences they are going through. This teacher goes further to highlight that the learners do not just end by empathising with the fictional characters in the literary texts, but more interestingly, they then extend it to their real daily life situations and experiences. Ms Tembe from school C also clarifies this issue by stating that the use of empathy tasks and questions during the Literature in English lessons train learners to be empathetic as they are called upon to relive the experiences and feelings of the characters in the literary texts. Ms Nene from school B illustrates this point by giving an example of an empathy task where learners studying the literary text “Let Them Call It Jazz,” are called upon to imagine themselves being Selina the main character who is a victim of racism in England. In that way the learners would be encouraged to empathise with Selina.

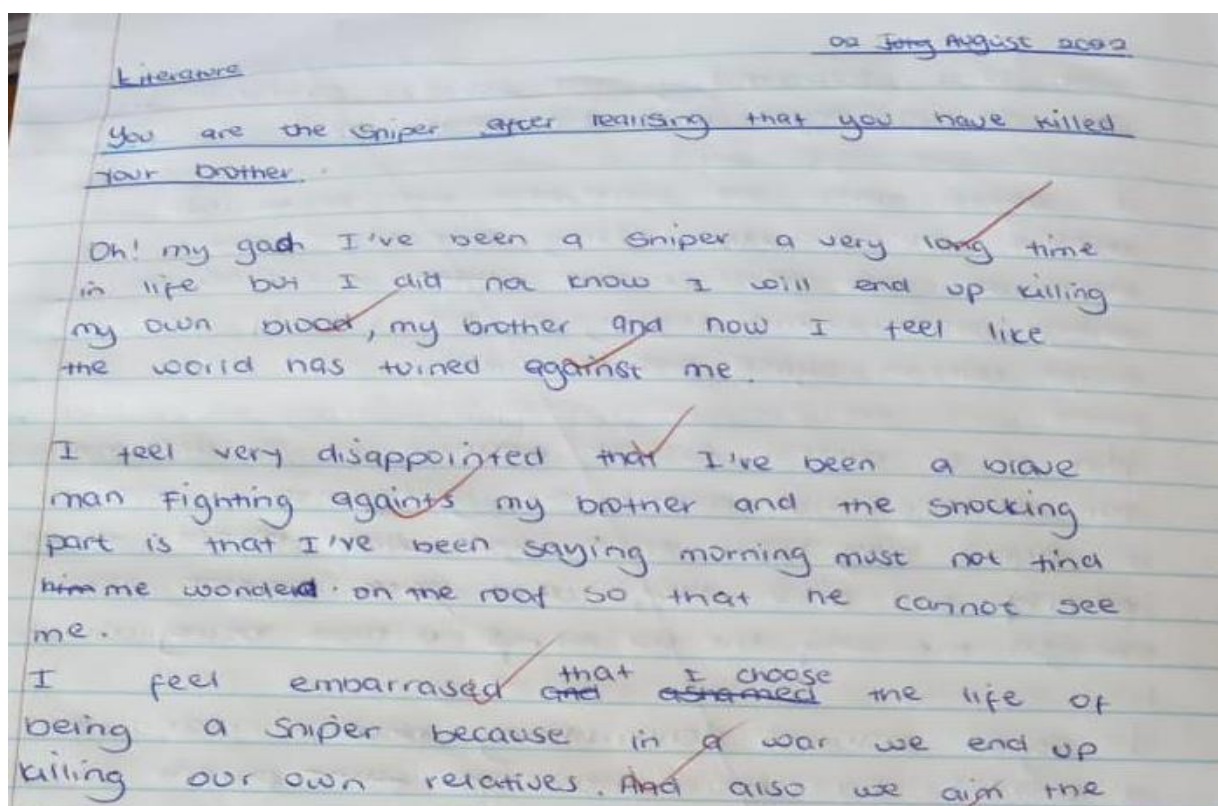
Even during the focus group discussions, the participants unanimously agreed that the learners’ feelings of empathy were developed as they studied various characters in their literary texts and these feelings aided them to understand and appreciate the characters and the text better. The following quote from the focus group discussions supports this point:

if you don't have feelings, if you are not empathetic, you do not belong in my class because this is the most important thing. This is what is going to make you be able to answer most of the questions in Literature. Because you'll be able to answer empathetic tasks, because you are able to feel, you are able to identify and understand other people's feelings. You're going to be able to answer passage based tasks, you're also going to be able to tap into people's characters because you are able to have feelings and to identify other

people's feelings and have them affect you.

The foregoing quote not only supports the point that the empathy is among the important competencies taught in the Literature in English subject in the selected schools, but also underlines its value in the study of literary texts and in life in general as you deal with different characters. These findings are also corroborated by the document analysis. For instance, the learners' exercise books from all the three schools reflected that the learners were trained to develop feelings of empathy by writing empathy tasks based on the various characters in the literary text they were studying at that particular point. The following extract from a learner's essay exemplifies this point:

Figure 11: An excerpt from a learner's exercise book depicting an empathy task



The foregoing extract from a learner's essay illustrates that learners were taught the empathy skill in the three selected schools. For instance, in this extract the learner was instructed to imagine she was the Sniper after killing his brother in the short story "The Sniper" by Liam O'Flaherty. Here we can see that the learner is being trained to be empathetic as she embraces the character and feelings of sorrow, sadness and regret

which are depicted by the Sniper after realising that he has just killed his brother. In a way the learner not only appreciates the character of the Sniper, but he also gets to deepen her feelings of empathy which are also essential in life in general.

The promotion of empathy through the teaching of literary texts has been highlighted by some scholars before (Dlamini, 2015; Falter & Kerkhoff, 2018; Khatib et al., 2011; Porto & Zembylas, 2020). For instance, in line with this study Khatib et al. (2011, p. 215) assert that the study of literary texts plays a major role in the development of learners' empathy. This is due to the fact that as a result of interacting with characters and various themes in the literary texts, learners get in-depth understanding of the issues and reasons behind the actions and behaviors of characters. Consequently, they start embracing the characters, getting into their world and developing feelings of "sympathy, empathy, forgiveness, tolerance," and acceptance.

5.6.4 Personal empowerment, deep insights into human nature and personal relations

The study also unearthed that the teaching of Literature in English was also instrumental in learners' personal empowerment, having deep insights into human nature and personal relations. All the six participants concurred that Literature in English appears to be a good vehicle for empowering learners on crucial life skills and personal relations in order to successfully cope in today's challenging world. The following quotes from some of the participants during the semi-structured zoom interviews represent the overall views of all the participants:

Literature is about life; you are actually instilling to these learners that even after they are done with school; they will meet such situations... Let us say they come across a situation in which they read about from a certain story, they should be able to live up to that situation and face life as it comes because we actually talked about it... (Ms Nene from school B).

...to me Literature is just life. So each time I may go to a Literature class, I just think of myself being empowered in one way or the other. Because seriously, you cannot live without Literature. Appreciating different cultures, different personalities, getting to understand how life operates anyway. So to me Literature is one motivating factor in my life in general because it helps you to keep an open mind to things. ... it also helps me as an individual to relate well with others (Mr Masuku from school B).

The above quotes underline the value of Literature in English in capacitating and empowering learners on important life skills and issues. For instance, Ms Nene from school B asserts that “Literature is life,” since it exposes learners to life’s important issues and challenges, thus equipping them to better handle those challenges when they are now old. This point is further clarified by Mr Masuku from school B who reiterates that “Literature is just life” and each time he goes to a Literature class he gets “empowered in one way or the other.” What is even more interesting about Mr Masuku’s assertion is that he directly points out that the Literature in English subject is not only beneficial to the learners, but also to the teachers as well as they get empowered on very important life skills and issues. This interesting finding is aligned with Falter and Kerkhoff (2018)’s findings on the value of literary texts in also empowering the teachers, not just the learners alone.

The findings about the development of learners’ life skills and insights into human nature are also corroborated by data from the focus group discussions. Even during the focus group discussions all the participants concurred that the Literature in English subject played a pivotal role in empowering learners with important life skills which may help them cope with every day’ life challenges. The following quotes illustrate this point:

The life lessons that we actually get when we teach each literary text, or maybe I’ll actually make an example with say uh.. which is the story now? “A Sense of Shame’’ love relationships and then maybe it goes on to the themes of racism, racial discrimination and maybe social and family values. So we get deep into that and actually making critical analysis of the characters and the family background and everything. So that teaches the learners how actually to conduct themselves in their various aspects of life like how they should behave, maybe in the family at work.

The above quote highlights the value of the Literature in English subject in empowering learners on important life skills and other social issues. This finding is in line with findings from other scholars who point out the value of literary texts in the development of learners’ social and personal skills which empowers them to cope with life’s challenges (Brumfit, 1980; Choo, 2017; Holmes, 2019; Ministry of Education and Training, 2018b).

Conclusively, this section has discussed some of the study's important findings focusing on the competencies in terms of skills taught in the Literature in English subject in the three selected schools. These include: amelioration of language and communication skills, critical thinking skills, development of empathy and personal empowerment, deep insights into human nature and personal relations. It is worth noting that most of these skills which have been found to be ameliorated by the teaching of Literature in English in this study are amongst the very important 21st century or core skills advocated by the *Eswatini National Curriculum Framework for General Education* (Ministry of Education and Training, 2018b, pp. 11-15). This highlights the value of the Literature in English subject nurturing competitive and skilled learners who will achieve the country's vision and aspirations of a knowledge based society. In the next section I discuss the next set of findings, which are the values and attitudes taught in the Literature in English subject.

5.7 Values and attitudes natured through the Literature in English subject

The study also revealed that the teaching of Literature in English aided the developments of important human values and desirable attitudes on learners. These values include; respect, honesty, moral uprightness and tolerance.

5.7.1 Respect, honesty and 'moral uprightness'

Analyses of the data from the semi-structured Zoom interviews revealed that all the six participants highlighted that the teaching of Literature in English in their respective schools inculcate important humane values like respect a, honesty and 'moral values.' The following quotes reflect this view:

Literature does not only teach learners to answer questions at the end of it all, but we should instil these moral values through what we read from Literature, the learners are reminded of moral decay; how maybe boys and girls should actually behave the uprightness in growing up in a society... (Ms Nene from school B)

...one of the things that Literature enforces is moral uprightness, and sometimes it also talks about the value of families, how families are? ... going back to "A sense of Shame" ... I gave my learners question about was it a good idea for Lorraine to do an abortion? ...They were able to say at least in adoption then the child was given a chance to live and grow and be somebody else somewhere independent instead of being killed without realizing his future...

They are able to think critically about these things and say, this is wrong, this is right... (Ms Nhleko from school C)

The foregoing quotes from the participants reveal that their teaching of Literature in English in the selected schools imparted a number of moral values such as “moral uprightness”, respect and honesty. For instance, Ms Nene from school B supports this view by stating that the Literature in English subject is not just about answering questions, but it is mainly about inculcating moral values on learners, reminding boys and girls of moral “uprightness” in order to avoid “moral decay.” In the same vein, Ms Nhleko from school C epitomises this point by boldly asserting that “one of the things that Literature enforces is moral uprightness.” She further supports her argument by stating that when discussing the issue of abortion as manifest in the short story “A Sense of Shame,” she then instructed her learners to debate the issue. Consequently, she realised that the literary text made the learners to have strong negative attitudes towards abortion and condemned it as morally wrong. They even suggested adoption as a better alternative to abortion. Ms Tembe from school C also emphasises the teaching of moral values in the Literature in English subject and further highlights the importance of these values by stating that they make the learners different from other learners who are not doing the subject. She says: “there is respect, there is honesty and all. It makes a Literature student for me a better individual than the others because it exposes them to all those” moral values which make them behave in a good way.

The analysis of the audio recorded lesson transcripts also corroborates the teaching of moral values in the Literature in English subject. For instance, while teaching the short story “Flight,” Ms Tfwala from school A is heard asking her learners to mention and discuss some of the moral values found in the short story like the importance of respect and chastity among the youth. Likewise, when teaching the short story “A Sense of Shame,” Ms Nene from school B discussed moral values relating to teenage pregnancy, premarital sex and abortion and further requested the learners to relate the short story to their own personal experiences and immediate context.

Even findings from the focus group discussions corroborated the teaching of moral values in the Literature in English subject. For instance, the participants used the short story “Feet” to illustrate how the values of respect, humility and acceptance were taught. The following quote highlights this point:

...the values and moral values that we learn here, is accepting one another every time and learning to live with whatever mistakes that others make and learning to correct maybe one another in a more acceptable way than embarrassing the next person. So which actually equals to showing respect regardless of where that person comes from and who this person is. Learning to socially accept and embrace one another's differences and one another's background in the different generations.

The above quote which reflects the views of all the participants during the focus group discussions corroborates evidence on the teaching of moral values and attitudes in the Literature in English subject. Moreover, corroborating evidence on this issue was manifested during the analysis of the EGCSE Literature in English Syllabus. This syllabus document highlights that the Literature in English subject should “inculcate values and attitudes”... “respect the values and beliefs of others... desirable attitudes and behaviour... (Examination Council of Eswatini, 2021, p. 3). This then implies that by teaching moral values and desirable attitudes during the Literature in English lessons, the participant teachers were within their scope of duty as mandated by the syllabus. These findings are also in line with findings from other scholars on the teaching moral values and desirable attitudes through literary texts (Booth, 1998; Carlin, 2010; Dlamini, 2015; Pattiwael, 2019; Wintersparv et al., 2019). More than two decades ago, Booth (1998, p. 48) pointed to the value of literary texts in the enhancement of moral values and desirable attitudes. He argues that “it is in stories, in narratives large and small rather than in coded commandments that students absorb lessons in how to confront ethical complexity,” thus improving learners critical thinking skills and inculcating moral values and desirable attitudes. In the same vein (Carlin, 2010) shares a similar view when he argues that Literature is a valuable tool for “sociological reconstruction” and moral development.

5.7.2 Promotion of Tolerance

Another important finding unearthed by this study is that the Literature in English subject aids learners to be tolerant towards other people who may be different from them. This difference may be due to their strange unfamiliar behaviour, their race, age, or any other difference which many normally cause people to be discriminated or marginalised by the majority who view themselves as ‘normal.’ During the semi-structured interviews all the six participants affirmed the immense value of the Literature in English subject in the promotion of tolerance. The following three quotes represent the overall views of all the six participants on this issue:

...the learner is going to learn to tolerate people of another race because they have learned about these things. They know the seriousness of these things. They know how sensitive they are. So I always make sure that for each and every story, there is something they appreciate and empathize with certain characters. Then change their attitude. The way they perceive things (Mr Masuku from school B).

... also the issue of tolerance because as I have been singing throughout this interview, we expose the learners to the differences in society. It could be differences in religion, it could be differences in race, and as we're seeing the short story like "Let Them Call It Jazz" ... Those differences and we get to see how destructive and wrong it can be to discriminate and treat people differently just because of their gender, because of their race, because of their background, whatever. So once the learners have gone through such stories and seen how wrong it is not to tolerate, to be judgmental of different people, then they learn, they take away that skill that value of tolerance as well as the empathy (Ms Tfwala from school A).

I think it teaches learners to be more caring, more understanding to other people of any different kind of alignment, or any kind of defects that people may feel like they have. But then it makes them to be more understanding, more accommodating to any other people (Ms Nhleko from school C).

The foregoing quotes support that the participant teachers felt that their teaching of Literature in English in their respective schools promoted the development of tolerance on their learners. For instance, Mr Masuku from school C asserts that during the teaching of the set literary texts, they discussed a number of sensitive topics and themes which exposed their learners to the crucial value of tolerance. In the same vein, Ms Tfwala from school A states that the Literature in English subject exposes learners to people from various cultures, races and religions. Consequently, due to the exposure of the learners to these various people and cultures, they tend to be tolerant and understanding towards people from the various backgrounds. She further advances her point by stating that through studying literary texts like "Let Them Call It Jazz," which portray the painful and destructive nature of intolerance, the learners become more tolerant and accommodating. Likewise, Ms Nhleko from school C emphasises this point by stressing that Literature in English "teaches learners to be more caring, more understanding to other people of different kinds of alignments, or any kind of defects that people may feel like they have."

Even findings from the focus group discussions corroborate the development and promotion of tolerance through the teaching of Literature in English. For instance, the six participants agreed that the tolerance was promoted through the teaching of literary texts. The following extract supports this point:

...more than anything the story here is teaching us to be tolerant of other people regardless of our social class. Because today we see the hitchhiker being a nobody. But we see this man was driving this big car, this BMW car accommodating this individual, which is not something that is normal in our setting to see such a big car giving a ride to a nobody. Someone who doesn't look... who looks suspicious. These people are just human like us. So we should we should take them as human, don't look down upon them just because they don't have anything in life.

The foregoing quote from the focus group discussion supports the teaching of tolerance to learners during the Literature in English lessons. For instance, all the participants agreed that the short story “The Hitch Hiker” teaches learners to be tolerant and accommodating to less privileged people in society. They argue that the driver of the BMW was a very rich person who could have been egoistic and never tolerate or give a lift to a very poor and suspicious person who looks like a thief. However, the BMW driver accepts and tolerates the poor man and gives him a lift. Moreover, the hitch hiker turns to be a very intelligent, nice and interesting companion to the driver. Consequently, the story inculcates the value of tolerance to learners.

Furthermore, corroborating evidence on the teaching of tolerance in the Literature in English subject was manifested during the analysis of the EGCSE Literature in English Syllabus. This syllabus document highlights that the Literature in English subject should help learners develop respect and accommodate people of different cultures, races, religions and gender (Examination Council of Eswatini, 2021, p. 3). This then implies that the participant teachers were adhering to the dictates of the syllabus in their teaching of tolerance to the learners. Tangible corroborative evidence on the teaching of tolerance in the Literature in English subject was manifested in the analysis of the audio recorded lesson transcripts. For instance, when teaching the short story “The Hitch Hiker,” Ms Nhleko from school C impressed on her learners the importance of being tolerant and accommodative like the wealthy BMW driver who tolerated and accepted the hitch hiker.

The importance of literary texts in developing understanding and tolerance of other people's cultures has been explored by different scholars (Dlamini, 2015; Ellis & Tomlinson, 1980; Falter & Kerkhoff, 2018; Porto & Zembylas, 2020; Tasneen, 2010). Ellis and Tomlinson (1980, p. 179) argue that literature is very important because "it provides vicarious experience of other cultures, philosophies and attitudes," thus empowering learners to be knowledgeable and "tolerant" of people from those unfamiliar cultures. This epitomises the value of literary texts in enhancing understanding and tolerance of other cultures which makes it very beneficial to both the learner and the teacher. As discussed in chapter two, this view has also been reported by Tasneen (2010)'s study in Bangkok and Dlamini (2015)'s qualitative study which was set in the Lubombo region of Eswatini. In the same vein, Porto and Zembylas (2020) argue that literature's potential to develop strong feelings of empathy about other people's challenges and ordeals help learners to respect, tolerate and accommodate other people. In conclusion, the current study's finding about the teaching of tolerance in Literature in English in the selected schools is very important because it does not only reaffirm the value of this subject which has been unfortunately relegated to a very unpopular optional subject on the brink of extinction, but also sheds light to its positive contribution to the few learners who are doing it.

5.8 Chapter summary

In this chapter I presented and discussed the first set of findings of the study addressing the first research question focusing on the literary competencies that are taught in Literature in English in the selected senior secondary schools in the Manzini region of Eswatini. Firstly, under content and knowledge taught in the Literature in English subject, I discussed a number of themes namely: literary texts taught, literary elements, exposure to other cultures and global issues, and lastly, human rights and gender issues. Secondly, I discussed themes focusing on the skills taught on the subject namely: language and communication skills, critical thinking skills, social and personal skills. Lastly I presented and discussed findings relating to the values and attitudes taught in the Literature in English subject in the selected schools namely: respect, honesty, 'moral uprightness' and tolerance. In the next chapter I present and discuss the second set of findings focusing on the approaches and strategies employed by the teachers when teaching the Literature in English subject in their schools.

CHAPTER SIX

WAYS IN WHICH THE TEACHERS TEACH LITERATURE IN ENGLISH

6.1 Introduction

In the previous chapter, I discussed the literary competencies taught in the Literature in English subject in the selected schools. In this chapter I focus on the second research question which is operational in nature, focusing on how the teachers teach Literature in English in these selected schools in Form 4 and 5 classes? Here I discuss findings shedding light to how the teachers teach Literature in English in the selected schools, detailing their approaches, strategies and classroom activities. I triangulate data from all the four data generation methods, namely: semi-structured interviews, document analysis, audio recorded lessons and focus group discussion. The following themes are discussed in this chapter:

1. Criteria for selecting literary texts
2. Approaches for teaching Literature in English:
 - a) The eclectic approach
 - b) Learner centered approach
 - c) Information based approach
 - d) Moral Philosophical approach
 - e) Reader response approach
 - f) The language-based approach
3. Strategies or classroom activities for teaching Literature in English

Below, I begin by discussing the first theme which is the criteria for selecting literary texts.

6.2 1. Criteria for selecting literary texts

According to the participants, proper literary text selection is a very important factor before you could consider any approach or strategy for teaching Literature in English as any approach or teaching strategy employed by

the teacher may apparently fail if a wrong literary text has been selected. Consequently, all the participants highlighted the importance of selecting a literary text whose context, subject matter or themes and language are aligned with the learners' needs. The following quotes from three of the participants during the semi-structured interviews represent the views of all the six participants on this issue:

*...especially the setting, the language that is used and the subject matter because you choose a text because it would suit the environment or your pupils... you look at their exposure, how much exposed they are. So same as in the literary text, you try to make sure that the subject matter that is discussed by the writer or the poet is not too abstract for your own learners... If I may make an example of *The Trials of Brother Jero*, the subject matter there aligns with what is happening now. The pupils are able to identify with those fake pastors or prophets who behave almost the same way as brother Jero (Ms Mbatha from school A).*

It's all about understanding the learners... I need to make sure that when I select those books, I accommodate them... one would say 'why not choose a novel,' than go for short stories? I chose the shot stories because I know the type of learners that I have... they are just lazy to read. It is just not in them (Mr Masuku from school B).

...the competences of the of the learners... if I taught Shakespeare in 2020, I have to sit down and ask myself if the current crop of learners will be able to go through Shakespeare. If I realized that no, they will not be able to do that then I have to change the text. It's not about me. But it's the learners. And I am guided by that. (Ms Tfwala from school A).

The foregoing quotes support the fact that the participants viewed proper literary text selection as an important approach to teaching Literature in English. For instance, Ms Mbatha from school A asserts that in order to ascertain if a literary text is suitable for her learners, she repeatedly reads it and evaluates it by focusing on its setting or context, subject matter or themes, language and level of difficulty or whether it would be “too abstract” or not for her learners. She further illustrates this by stating that she chose the drama text *The Trials of Brother Jero* because its subject matter, language and setting aligned with the cognitive, linguistic and other educational needs of her learners. Commenting about the relevance of the subject matter or themes of the drama text, she said: “the pupils are able to identify with those fake pastors or prophets who behave almost the same way as brother Jero.” Mr Masuku from school B further elaborates on this point by emphasizing

that ‘understanding’ and ‘accommodating’ your learners when selecting literary texts is very key because it aids you as a teacher to select an ideal literary text that will interest the learners and be compatible with their abilities and interests. He exemplifies his point by highlighting that after understanding his learners and ascertaining that they were not exposed to reading or ‘lazy to read’ as his school was in the rural areas, he decided to let them study the text *Into the Wind: Contemporary Stories*, as opposed to a lengthy novel like *To Kill a Mocking Bird*.

Still supporting the same view of carefully selecting literary texts which are compatible with the learners’ cognitive, linguistic, socio-cultural needs and abilities, Ms Tfwala from school A argues that understanding “the competencies of the learners” is very key. She illustrates this point by stating that it would be inappropriate for the teacher to select a culturally, contextually, linguistically remote literary text like Shakespearean plays and sonnets just because they are in the syllabus and some of your learners in previous years did them or you enjoy them as a teacher. Consequently, the teacher needs to select a literary text that will be ideal and compatible with their current learners’ linguistic, cognitive and socio-cultural needs and capabilities.

Ms Tfwala further clarifies another crucial factor they consider as teachers in the selection of literary texts, that of choosing literary texts which would be interesting and enjoyable to the learners, as opposed to being entertaining to the teachers while inaccessible and boring to the learner. She substantiates her point by saying:

I’m guided by the aims of the syllabus, why we have to teach Literature, and the very first one is on enjoyment. I have to make sure that the text I’ve selected is going to be enjoyed by my learners...

The above quote highlights a two-fold assertion from Ms Tfwala. First, she alludes to the fact that as teachers of Literature in English they choose a literary text that will address the aims of the subject syllabus. Secondly, the literary text that is chosen should be interesting and enjoyable to the learners. This point of selecting literary texts that are interesting and enjoyable to the learners is further echoed by Ms Tembe from school C. She says: “it means the themes or the subject matter in the story or the poems or drama should be familiar subjects with the learners. Love, nature, relationships, those are the things that they should know.” Ms Tembe’s assertion highlights the value of selecting enjoyable literary texts for learners. She further clarifies this point by highlighting that the literary texts should portray relevant and enticing content and themes to the learners like “love, nature and relationships.” In addition to Ms Tembe’s comments, Ms Nhleko and Mr Masuku highlighted that considering the nature of their learners who were normally demotivated and learning the

Literature subject against their will made selecting very interesting short literary texts very important. The following quotes highlight their views:

...the streaming in the school makes us to get learners who are rejected in most of the subjects...Then you have to try and motivate the learners to see Literature not just as any other subject, but to see Literature is something that could be enjoyed. Something that could add effect in their lives (Ms Nhleko from school C).

...so you've got to work extra hard to try and make them like the subject, because they are not here because they love the subject but because they ran out of space in the other classes. I like the short stories because they end up appealing to all sorts of learners making them to be interested in the subject (Mr Masuku from school B).

The foregoing quotes reveal that the participant teachers were carefully choosing literary texts that will motivate and interest their learners. For instance, Mr Masuku highlights that he chose the short stories because they were very effective and appealing to his demotivated learners. Similar findings about appropriate literary text selection are shared by Tevdovska (2016, p. 168) where he argues that when literary texts are appropriately chosen taking into account the learners' linguistic abilities and relevant themes, the learners' understanding and interaction with the text is greatly enhanced. Interestingly, in line with this current study, Tevdovska (2016, p. 168) also highlights that learners are mostly interested in contemporary literary texts, which are not "too culturally insider oriented" and focused on relevant issues such as "love, family and relationships."

The findings about the importance of selecting literary texts that would be interesting and enjoyable to the learners are also corroborated by evidence from the document analysis. For instance, one of the aims of teaching Literature in English as depicted in the *EGCSE Literature in English Syllabus* is to enable learners "enjoy the experience of reading" (Examination Council of Eswatini, 2021, p. 4). This shows that by trying to select interesting and enjoyable literary texts for their learners, the participant teachers were striving to adhere to the aims of the Literature in English syllabus. Furthermore, the analysis of the audio recorded lessons revealed that the learners were very excited and enjoyed some of the short stories especially "The Hitch Hiker" and "A Sense of Shame." For instance, after noticing this change of mood, excitement and good learner engagement when Ms Nhleko from school C was teaching the short story "The Hitch Hiker," I enquired about

it during the follow up interview. She highlighted that most of the learners, especially the boys loved the story and they were excited about it because they were from the semi-urban area or township, thus they were excited about stories related to thieves and speeding cars. In the same vein, Ms Nene from school B highlighted that the learners enjoyed reading the story “A Sense of Shame” and were excited about it because it focused on love and romance issues amongst teenagers.

The findings of this study also reveal that available time for teaching the Literature in English subject was another determining factor that influenced the participant teachers when selecting the literary texts. For instance, amongst other important reasons cited by all of them for choosing the short stories *Into The Wind: Contemporary English Stories* was that they were short and required minimum time to read and analyse as opposed to a lengthy novel like *To Kill a Mocking Bird* or *Lord of the Flies*. According to all the participants, this was even more crucial during the COVID-19 pandemic where schools closed for a long time resulting in very limited teaching and learning time. For instance, when clarifying this point, Ms Tfwala from school A said:

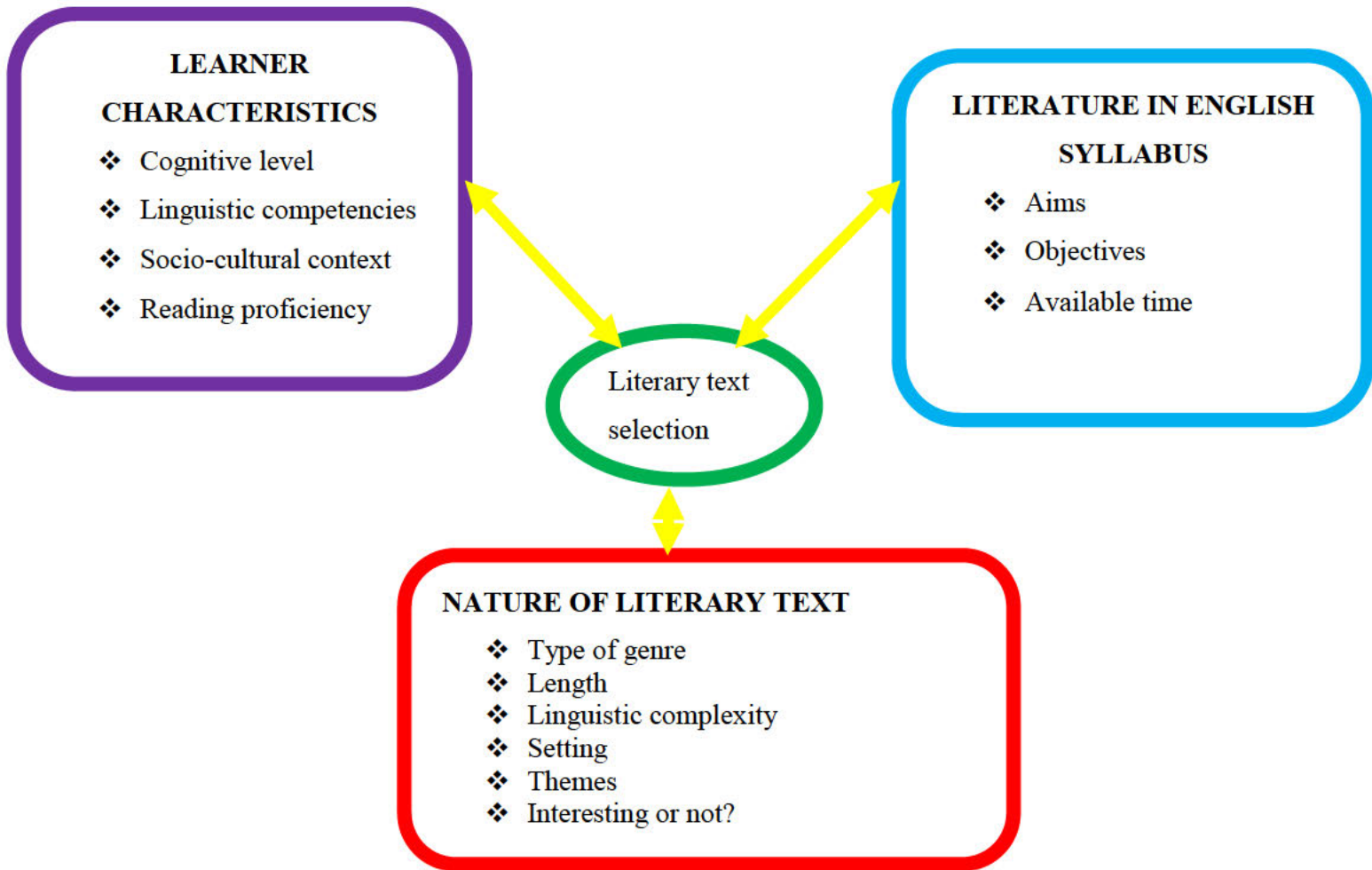
...I would add the number of periods, there's so much little time and a lot to be done. Such that sometimes you find yourself racing against time instead of teaching the text to your satisfaction...

The foregoing quote by Ms Tfwala reflects the overall views of all the participants on this issue. From her statement we get that due to the limited time for teaching during the COVID-19 pandemic, even when she tried to create extra periods for teaching and learning, she struggled to effectively teach the prescribed literary texts. Consequently, due to this reason and all the participants opted to teach the short stories.

The current study's findings on the value of adopting a clear criterion when teachers are selecting literary texts in order to enhance the teaching of Literature in English has been highlighted by other scholars (Abdelaziz, 2014; Ellis & Tomlinson, 1980; Ghazali et al., 2009; Lima, 2010; Nanda & Susanto, 2020; Tasneen, 2010; Tevdovska, 2016). For instance, Ghazali et al. (2009, p. 52) assert that having a good literary text selection criterion is very vital because “the main challenges in learning literature are caused by the text itself, especially when there is a mismatch between the texts selected and students' language ability.” Interestingly, these scholars further argue that a poorly selected literary text may cause students to waste a lot of time thinking about meanings of words and consulting dictionaries, thus losing interest on the general

appreciation and in depth critical analysis of the literary text. A synthesis of this current study’s findings on the criteria for selecting appropriate literary texts may be represented by the following diagram:

Figure 12: Literary text selection criteria employed by the participant teachers



Conclusively, the foregoing diagram is an attempt to synthesise the criteria employed by the participant teachers when selecting the three literary texts to be studied from the pool of optional nine texts prescribed in the syllabus (Examination Council of Eswatini, 2021). It summarises the three important factors considered by the participants when selecting the literary texts. These are the learner characteristics, nature of the literary text and finally, the requirements of the Literature in English syllabus. However, the participant’s teachers’ insistence on selecting literary texts that are culturally, socially and linguistically relevant to their learners may be misconstrued to be contrary to their earlier assertions about the value of Literature in English in

exposing learners to diverse cultures and ameliorating their language and critical thinking skills by exposing them to linguistically rich and challenging texts. Consequently, the participant teachers' avoidance of literary texts that portray remote cultural settings and which are linguistically challenging like the Shakespearean sonnets and novels like *Lord of the Flies* and *To Kill a Mocking Bird* may to some extent be viewed as watering down the noble value of the Literature in English subject. However, to some extent this dilemma is dispelled when one considers the value of the literary texts selected by the teachers in achieving the noble aims of the subject. For instance, as highlighted in chapter five, the analysis of the literary texts studied in the three selected schools aided the learners' understanding of important global issues, ameliorated their language and critical thinking skills and inculcated essential values and desirable attitudes.

6.3 Approaches employed by the participant teachers to teach Literature in English

Analysis of the data from all the four data generation methods revealed that the participant teachers did not employ a single approach in their teaching of Literature in English. However, they employed a variety of approaches depending on the nature of the content they were teaching and the objectives they aimed to achieve. Thus they mainly adopted the eclectic approach. This entails employing a variety of approaches like the learner centered approach, the information based approach, the moral philosophical approach, the language based approach and the reader response approach. It should be noted that while the participant teachers specifically mentioned some of the approaches they were using, they did not specifically mention all of them by name. However, their overall actions as depicted in the audio recorded lesson transcripts, their comments during the semi-structured interviews and focus group discussion, and the findings from the document analysis lead me to draw conclusions about some of the additional approaches they were employing.

6.3.1 Eclecticism

It is worth noting that during the Zoom semi-structured interviews all the participant teachers claimed that they did not have a single approach they employed during their teaching of Literature in English in their respective schools, but utilized a variety of approaches determined by the situation or teaching and learning task at hand. It should be noted that while not even one of them used the term 'eclectic approach' or 'eclecticism,' their overall comments and actions depicted the characteristics of the eclectic approach and this appeared to be the dominant approach employed by all the participants. The following quotes from the semi-structured interviews support this point:

...I use all usable methods to meet the learners on their own chosen grounds. To me there is no one-size-fits-all. So I might come to class and find them (learners) in a situation or in a mood that is not giving me that connection which I want, I'm going to change my approach. Take for instance, there are some books or texts or poems that are dealing with very sensitive and yet complex subjects. So for that part of a poem or text, I usually go for the information based approach (Mr Masuku from school B).

I wouldn't say specifically I have an approach, because I come into class, it may happen that when I come in the morning it's different from when I come in the afternoon (Ms Nhleko from school C).

The above quotes support that the participant teachers employed the eclectic approach in their teaching of the Literature in English subject. For instance, Mr Masuku from school B mentions that he has no specific approach but he uses “all usable methods to meet the learners on their own chosen grounds.” He further clarifies this point by stating that in the teaching of Literature in English ‘there is no one size fits-all,’ the right approach is determined by the situation at hand. In the same vein, Ms Nhleko from school C highlights that she has no specific approach but she employs an approach that will be compatible with that particular moment during her teaching. She states that having no concrete approach is effective for her because the situation and characteristics and learning needs of the learners keep on changing. She emphasises this point by highlighting that even in the same class and within the same day she may be required to change her approach in order to meet the learners’ ever-changing needs.

The findings about the participants’ use of the eclectic approach were also corroborated by evidence from the focus group discussion where all the participants stated that they had no specific concrete approach for the teaching of Literature in English, but they utilised approaches which were deemed to be more effective and suitable at that particular point and time. For instance, the following quote supports this point:

... it's all about variety, for us to make these Literature lessons to be interesting, I speak to variety as they say that variety is the spice of life. I don't have a specific approach. Sometimes I find myself using the information based approach, considering the fact that my learners they are so lazy to read. So we find ourselves reading in class and for the lessons to be more interesting you need to have this information as a teacher so to probe them and

make sure that you get whatever is desired at that particular point in time. I also use the language based approach. Even that one depends on the situation, depends on whatever you are teaching in that particular point of time. And more importantly, for Literature we need those learners centered approaches...

The foregoing quote is proof to the fact that the participant teachers did not rely on one specific approach during their teaching of Literature in English, but employed a variety of approaches like the ‘information based approach,’ and ‘the language based approach’ as determined by the situation at hand. This point is further strengthened by corroborating evidence from the analysis of the audio recorded lesson transcripts where all the participant teachers were noted to be employing a variety of approaches in their teaching of the Literature in English subject. For instance, when teaching the drama play *The Trials of Brother Jero*, Mr Masuku from school B appeared to use various approaches just as he stated during the semi-structured interviews. To illustrate, in one lesson, he first employed the learner-centred approach by allowing learners to do mini presentations on the different themes manifest in the play. That was followed by a class discussion of those themes which he facilitated. Later he adopted the information based approach which was characterized by lecturing where he spent some time informing learners about the importance of adhering to moral values like respect and humility in a family. He admonished them not to emulate the bad example set by the married couple Chume and Amope since it apparently led to trouble, chaos and unhappiness. This also implied he was also adopting the moral philosophical approach as he appeared to be inculcating the moral values of respect and humility on the learners.

The analysis of the EGCSE Literature in English Syllabus also revealed that due to the nature of the subject, teachers were encouraged to employ a variety of approaches in order to help learners achieve a holistic and comprehensive appreciation of the literary texts being studied. The following extract from the syllabus highlights this point (Examination Council of Eswatini, 2021, p. 4):

While the approach aims at a higher level of proficiency in the reading of literature, the teaching methodology acknowledges that the majority of learners in Eswatini are reading literature in a second language. Learners are faced with the following challenges:

- *Appreciating a text in a language that is not their own.*
- *Appreciating unfamiliar historical, social and cultural contexts.*
- *Displaying appropriate linguistic and literary analytical skills.*

In view of the above, the teaching of Literature in English should ensure: a holistic appreciation of literature, including the language aspect; learners' appreciation of the historical, social and cultural backgrounds of the texts studied.

The foregoing extract from the syllabus gives credence to the participant teachers' use of the eclectic approach. For instance, by reminding teachers about ensuring a "holistic appreciation of literature, including the language aspect; learners' appreciation of the historical, social and cultural backgrounds of the texts studied," the syllabus implies the adoption of various approaches in order to help the learners fully appreciate the literary texts being studied. According to Makhubu (2017) a number of teachers employ the eclectic approach in their teaching because they hold the view that there is no one best approach to teaching, hence the use of various approaches depending on the situation at hand helps learners fully appreciate and understand the concepts being taught. In the same vein, Ninsiana et al. (2022, p. 151) assert that for the better comprehension of the concepts being taught, the teaching approaches "must be integrated based on the classroom environment and student abilities." This highlights the value of the eclectic approach in the teaching of Literature in English since it gives the teacher a considerable leeway to utilise a mix of teaching approaches and methods depending on the needs and abilities of the learners. This point is further underscored by Tabassum (2018, p. 139) who points out that the need for "a holistic, pluralistic and comprehensive teaching approach" to teaching language emanates from the undeniable fact of the nature of language as a holistic unit constituting of interrelated and multifaceted components. It is very interesting that this author's line of argument on the need for a "holistic" and "pluralistic" approach to teaching language is aligned with the earlier quoted statement from the EGCSE Literature in English syllabus.

6.3.4 The Learner-centred approach

All the participants during the semi-structured interviews highlighted that they were striving to adopt the learner-centred approach in their teaching of Literature in English by trying to engage their learners in learner-centred activities. The following quotes support this view:

... I'm at my happiest if I go back to the staffroom and I realise that there was 100% learner engagement in the discussion. The learners were fully involved in whatever I was saying: I was asking questions, I was discussing certain points, they were talking with me, we were discussing this together... (Ms Tfwala from school A).

...when I am in a Literature class it becomes so dramatic... I think most of my lessons is when I feel that the students are really involved, are just right with me. I feel them... Then we have this hot discussion and it becomes so lively (Ms Mbatha from school A).

The foregoing quotes give evidence of the participant teachers' use of the learner-centred approach in their teaching of the Literature in English subject. For instance, Ms Tfwala asserts that she becomes very happy when there is one hundred percent learner engagement during discussions and other classroom activities. The same sentiments are shared by Ms Mbatha. Ms Mbatha further states that she feels very happy when the class is so 'dramatic' and 'lively' with a high level of learner engagement. Even during the focus group discussion, all the six participants unanimously agreed that they employed the learner-centred approach during their Literature in English lessons as they wanted their learners to be fully engaged with the literary text at hand and take part in joint meaning making. The following quote depicts the participants' view on this issue:

...and more importantly, for Literature we need those learner-centered approaches because it's all about the learners sharing or appreciating what is in the text. So even those approaches we use them where we can form more groups, allow even the shyest to express her own view, that is how we teach.

The above quote supports the teacher's use of the learner-centred approach in their teaching. They argue that this approach allows the learners to be involved in the analysis and appreciation of the literary text. Moreover, they assert that most of the activities associated with the learner-centred approach promote full learner engagement as they "allow even the shyest to express her own view." This finding is aligned with the requirements of the Eswatini Ministry of Education and Training as enshrined in the *Eswatini National Curriculum Framework for General Education*. This document calls for the adoption of the learner-centred approach in the entire general education system in order to nurture competent independent learners who are fully involved in the learning process (Ministry of Education and Training, 2018b, p. 33).

It should be noted that while the participant teachers placed a high premium on the learner-centred approach as an effective approach for ensuring full learner engagement with the literary texts, the analysis of the audio recorded lessons transcripts revealed very minimal use of this approach. For instance, as reported earlier, Mr Masuku from school B employed this approach when teaching the drama text, *The Trials of Brother Jero*. During this lesson he ensured learner engagement by instructing his learners to research on the themes

portrayed in the drama text then do mini class presentations which were followed by a class discussion of the points raised. Likewise, on a limited scale all the other participant teachers tried to employ the learner-centred approach, mainly through whole class discussions facilitated by the teacher. Asked about this slight gap or discrepancy between earlier comments which were in line with government policy and their actual practice in their classrooms, all the participants pointed to the unavailability of time due to the COVID-19 pandemic lock downs. This point will be further discussed in chapter seven where I delve on the reasons behind the participants' ways of teaching.

6.3.3 The information based approach

All the participant teachers stated that they frequently employed the information based approach during their teaching of the Literature in English subject. This was mainly done through lecturing and sharing vital background information about the literary text or its author or sharing important moral values evident in the literary text. The following quotes depict this view:

...there are some books or texts or poems that are dealing with very sensitive and yet complex subjects. So for that part of a poem or text, I usually go for the information based approach. That one which is more teacher-centred. That requires me to have my input than them (Mr Masuku from school B)

I use the lecture method to try and explain the setting. To try and explain even the idea that is being brought about by the writer. That is why I use the lecture method because there is some information that is in the text, but there is something that I also have to bring in so that they have a clear picture of what is happening in that particular poem... When we talk about war, there are these Republicans in "The Sniper." So I have to tell them. Take them back to Ireland during the time of the civil war (Ms Tfwala from school A).

The above quotes substantiate the finding on the participant teachers' use of the information based approach during their teaching. For instance, Mr Masuku asserts that he employs the information based approach when teaching 'complex' and 'sensitive' subjects in the literary text. Likewise, Ms Tfwala asserts that she uses the information based approach when introducing the literary text, mainly focusing on the setting and background of the text. She further illustrates her point by stating that when teaching the short story "The

Sniper,” she had to first lecture about the Irish civil war so that the learners could easily understand and appreciate the literary text.

The analysis of the audio recorded lessons transcripts also reveal that the information based approach was widely used by the teachers. For instance, when introducing poetry to her Form 4 learners, Ms Nene from school B spent a lot of time lecturing on poetic devices and other introductory concepts on poetry like ‘form’ and ‘stanzas’. Likewise, when teaching the short story “The Sniper,” Ms Tfwala from school A briefly lectured about the Irish civil war and the concept of snipers. Moreover, an analysis of the teachers’ lesson plans revealed that the lecture method featured frequently in most of them. For instance, a lesson plan for Mr Masuku dated 27 July 2022 reflects that he used the lecture method when teaching *The Trials of brother Jero*. The findings about the participants’ use of the information based approach are in line with views from other scholars who assert that this approach which views literary texts as sources of vital information, is normally employed by teachers to teach information manifest in literary texts like, literary conventions, themes, plot, socio-cultural backgrounds of the text, and even the human values found in the text (Ann et al., 2018; Mustakim et al., 2018; Rashid et al., 2010).

6.3.4 Moral Philosophical approach

While the participants did not use the phrase ‘moral philosophical approach’ to describe their approach to teaching Literature in English, they all highlighted that they infused moral values in their teaching. As discussed in chapter five, all the participant teachers made a concerted effort to inculcate moral values like respect ‘moral uprightness’ and tolerance to their learners. The following quotes from the semi-structured interviews substantiate this point:

...we should instill these moral values through what we read from Literature, the learners are reminded of moral decay; how maybe boys and girls should actually behave. The uprightness in growing up in a society... it very important that sometimes we do get deep and talk about those things... they should be aware of such things and never make the same mistake a particular character made from the story (Ms Nene from school B).

...one of the things that Literature enforces is moral uprightness, and sometimes it also talks about the value of families... Other times we look at teenage hood. The things that they deal with like how they can be able to relate to other people? How friends usually lie... going

back to “A sense of Shame” ... I gave my learners a question about was it a good idea for Lorraine to do an abortion?... (Ms Nhleko from school C).

The above quotes give evidence to the participant teachers’ use of the moral philosophical approach in their teaching of Literature in English in their respective schools. For instance, Ms Nene states that as teachers they try to use the literary texts they teach to “instill” moral values on learners and they are reminded of the dangers of “moral decay” and the importance of adhering to desirable moral values and attitudes. In the same vein, like all the other participants, Ms Nhleko asserts that as teachers they make an effort to instill moral values to their learners during the literature in English lessons. As discussed in chapter five, the teaching of moral values and desirable attitudes by the participant teachers was also corroborated by evidence from audio recorded lessons, document analysis and focus group discussions. This finding is in line with views from some scholars who argue that the moral philosophical approach is anchored on the notion that literary texts have the potential to instil positive moral values like respect, honesty, integrity, tolerance and other globally accepted human values to students (Fessenbecker, 2013; Nussbaum, 1998; Schrijvers et al., 2016; Tomlinson, 2018; Wintersparv et al., 2019).

6.3.5 Reader response approach

Findings from the study also revealed that the participant teachers adopted the reader response approach in their teaching of the Literature in English subject. The participant teachers mainly did this by encouraging learners to express their views and feelings about what they were reading, relating the literary text to their own lives and personal experiences and by doing empathy tasks. This point is substantiated by the following quotes from the semi-structured Zoom interviews:

There’s actually no way you cannot ask learners to relate what they are learning to their personal experiences, because whatever you are learning should transform your real life experiences. I usually tell them that even when you respond, for you to have a paragraph that has substance, to show that you have absolutely engaged with the task, you need to relate whatever your learned to real life experiences (Mr Masuku from school B).

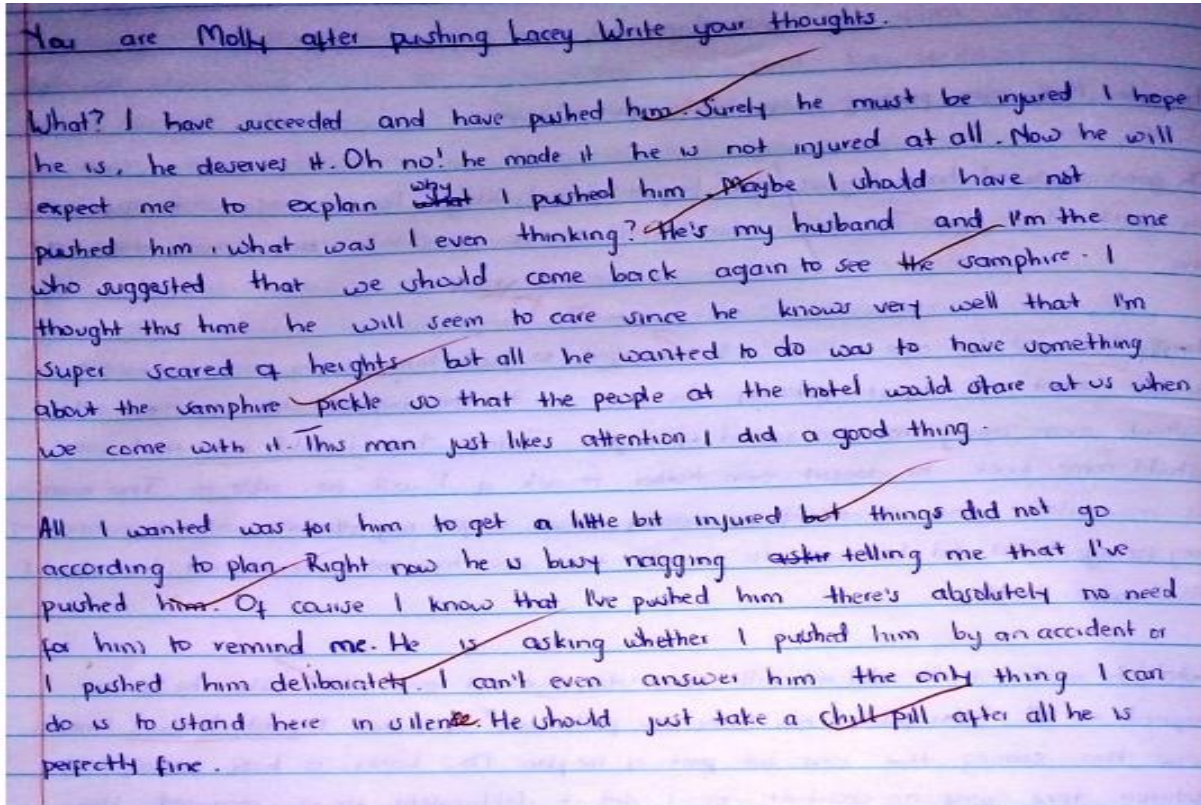
...the biggest one would be empathy because we deal with different characters... whatever they are going through in their lives. We get inside the shoes of these characters and in this

way we get to empathize and understand why are they doing this? So is it something they value which as teachers we try to inculcate in our learners (Ms Tfwala from school A)

The above quotes support the point that the participant teachers did adopt the reader response approach in their teaching of Literature in English by encouraging their learners to interact with the literary texts through expressing their views and feelings and also relating the text to their personal experiences. For instance, Mr Masuku asserts that encouraging learners to relate the literary text to their personal lives and experiences help them to personally engage with it and fully appreciate it. Likewise, Ms Tfwala highlights that by allowing learners to express their views and feelings of empathy about what they are reading, they actually enable their learners to fully engage with the literary text and appreciate it.

Evidence from the document analysis also corroborate the findings on the participant teachers' use of the reader response approach in their teaching. For instance, the analysis of the learners' exercise books revealed that all the participant teachers used the reader response approach during their teaching especially by instructing their learners to do writing tasks where they expressed their personal views and feelings about the literary text being studied. For instance, the following extract from a learner's exercise book where the learner was expressing her feelings in an empathy task substantiates this point:

Figure 13: An empathy task extract from a learner's exercise book



You are Molly after pushing Lacey Write your thoughts.

What? I have succeeded and have pushed him. Surely he must be injured I hope he is, he deserves it. Oh no! he made it he is not injured at all. Now he will expect me to explain ^{why} what I pushed him. Maybe I should have not pushed him, what was I even thinking? He's my husband and I'm the one who suggested that we should come back again to see the vampire. I thought this time he will seem to care since he knows very well that I'm super scared of heights but all he wanted to do was to have something about the vampire pickle so that the people at the hotel would stare at us when we come with it. This man just likes attention I did a good thing.

All I wanted was for him to get a little bit injured but things did not go according to plan. Right now he is busy nagging asking telling me that I've pushed him. Of course I know that I've pushed him there's absolutely no need for him to remind me. He is asking whether I pushed him by an accident or I pushed him deliberately. I can't even answer him the only thing I can do is to stand here in silence. He should just take a chill pill after all he is perfectly fine.

The foregoing extract from a learner from school C proves that the participant teachers did employ the reader response approach in their teaching of literary texts especially by encouraging their learners to write empathy essays where they expressed their views and feelings about the literary text being studied. Moreover, the empathy task was more effective because it was more than just learners expressing their feelings about the text, they were deeply engaged with the literary text because they were made to adopt or embrace the voice of a certain character in the literary text when expressing their views. For instance, in the foregoing extract the learner was instructed to embrace Molly's character and express her views and feelings the moment she tried to punish her abusive husband.

It is also worth noting that the analysis of the *EGCSE Literature in English* syllabus revealed that in part, the teachers were supposed to use the reader response approach in their teaching of Literature in English. For instance, one of the assessment objectives of this syllabus requires learners to “communicate a sensitive and informed personal response to literary texts” (Examination Council of Eswatini, 2021, p. 5). This then implies that the teachers are expected to assist their learners to achieve this objective. Moreover, the analysis of the audio recorded lessons revealed that all the six participant teachers utilized the reader response approach in

their teaching. For instance, in one lesson, Ms Tfwala from school A encouraged her learners to express their views and feelings about the short story “The Sniper.” She then ordered the learners to assume the role of the character, the Sniper and then write an empathy essay expressing his views and feelings about his recent actions of unknowingly killing his brother and other related incidents in the story.

The finding about the participant teachers’ use of the reader response approach in their teaching is in line with views from scholars who assert that this approach which is sometimes referred to as the personal response approach teaches learners to be personally engaged with the literary text, expressing personal feelings, emotions and views which are based on the evidence from the literary text (Ann et al., 2018; Schrijvers et al., 2016; Singh et al., 2020; Tevdovska, 2016; Tomlinson, 2018). Tomlinson (2018) asserts that when learners study literary texts this way, it is like they are learning it as a lived experience, hence they fully engage with the literary text, relating it to their own personal and daily experiences thus developing affective feelings of pity, sympathy and empathy at the highest level.

6.3.6 The language-based approach

As discussed in chapter five, all the participant teachers highlighted that they made a concerted effort to help their learners ameliorate the four language skills namely; reading, listening, speaking and writing. For instance, the following quotes from the semi-structured interviews support this point:

Literature means lot of reading. So as a teacher, teaching them Literature, you should be able to impact that skill. You should be able to help them sharpen that skill because without that skill, they are not going to achieve whatever they want to achieve. ...then literature it’s all about sharing of ideas and the moment they share those ideas, they are communicating. and when they are communicating someone must listen. So those are all the skills (Mr Masuku from school B).

...another thing is the finding of words that they unfamiliar with and going through the dictionary to look them for their definitions. Then maybe even create some few sentences. Because I’m also English language teacher, I always make sure that I incorporate those skills that once they find a word, they may write few sentences to see if they can use that word in writing composition or something else (Ms Nhleko from school C).

The foregoing quotes substantiate the finding about the participant teachers' use of the language based approach when teaching the Literature in English subject. For instance, Mr Masuku highlights how the Literature in English subject is taught with the aim of ameliorating some of the language skills like reading, listening and speaking. Likewise, Ms Nhleko affirms that she always makes an effort to ameliorate the learners' writing skills while teaching the Literature in English subject. She states that she does this by enriching the learners' vocabulary through directing them to new words and expressions found in the literary text then encouraging them to work out their meanings and later use them in their creative writing activities. As discussed in chapter five, corroborating evidence about the participant teachers' use of the studied literary texts to enhance the learners' language and communication skills was also revealed in the audio recorded lessons transcripts, document analysis and the focus group discussions.

The finding about the participant teachers' use the language-based approach is related to findings by other scholars who ascribe to the utilisation of literary texts for purposes of learners' English language enrichment and communication skills (Mohaideen et al., 2020; Nanda & Susanto, 2020; Singh et al., 2020; Tomlinson, 2018; Wintersparv et al., 2019). As discussed earlier in this current study, these scholars assert that in this approach, teachers view literary texts as important reservoirs of authentic data for language teaching and during the course of their teaching, they frequently draw learner's focus to the manner in which authors in the studied literary texts effectively use the English language to attain their desired objectives. As discussed earlier in chapter five, it is important to note that the *EGCSE Literature in English Syllabus* encourages learners to focus on writers' effective use of language and other literary devices as they analyse the literary texts (Examination Council of Eswatini, 2021). This then implies that to a greater extent the participant teachers were within the scope of their duty and syllabus requirements when employing the language-based approach in their teaching of Literature in English.

6.4 Strategies and activities for teaching Literature in English

The six participant teachers employed a number of strategies and classroom activities during their teaching of the Literature in English subject. Since they were using various approaches in their teaching, particularly the eclectic approach, it was difficult to categorize or specifically categorize certain strategies and activities under each approach. Moreover, most of the activities transcended or cut across different approaches. Consequently, the following strategies and teaching activities were unearthed during the data analysis:

- a) Reading literary texts in class
- b) Giving learners reading tasks or worksheets

- c) Using guiding questions and class discussions
- d) Group work, presentations and peer teaching
- e) Role plays and dramatization
- f) Debates
- g) Teaching empathy and relating the text to learners' personal experiences
- h) Using dictionaries
- i) Encouraging learners to annotate their texts or write marginal notes with a pencil
- j) Using social networks like WhatsApp groups
- k) Code switching
- l) Assessment as an integral part of teaching and learning
- m) Teaching and modelling appropriate essay responses
- n) Conducting extra Literature in English lessons
- o) Team teaching, mentoring and workshops
- p) Daily lesson preparation

6.4.1 Reading literary texts in class

During the semi-structured zoom interviews all the six participant teachers stated that as a main classroom activity, they read the literary texts together with their learners in class. In most instances the teacher would read the text while the learners would be following in their own texts. In other instances, the teacher would just instruct a certain learner who is a good reader to read aloud while the class follows in their texts. The following quotes from the three of the participants represent the views of all the six participants on this issue:

...like I have said before we read together, we read together in class (Ms Nene from school B).

I am now taking the role of the reading myself, but making sure that we read together, as I read I emphasise that they are also in line with the reading and I do the projections to make sure that the speed is a bit higher to cover a lot of material (Ms Mbatha from school A).

...in the school that I teach they stay in one room houses, at home they can't read there are a lot of distractions in their houses. They stay with the dad, their mother and other children who are younger, so there's a lot of distractions at home. So I cannot rely on them reading alone at home, I have to read each and every word with them (Ms Tfwala from school A).

Sometimes there is lack or shortage of the prescribed texts. You find that you have to photocopy which thing is not allowed. Others are not going to get any books because they haven't paid the required fee. Like if they have to rent the books, they are not given the books which they haven't paid (Ms Tembe from school C).

The foregoing quotes support the point that the participant teachers read the set literary texts with their learners in class during their teaching of Literature in English. For instance, Ms Nene highlights that they read the texts together with her learners in class. In the same vein, Ms Mbatha states that she reads for her learners in class in order to project and emphasize all the important points and issues in the literary text. Even Ms Tfwala stresses this point by highlighting that she reads every word in the text with her learners in class. Furthermore, Ms Tembe highlights another issue which forces them to read in class, which is the unavailability or shortage of the literary texts to be studied. Consequently, since not all learners have the literary text to read on their own, the teachers felt there was a great need to read the whole text in class.

The finding about teachers reading the literary text with their learners in class was further corroborated by evidence from the audio recorded lessons where it was revealed that all the participant teachers read the literary texts with their learners in class. For instance, when teaching the short story "Flight" Ms Tfwala from school A read the story line by line with her learners and then discussed it. The following excerpt from Ms Nhleko's audio recorded lesson transcript also proves that the participant teachers read the literary texts with their learners during the Literature in English lessons:

Teacher: I want us to discuss "The Hitch-Hiker." I hope people are done with what I gave them. Who is reading today? (no response from learners) Okay then, I am reading... 'The Hitch-Hiker. I had a new car. It was an existing toy, a big B.M.W. 3.3 Li, which means 3.3 litre, long wheel base, fuel injection. It had a top speed of 129 m.p.h and terrific acceleration...

The above excerpt from Ms Nhleko's recorded lesson highlights that the teacher was reading the story "The Hitch Hiker" with her learners then discussing sections of it. While all the participant teachers predominantly read to their learners in class, it should be noted that this practice is not considered an effective way of teaching Literature in English. For instance, scholars like Ellis and Tomlinson (1980) long highlighted the value training learners to read ahead of the class and then spending most of the lesson time reading and discussing

significant sections of the literary text instead of reading the whole text in class for the first time. Even the EGCSE Literature in English syllabus (Examination Council of Eswatini, 2021) highlights the need to encourage learners to be independent readers who engage with the literary text and appreciate it as individuals and then spend more class time discussing and sharing significant issues with the teacher and other learners. When I asked about this gap between policy and practice during the follow-up interviews, all the participant teachers responded by stating that they were aware of the importance of spending more valuable lesson time engaging in learner-centred activities that will enhance their learners' analysis of the literary text as opposed to reading every word. However, since their learners came to class without having read the literary text due to a number of reasons, they felt obliged to read the whole literary text in class so that the learners could at least have a superficial understanding of the plot or story line before they can analyse the text.

The participants further argued that without the basic understanding of the story line achieved through the first reading of the story, their learners could not participate in any subsequent activity related to that particular text being studied. Even during the focus group discussion, the participants upheld this view about reading the whole literary text in class. For instance, one participant summed her colleagues' views this way: "I know that these days our approach has to be learner-centred, but then you know our learners in the rural schools, they don't want to read... They only read when they are in class. So this method helps to reach them in class and go over the text in class together." This point will be further discussed in chapter seven where I will delve more on the reasons behind the participant teachers opting to read the whole literary text with their learners in class.

6.4.2 Giving learners reading tasks or worksheets

The participant teachers highlighted that since it was not easy to encourage their learners to read ahead of the class in order to have some basic understanding of the literary text before they analysed it together as a class, they gave them reading tasks or worksheets in advance to guide them as they read in preparation of upcoming lessons. The following quotes from the semi-structured interviews represent the overall views of all the participant teachers on this issue:

For me it's also the reading quiz because reading is not a favourite pastime of the learners. ...I give them short reading exercises and then before I get into the lesson the following day, I give them a quiz that's going to test whether they have read or not. Just those short WH

questions. Have you read? What's this? What's that? How does this happen? when does it happen? So I also use the reading quizzes (Ms Tfwala from school A)

I will give some reading tasks, small ones, small chunks of reading tasks whereby at the end they will answer some recall questions (Ms Tembe from school C).

They ...actually make character sketches like through what the characters say they are able to also express their own feelings and what they think, about what they are doing and say (Ms Nene from school B).

The above quotes support the participants' use of reading tasks or worksheets in order to help their learners prepare for the next lessons. For instance, Ms Tfwala highlights that since her learners did not like reading, just telling them to read a certain section of the literary text in preparation for the next lesson was not effective, so she had to prepare a reading task in the form of a short quiz to guide them on the key points to look for as they read. In the same vein, both Ms Tembe and Ms Nene also support the use of reading worksheets in preparing learners for deeper literary text analysis. According to the participants, this is done through asking them simple WH questions that will help them comprehend the basic concepts of the texts like plot, setting and characters.

The analysis of the audio recorded lessons also corroborates the participants' use of reading worksheets in helping learners read ahead of the class. For instance, Mr Masuku in preparation for an in depth class discussion on some of the themes manifest in the drama play *The Trials of Brother Jero*, instructed his learners in advance to read and prepare brief presentations on the selected themes. This teaching strategy of encouraging learners' reading through the use of reading worksheets is aligned with views by other scholars in the field (Aladini & Farahbod, 2020; Collie & Slater, 1987; Msimango, 2010). For instance, Aladini and Farahbod (2020) highlight the value of reading worksheets in the reading of literary texts as it helps learners to be guided in their reading and be fully engaged with the literary text. It should be noted that while the participant teachers highlighted the value of reading worksheets in encouraging learners' reading of literary texts, this strategy was minimally used by the participants, hence the over reliance on reading the whole text in class as discussed in the foregoing section (6.4.1). The analysis of the audio recorded lessons, teacher lesson plans, and learners' exercise books reflected the minimal use of this strategy. Probably one explanation for this minimal use of reading worksheets by the participants may be that they required effective and advance daily lesson preparation yet evidence from the data analysis show that the participant teachers did not do thorough daily lesson preparation. This shall be further discussed in chapter seven.

6.4.3 Using guiding questions and Class discussions

All the six participant teachers stated that they used guiding questions and whole class discussions. The teachers mentioned that they used questions to lead their learners in discussions of significant issues of the literary text. In that way, the participants were able to use well thought questions in order to facilitate whole class discussions which helped learners deepen their analysis and appreciation of the literary text. The following quotes from two of the participants during the semi-structured interviews support that the participants utilised questions to facilitate whole class discussions during their teaching of literary texts:

...I do it all the time. I can take "A Man Called Horse." There is the old woman there, Greasy hand. She's being described in the text. As she is being described I asked them, what do you think about this woman? They say "Yoh! ma'am this one is hard hearted. She doesn't have fingers; she has cut them herself! What can you say? Then how do you think she's going to treat this gift that the son has given her? Then they say like a dog madam. Like a dog this one doesn't have a heart. So as we read, I probe them (Ms Tfwala from school A).

...what do you think of this one?' and we look at their dialogues. 'Why is he saying that? Really? Do people say something like this? Then we start discussing based on that (Ms Nhleko from school C).

The above quotes give evidence of the participants' use of questions and whole class discussions in their teaching of Literature in English. For instance, Ms Tfwala highlights that she used questions when facilitating a class discussion of the character Greasy Hands in the short story "A Man Called Horse" by Dorothy Johnson. She asserts that by using this strategy the learners were able to contribute meaningfully in the discussion of Greasy Hands' character and they were also able to deepen their analysis of the character and the whole literary text. Likewise, Ms Nhleko shares the same views about the use of questions in the facilitation of class discussions during their teaching.

Evidence from both the audio recorded lessons and document analysis corroborates the finding on the participant teachers' use of the questions and whole class discussions. In fact, the analysis of the audio recorded lessons reveal that all the participants used questions and class discussions to aid their learners to share their views on the literary text being studied and contribute in the process on meaning making. For instance, Ms Nhleko from school C used questions to engage her learners on a class discussion of the short story "The Hitch-Hiker" while Ms Tfwala from school A employed the same strategy when discussing the

short story “The Sniper” with her learners. Furthermore, the analysis of the participants’ daily preparation books reveal that the participant teachers did use questions and whole class discussions as a way of helping the learners analyse and appreciate the studied literary texts. For example, on the 3rd of August 2022, Mr Masuku’s daily preparation book reveals that he used questions and whole class discussions as he taught learners the drama play *The Trials of Brother Jero*. For instance, under teaching methods, Mr Masuku wrote “discussion, question and answer.” Moreover, under learners’ activities he specifies that learners will be “expected to share” and “discuss” the given themes. In line with this finding concerning the participant teachers’ use of guiding questions and whole class discussions, Dlamini (2015) asserts that the use of questions and whole class discussions as opposed to lecturing, helps learners to fully understand and appreciate the literary text because they are actively involved in the process of meaning making. It is interesting to note that participants in this study (Dlamini, 2015) were of the view that questions and class discussions were more than just an appropriate learner-centered strategy of teaching Literature in English, but they ensured that learners had considerable leeway to voice their views, and as a team contributed in the process of meaning making by building on each other’s responses.

6.4.4 Group work, presentations and peer teaching

The data analysis revealed that all the participant teachers used group work, presentations and peer teaching as a way of helping their learners analyse and fully comprehend the literary texts they were studying. For instance, during the semi-structured Zoom interviews, the participants stated that in order to aid their learners fully appreciate and analyse a particular literary text being studied, they involved them in group work, presentations and peer teaching activities. The following quotes represent the participants’ overall views on the use of group work, presentations and peer teaching in their teaching of the Literature in English subject:

I usually rely mainly on group discussions. I’m one teacher who believes in that because some learners are shy to talk to their teacher. So give them their friends so they can relate with them and discuss the topic and it works wonders for me because even the shy ones come up. I like that strategy (Mr Masuku from school B).

...there comes a time when I hand the reins over to the learners...They should come and teach because I think once they teach that poem, it gets more embedded in their minds, and the learners also have a different perspective, they have their peers their age mates, giving them

this information. You could find that there's something even some new insights that they gain from the new presentations (Ms Tfwala from school A).

... I do use peer teaching especially after group work so that the members of the group could arm their peers to go and do a good job of teaching the others about that particular topic (Ms Tembe from school C).

The foregoing quotes are evidence of the participant teachers' use of group work, presentations and peer teaching in the course of their teaching of the Literature in English subject. For instance, Mr Masuku asserts that he likes engaging his learners in group discussions since it allows them to freely communicate and share their views about the literary concept being discussed. He further states that this strategy does “wonders” for him because even the shy learners are able to participate and voice their opinions within the group setting. In the same vein, both Ms Tembe and Ms Tfwala support the value of this teaching strategy. For instance, Ms Tfwala asserts that the value of group work, presentations and peer teaching is that it allows learners to take control of their own learning and even learn from their peers. She further argues that her learners learn and understand better from their peers as they explain the literary concepts in a more suitable and appropriate manner compatible to them.

Moreover, during the focus group discussion, the participants discussed the value of employing group work, presentations and peer teaching and they unanimously agreed that they were a very important strategy in the teaching of Literature in English. The following quotes from the focus group discussion support this point:

...more importantly, for Literature we need those learners centred approaches because it's all about the learners sharing or appreciating what is in the text. So even those approaches we use them where we can form more groups, allow even the shyest to express her own view ...that is how we teach... group discussions on certain Acts.... and then you discuss the information and then later on you'll make them present and express their views...

The foregoing quote show that the participants felt that using group work, presentations and peer teaching was very important in their teaching of Literature in English. For instance, they argue that since these teaching strategies and activities are learner-centred, they allow all the learners, “even the shyest to express” their own views and meaningfully contribute in the learning process. This evidence corroborates the views of the participants during the semi-structured zoom interviews. It is worth noting that the participants' views on the

use of group activities, presentations and peer teaching are in line with views of some scholars in the teaching of literary texts (Dlamini, 2015; Ellis & Tomlinson, 1980; Keshavarzi, 2012; Kochkorbaevna & Gulomova, 2022). For instance, Dlamini (2015) asserts that group activities and presentations are very effective in the teaching of Literature in English since they ensure that the learners are involved in the learning process, collaborating and sharing their views and insights on the literary text. This was demonstrated when one of the participants in Dlamini's study was observed teaching the poem "Anthem for a domed youth." The participant instructed the learners to work in groups and analyse the poem then later do class presentations or peer teaching. Consequently, this greatly enhanced the learners' understanding of the literary text and also improved their social skills.

It is important to note that while the participants highlighted the immense value of engaging their learners in group activities, presentations and peer teaching, the analysis of the audio recorded lessons, lesson plans and schemes of work depict that they seldom used these strategies during their teaching. When I enquired about this gap during the follow up interviews, most of them pointed to the unavailability of time and the constraints of the COVID-19 pandemic as reasons for their inability to effectively employ these teaching strategies they otherwise valued. This point will further be discussed in chapter seven.

6.4.5 Role plays and dramatization

During both the semi-structured interviews and the focus group discussions five of the six participant teachers highlighted the value of using role plays and dramatizations in their Literature in English lessons. The participants stated that role plays fully engaged their learners in the study of the literary text as it made them to enjoy it and have entrenched lasting memories. The following quotes highlight the participants' positive views about their use of role plays and dramatizations during their Literature in English lessons:

when we are doing drama, I usually tell them that for each and every scene, they are going to read, discuss the issues that are there, then at the end of the scene, when we have done everything on the scene, there guys it's your turn. Let me see brother Jero. Let me see Brother Jero with that canvas speaking with that accustomed loftiness. Then we start acting and it becomes so interesting. It becomes so interesting, even the poetry part. I tell them that we don't read poems, but we recite poems (Mr Masuku from school B).

The role-playing of important scenes. Important episodes in the text, because I always believe that this will have a longer impression on the learners. For example, just a month ago, I was

teaching “The River Merchant’s Wife,” that poem... I actually climbed on top of the desk role-playing that part which every day she goes up to look outside, ‘is my husband back?’ and then I jumped down to show the frustration that she feels... ‘why should I climb the look out?’ That is something that I do every day - the role-playing of those moments, especially moments of intense emotions which is what the examiners love (Ms Tfwala from school A).

The foregoing quotes demonstrate that the participant teachers felt that using role plays and dramatizations was very important in their teaching of Literature in English since it fully engaged the learners in the study of the literary texts. For instance, Mr Masuku from school B asserts that he likes engaging his learners in role plays after they finish discussing each scene in the drama text *The Trials of Brother Jero* as it brings the whole text to life. The learners get the opportunity to do the actual acting and the whole lesson becomes interesting. Likewise, Ms Tfwala from school A affirms that role plays are essential in the teaching of Literature in English because when key “moments of intense emotions” which are liked by examiners are role played in class, the learners get excited and have important lasting impressions of the literary text. Ms Tfwala also brings another dimension in this issue in that not only the learners are part of the role plays, but even the teacher is sometimes involved. For instance, she states that when teaching the poem “The River Merchant’s Wife,” she role played the poem by stepping on top of the desk and then jumped down with frustration to demonstrate how the river merchant’s wife was frustrated by waiting for her merchant husband. Consequently, the learners appreciated and understood the poem as it was acted out and well demonstrated.

This study’s finding about the value of role plays and dramatizations in the teaching of literary texts is somehow in line with views from other scholars who view role plays and dramatizations as important learner centred activities that allow learners to fully appreciate the literary text being studied (Dlamini, 2015; Ellis & Tomlinson, 1980; Msimango, 2010; Pattiwael, 2019). For instance, Dlamini (2015) asserts that role plays and dramatizations are very essential activities in the teaching of Literature in English since they allow the learner to embrace the world of the literary text, relive the experiences of the characters and fully appreciate their predicaments and dilemmas. This scholar further argues that as a result of making learners fully appreciate the characters in the literary text, role plays help learners develop feelings of empathy and other desirable humane values like tolerance.

It is worth noting that while the participant teachers advocated for the use of role plays and dramatizations during the semi-structured Zoom interviews and focus group discussions, minimal corroborating evidence of the use of these activities was found during the analysis of the audio recorded lessons, scheme books and daily lesson preparation books. For instance, only Ms Tfwala from school A and Ms Nene from school B appeared to be integrating drama their lessons. Even then it was mainly them as teachers demonstrating or role playing how the characters in the literary text acted. One example of this was when Ms Tfwala was teaching the short story “A Sense of Shame,” where she spent time role playing how Lorraine acted when she was with her boyfriend. This appeared to have a significant effect on the learners’ engagement and interest in the lesson as they became more excited, laughed and gave their comments. When questioned about their minimal use of role plays and dramatizations during the follow up interviews, the participants attributed the limited use of these activities to the unavailability of time due to the COVID-19 pandemic. This point will be further discussed in chapter seven.

6.4.6 Debates

The data analysis revealed that the participant teachers viewed debates as important learner-centred activities in the teaching of Literature in English in their schools. They argued that debates were very important in helping the learners fully understand the literary text being studied since during the debates the learners had the opportunity to argue against their colleagues, substantiate their views and test if they are valid or factual. The following quotes from the semi-structured Zoom interviews highlight the participant teachers’ views on the use of debates in their lessons:

...of course debates, they form part of my lessons because some issues, they just need to be debated. We just need to get the facts out of the subject that is being discussed. We need to explore those issues... So debating is all about arguments. So there's actually no way that you're going to teach Literature without involving them in those debates (Mr Masuku from school B).

...debates, we usually engage the learners because usually they are not formal it's something that is sparked by the conversation or by the topic that we are discussing, or the book that you are reading at that time. So I find that in the debate that erupts in the class, they are forced by the topic. You find that because of the differences in gender, because of our different religious

beliefs, there will be debates centred around those things that we were reading in class (Ms Nhleko from school C).

Debates help in questions because there are argumentative questions... but then you find that because of time there's never a time that you have to actually have a lot of these debates ... (Ms Nene from school B).

The foregoing quotes show that the participant teachers viewed debates as essential learner-centred activities in the teaching of Literature in English. For example, Mr Masuku highlights that there are always debatable issues during their study of literary texts, so the learners need to argue and debate those issues in order to fully understand and appreciate them. To emphasise his point, Mr Masuku asserts that “there's actually no way you are going to teach Literature without involving them (learners) in those debates.” Likewise, Ms Nhleko states that the debates they usually have in her class are usually informal ones as they are not formally planned, but may be “sparked by the conversation or by the topic” or literary text that they may be studying at that particular time. Like Mr Masuku, Ms Nene highlights the value of debates as a scaffold for argumentative writing but quickly admits that due to time constraints, they normally have limited debates in their lessons. Ms Nene’s assertion about the challenge of time may explain why there was minimal corroborating evidence on the use of debates during the analyses of the audio recorded lessons, scheme books and daily lesson preparation books.

This study’s finding on the value of using debates in the teaching of Literature in English is very vital as it aligns with views from other scholars who advocate for the use of debates in order to enhance learners’ analysis and appreciation of literary texts (Dlamini, 2015; Ellis & Tomlinson, 1980; Guillamón et al., 2019; Msimango, 2010). For instance, Guillamón et al. (2019) highlights the great value of debates in enhancing learners’ critical analysis of literary texts. These scholars argue that the advantage of debates is that they ensure that learners thoroughly read the literary text as they prepare for their debates in order to support their points. They further assert that well facilitated debates ameliorate learners’ critical thinking skills, logical reasoning, confidence, speaking and communication skills and other acceptable humane values.

6.4.7 Teaching empathy and relating the literary text to learners’ personal experiences

Teaching empathy and aiding their learners to relate the literary texts to their daily lives and personal experiences was also one of the strategies employed by the participant teachers during their Literature in

English lessons. The participants believed that by training their learners to empathise with characters in the literary texts and also relating the whole text to their daily lives and personal experiences, they helped their learners to fully appreciate and understand the literary text. This point is supported by the following quotes from the semi-structured Zoom interviews:

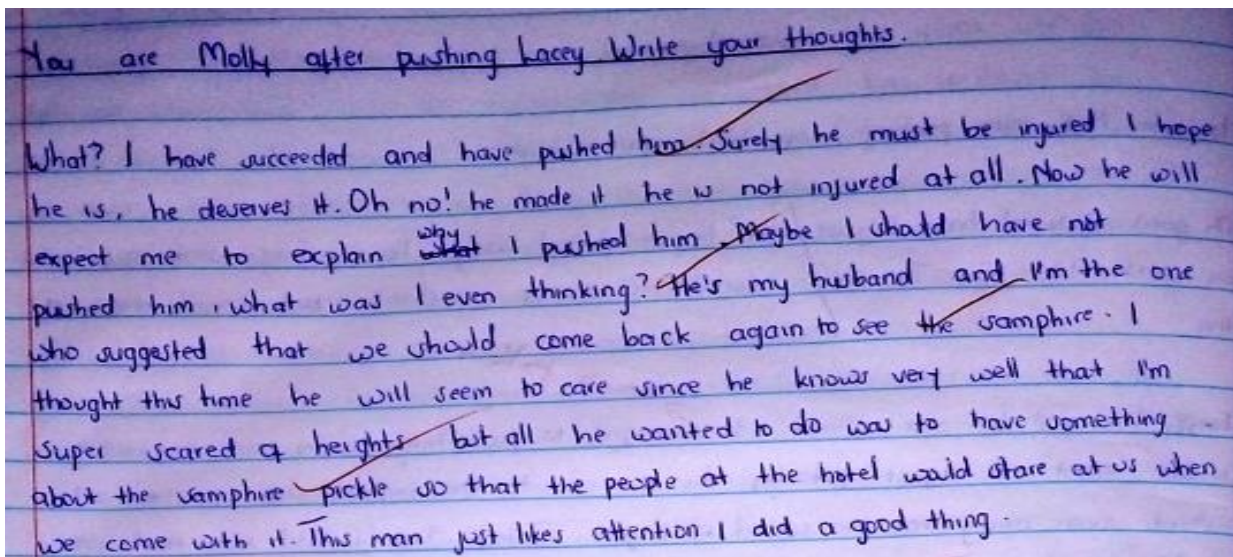
...If they were in the position for Selina, preparing them for a question like an empathy task... think of what if I was in the same situation...? So that makes them think out-of-the-box, not only concentrate on what they are reading but also taking their own life experiences and relate to what this character is going through (Ms Nene from school B).

...it's simpler to teach learners if they can be able to understand the character by relating it to what they see in everyday life. Let me use an example of "Woman on the Roof." Steve, he was bullying the woman making those whistles, trying to grab the attention of the woman yet he himself has a wife who he would not like to be treated in that way. It's easier to say hey do you know any of men who do this who have wives at home but when they see a lady passing by they start shouting and whistling at that lady? and they say yes! ... It makes them open up actually and then be free to speak about anything (Ms Nhleko from school C).

The foregoing quotes reflect that the participant teachers felt that by training their learners to empathise with the characters in the studied literary texts and relating whatever event or episode in the text to their personal experiences, they greatly enhanced their learners' comprehension of the whole literary text. To clarify this point, Ms Nene highlights that they train their learners to "think out-of-the-box, not only concentrate on what they are reading but also taking their own life experiences and relate to what this character is going through." Ms Nene illustrates how she normally does this by using the example of the short story "Let Them Call It Jazz" where she trained her learners to empathise with the main character Selina who is racially abused and discriminated in London. She states that she requested her learners to put themselves in Selina's position. Ms Nhleko shares the same views about the value of teaching empathy and helping learners relate the literary text to their personal lives and experiences. For instance, Ms Nhleko illustrates this point by highlighting that when she taught the short story "A Woman on a Roof" she instructed her learners to relate the story to their personal lives and experiences by asking them if they know sexist and abusive men like Steve in their societies. As a result, her learners happily related the story to their daily experiences, appreciated and understood it more.

The finding about the participant teachers' strategy of teaching empathy and helping their learners relate the literary texts to their daily personal lives and experiences is also corroborated by evidence from the audio recorded lessons, learners' exercise books and the focus group discussion. For instance, the analysis of the audio recorded lessons reveal that while teaching the literary texts, all the participant teachers trained their learners to empathise with the characters and relate the whole story to their lives. To illustrate, when teaching the short story "Flight," both Ms Tfwala and Ms Nhleko instructed the learners to relate the story to their lives by putting themselves in the positions of Alice and his grandfather. Moreover, the learners' exercise books depict that the learners were given writing tasks that trained them to empathise with the characters in the literary texts and relate the stories to their personal lives. The following extract from a learner's exercise book depicts this:

Figure 14: An extract from a learner's exercise book depicting an empathy task



The foregoing extract from a learner's exercise book illustrates that the participant teachers trained their learners to relate the literary texts to their own lives and empathise with the characters by giving them empathy tasks. For instance, the learner in this extract was being trained to analyse the literary text "Samphire" by empathising with the female character Molly. Therefore, this proves that the participant teachers did teach empathy to their learners and trained them to relate the literary texts they were studying through their own personal experiences as a strategy to fully analyse and appreciate those texts. Dlamini (2015) asserts that teaching empathy and encouraging learners to relate the literary texts to their own personal experiences is very vital in aiding learners fully appreciate and analyse literary texts.

6.4.8 Using dictionaries

In a bid to help their learners understand and fully appreciate the language of the literary texts they were studying, the participant teachers encouraged their them to bring dictionaries to their Literature in English lessons. According to the participant teachers, these dictionaries were very helpful as their learners used them to check meanings of new words and expressions in order for them to understand the meaning conveyed by the author in that section of the text. The following quotes depict the participant teachers' views on the use of dictionaries during their lessons:

I also use the dictionary. I tell my learners that when you come to class, you bring your pencil, exercise book and a dictionary. There will never be an effective Literature class without a dictionary (Mr Masuku from school B).

I make sure that the language of the text is given all our attention; the words, the phrases, each one that I feel has meaning, we stop, would talk about it. I need dictionaries all the time. The language, that is where our focus should be because the language is the backbone of the text. We use the language to show feelings, to show personality, to show themes. So a focus on the language is what I have been doing for the better part of my teaching (Ms Tfwala from school A).

The foregoing quotes reveal that the participant teachers felt it was vital for their learners to use dictionaries during their Literature in English lessons. For instance, Mr Masuku asserts that he encourages his learners to use the dictionary to check the meanings of the new words and expressions they encounter in the literary texts. He further underscores this point by stating that “there will never be an effective Literature class without a dictionary.” Likewise, Ms Tfwala states that she makes “sure that the language of the text is given all our attention; the words, the phrases...,” each one that she feels has meaning, they stop, and would talk about it. It should be noted that Ms Tfwalas' practice of stopping the class whenever there is a new word to look it up in a dictionary may be somehow against some of the reading principles which promote the discussion of new words prior to reading a particular section in order not to disrupt the flow of the reading (Ellis & Tomlinson, 1980). To clarify the importance of using dictionaries to analyse the meanings of key words and expressions in the text, Ms Tfwala further states that “the language is the backbone of the text. We use the language to show feelings, to show personality, to show themes.” Some of the participants like in school A and C encouraged learners to buy their own personal dictionaries to use during the Literature in English lessons. However, in school B the school had a pool of dictionaries which were kept at the makeshift library. During each Literature in English lesson the teacher would instruct some learners to go and get those dictionaries

from the library to be used by the whole class. Following is a picture of the dictionaries kept in a makeshift library in school B.

Figure 15: A picture of dictionaries in a makeshift library in school B



As the above picture shows, teachers in school B kept the school dictionaries in a makeshift library and they took them to their Literature in English lessons every time they had a class. While these dictionaries appear old and dilapidated, according to the participant teachers they were very helpful in aiding learners' understanding of new words and expressions in the Literature in English subject. The participant teachers' use of dictionaries is in line with what Rahman (2018) found to be one of the coping strategies for Indonesian learners as they studied literary texts written in English. This scholar asserts that apart from discussing with classmates, working out the meaning in context or using "google translate," the learners also utilized their dictionaries to find the meanings of new and challenging expressions in the literary texts they were reading (Rahman, 2018, p. 8).

6.4.9 Encouraging learners to annotate their texts and write marginal notes with a pencil

Encouraging their learners to annotate their literary texts and write marginal notes using a pencil was another strategy used by the participant teachers to help their learners analyse and understand the literary texts. The participants felt that making learners write marginal notes on the text kept learners engaged during the lesson and the notes were also valuable as they helped the learner remember what was learned a long time after that lesson had been completed. The following quotes from the semi-structured Zoom interviews reflect the participant teachers' views on instructing their learners to write marginal notes on their texts:

I make sure they also carry an HB pencil. Their books are supposed to be dirty (annotated with marginal notes) because when we find a new word, everyone has to find its meaning faster. It

has become a very interesting game for them to find it faster, then you get the meanings they may write that particular synonym or meaning next to the word (Ms Tfwala from school A).

I do it in my class, allow them to do that using a pencil of course. Use a pencil and ... we do encourage them especially the words, the meaning of the words because this is a window to find the meaning (Ms Nhleko from school C).

The foregoing quotes reflect that the participants felt it was important for them to encourage their learners to write notes on their literary texts during their lessons. For instance, Ms Tfwala asserts that she always makes sure that her learners write marginal notes with an “HB pencil” so that they can capture the simplified analyses of the text. According to Ms Tfwala, it is very important for the learners to write simplified meanings of expressions in the text for ease of remembrance and understanding. In the same vein, Ms Nhleko shares the same views on the value of encouraging learners write marginal notes on their literary texts during her lessons as it not only ensures that the learners are capturing the simplified analyses and meanings of the text in their own customized ways and promoting concentration, but also helps in long term understanding of the concepts manifest in the literary text. Evidence from the document analysis support the practice of annotating literary texts. For instance, literary texts for Ms Tfwala’s learners reflected that they annotated the short story “Flight.” For instance, they wrote the meanings of challenging expressions used in the text like “crooning,” “lulled,” and other relevant notes for analysing the text.

Highlighting the value of annotating texts by teachers and learners, Kalir (2020) asserts that this practice not only aids learners in developing familiarity with the literary text and its content, but also develops learners’ “cognition and social interaction” as they engage with the literary text and annotate it the way they understand it. They may even share their marginal notes with their peers. In the same vein, Msimango (2010) also highlights the value of aiding learners construct their own meaningful notes in the teaching and learning of Literature in English as it improves their understanding of the literary text.

6.4.10 Using social media

The participants mentioned that due to the COVID-19 pandemic lock downs, they decided to use social media like WhatsApp groups so that they could stay in touch with their learners and aid them in their reading and analysis of the literary texts. All the participants stated that they used this strategy to connect with their

learners during both the COVID-19 pandemic and political unrest in order to assist them in their reading and analysis of the set literary texts. The following quotes from the semi-structured Zoom interviews highlight this point:

I was using WhatsApp. So we had a WhatsApp group. I was using a lot of audios trying to talk to them. And some they were replying, some they were not even responding because they will tell you; 'that teacher I didn't have the data to log in.' So it really affected me as an individual because sometimes I had to volunteer and buy them some data (Mr Masuku from school B).

...we would send voice notes of something, maybe something we found. Say have you seen this guys in your story? Then they will say oh I haven't. Others would be interested enough to know and listen (Ms Nhleko from school C).

...we were also using WhatsApp... but I was using WhatsApp most of the time. So during the unrest and everything... I would teach them and expect them to write everything that I was teaching them... (Ms Nene from school B).

The foregoing quotes highlight that the participants tried to connect with their learners through social networks like WhatsApp during the COVID-19 pandemic and the political unrest in order to teach them the prescribed literary texts for the Literature in English subject. For instance, all the three participants quoted above stated that they recorded audios of themselves teaching and explaining certain sections of the literary texts which was allocated for that day then post it to the class WhatsApp group where the learners would listen, take notes, post their own comments on the group or pose questions. Mrs Nene clarified this point by stating that “during the unrest and everything I would teach them and expect them to write everything that I was teaching.” It is worth noting that while the participants used this strategy in their teaching of Literature in English, they felt it had a lot of limitations and was unsuccessful since a limited number of learners participated. Moreover, the content such as audio lectures and tasks posted by the teachers were not found in order to be analysed. A number of the learners did not have smart phones and some of them did not have internet to join the lessons. For instance, as quoted earlier, Mr Masuku highlighted that due to the shortage of airtime and internet data some learners did not join the lessons and sometimes he “had to volunteer and buy them some data.”

The participant teachers' use of social networks in their teaching of literary texts is aligned with Otchie and Pedaste (2020)'s assertion that while social media may be viewed as an effective way of teaching a number of subjects, its practical application in terms of affordability and access by all learners especially at the secondary school level may prove to be one of the setbacks if not well mitigated. Casipit et al. (2022, p. 52) also affirm the value of using social media in the teaching of reading and all the other language and communication skills. They assert that if effectively utilised, social media can "hone" all the language skills such as reading, speaking, listening, writing as well as other essential skills like critical thinking.

6.4.11 Code switching

Code switching was discovered to be another strategy employed by all the participant teachers during their teaching of Literature in English. During the semi-structured Zoom interviews, all the participant teachers stated that they code switched from the English language to the siSwati language during their teaching so that they could simplify and emphasise the literary concepts they were teaching to their learners. The following quotes represent the overall views of the participants on their practice of code switching.

...it's the problem that we have here in the rural areas- of our learners not being exposed and not in reading. So sometimes you like to simplify using your own mother tongue so that they understand ...So it's for the emphasis and understanding of whatever happening in the story (Ms Nene from school B).

...for them to understand the content clearer, you need to come back to their roots, relate to their situations, come back to their mother tongue. There was one instance where we talked of a certain scene, and it was so amusing and we were busy reading and reading and reading and these learners were not amused but the moment you code switch, now it triggers something in their minds. They start laughing. So for them to be a part and to understand whatever is happening, code switching becomes very important (Mr Masuku from School B).

The foregoing quotes reflect that the participant teachers code switched from the English language to the siSwati language during their teaching so that they could simplify and emphasise the content they were teaching in order for their learners to easily understand. For instance, Ms Nene highlights that since their learners were from "the rural areas" and not competent enough in the English language, as teachers they would normally code switch to the siSwati language so that the learners can comprehend what is taught. To further clarify this point, Mr Masuku states that at one moment in his class he went on discussing an amusing moment

in the literary text but to his surprise the learners were not laughing. It was only after he code switched to the siSwati language that they understood what was happening and started laughing.

The finding about the participant teachers' code switching is also corroborated by evidence from the analysis of the audio recorded lessons transcripts. The transcripts revealed that all the six participants did code switch from the English language to the siSwati language during their lessons. For instance, the following extract from Ms Nhleko's lesson reveals this point:

Teacher: (reading from the text) "He turned his head and spat out a big gob of spit. It landed on the wing of my car and started sliding down over my beautiful blue paint. Then he turned back again and stared hard at my passenger. 'And who are you?' he asked sharply." Do you understand what happened?

Class: Yes.

Teacher: Then why am I the only one laughing? You guys do you understand what has just happened? The policeman has spat on the driver's beautiful car and lamatse sekehla ngalemoto (the spat is sliding by the car). Disgusting.

Class: (all learners laugh louder).

The above extract from Ms Nhleko's lesson proves that the participant teachers did code switch from English language to siSwati during their Literature in English lessons. For instance, upon realising that her learners do not understand the sentences: "he turned his head and spat out a big gob of spit. It landed on the wing of my car and started sliding down over my beautiful blue paint," she decided to code switch to the siSwati language to explain it. She said: "The policeman has spat on the driver's beautiful car and *lamatse sekehla ngalemoto.*" This example highlights that one of the reasons of the participants' code switching during the Literature in English lessons was to simplify, clarify and emphasise the content being taught. In line with this finding, Moodley and Kamwangamalu (2004, p. 191) assert that when teaching, code switching is useful since it is normally used for "reiterative, for explanation purposes" and "elaboration." In the same vein, Mbambo (2019) reports positive results associated with the employment of code switching in the teaching of literary texts in the South African context. It is very interesting to note that in the context of

Eswatini, the use code switching as a strategy for teaching Literature in English appears to be a new finding. In Eswatini, code switching has been widely reported in the teaching of other subjects like Mathematics, Science and subjects from the technical and vocational field (Mabuza, 2013).

6.4.12 Assessment as an integral part of teaching and learning

The current study also revealed that one of the strategies employed by the participant teachers in their teaching of Literature in English was making assessment an integral part of the teaching and learning process. They did not just focus on summative assessment only, but they also frequently used formative assessment as a routine measure for gauging the teaching and learning process and then improving. Moreover, the participants asserted that they tried to align their assessment tasks with the syllabus and examination requirements. The following quotes from the semi-structured Zoom interviews reflect the participant teachers' views on their use of assessment:

Assessment is one fundamental aspect of the teaching and learning process. So it goes without saying that you cannot teach well without assessment. These learners should write. We would assess them because that's the only vehicle for you to see whether they have understood or not. So I really use assessment in most instances and my assessment for Form 5 varies... They need a taste of the information that they are going to find in the test or exam. So in class I make sure that I give them short tasks because I want to understand, uh... I want to get if they did understand whatever I was saying (Mr Masuku from school B).

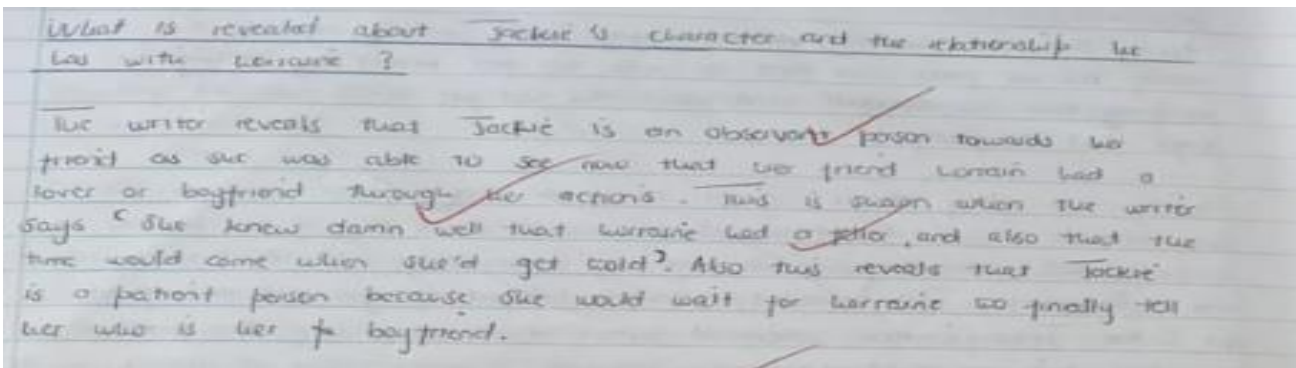
As we go along we do question analysis exercises because it is very important to expose them to different types of questions that they will come across in the exam. We do character analysis as well, we look at the behaviours of the characters, how the events or incidents have affected the character. That is very important (Ms Tembe from school C).

The foregoing quotes highlight that the participant teachers viewed assessment as an integral part of their teaching of the Literature in English subject. For instance, Mr Masuku asserts that “assessment is one fundamental aspect of the teaching and learning process,” hence there cannot be any effective teaching and learning without assessment. He further states that he assesses his learners in order to gauge their understanding during teaching and learning so that he can identify areas that need improvement. Moreover, by stating that he assesses his learners because they “need a taste of the information that they're going to find in the test or exam,” he implies that his assessment is also a way

of preparing his learners for the final examination. In the same vein, Ms Tembe states that her regular assessments are always varied and aligned with the final examination requirements in order to help their learners prepare for it and excel in the subject as a whole.

The finding on the participant teachers' use of assessment in their teaching is also corroborated by evidence from the document analyses. For instance, the data analysis revealed that all the participants used various means of assessment like classwork, quizzes, tests and formal end of term examinations. The following extract is an example of a class work writing activity which was used by Ms Tfwala from school A as a form of formative assessment in her class.

Figure 16: An extract from a learner's assessment task



The above extract from one of Ms Tfwala's learners classwork exercise book reveals that the participant teachers did give their learners formative assessment tasks which were used to inform and improve the teaching and learning process.

Moreover, evidence from the document analysis corroborated the participant teachers' earlier assertions about alligning their assessment practices with the syllabus and the final examination requirements. This was evident when almost all the participant teachers were found to be frequently using past external examination question papers to train and assess their learners on the Literature in English subject. For instance, after teaching the poem "African Pot" by Fhazel Johennesse, Ms Nene from school B, used part the 2021 EGSCCE Literature in English past examination paper to formally assess her learners understanding of the poem. Below is an extract from MS Nene's assessment task:

Figure 17: An extract of Ms Nene's assessment task

BRIAN WALTER and FELICITY WOOD (eds.):
Groundwork: An Introduction to Reading and Writing about Poetry

Either

SECTION B: POETRY

*13 How does the following poem by Fhazel Johennesse portray the speaker's admiration of the African Pot?

The African Pot

it is round and fat and squat it has no handle and the rim has no spout at first it seems as if the colours have no coordination and no rhythm the yellow and brown stripes circle the pot in quick diagonals	5
i puzzle over the absence of the handle and then suddenly i think of a young woman wearing beads walking to a river with the pot gracefully balanced on her head	10
and then the colours begin to rhyme yellow zigzagging around the top makes me think of harvest time of golden corn of dancers around an autumn fire of ripe fruit of men drinking homebrewed beer	15

The foregoing extract from Ms Nene’s poetry assessment task which she adapted from the 2021 examination paper to give her Form 4 learners in 2022 shows that the participant teachers were using past examination question papers as a means of aligning their assessment with the final external examination requirements. According to the participant teachers, this not only helped their learners to be exposed and “have a taste of the final examination,” but also trained them to improve their analytical and literary appreciation skills in line with EGCSE Literature in English external examination requirements. The participant teachers’ use of assessment as an integral part of the teaching and learning process is in line with the findings of Msimango (2010) who asserts that the teachers’ use of varied means of formative assessment like class works, quizzes, and formal tests which are aligned with the final external examination requirements helped learners excel in the Literature in English subject.

It is worth noting that when the participants were expressing their views on assessment, they appeared to focus mainly on quizzes and written tasks that required paragraphs or lengthy essay responses. They did not seem to consider other multimodal responses to literary texts like learner-centred tasks such as group discussions, chain-story telling, role plays, debates, graphic representations of the literary text and other related activities as alternative forms of useful formative assessment which have proven to be both interesting and motivating to learners (DeBlase, 2005; Dlamini, 2015; Dong, 2005; Greco, 2006; Ministry of Education and Training, 2018b; Porto & Zembylas, 2020). It is interesting to note that to some extent, the participant teachers know a number of these activities. As discussed earlier in this chapter, they use them to engage their learners.

However, they seem not to view them as an alternative mode of assessment of their learners' understanding of the literary texts. An explanation to this might be that the participant teachers' ultimate goal of aligning most of their assessment tasks and activities with the final external examination whose only mode of assessment is written essays may cause the teachers to place more premium on the writing of essay responses to the detriment of other forms of assessment. Another reason may be that as discussed earlier in this chapter, time constraints limited the participant teachers' use of other forms of assessment.

6.4.13 Teaching and modelling appropriate essay responses

Teaching and modelling appropriate essay responses was found to be another strategy employed by all the six participant teachers when teaching Literature in English to their learners. The participant teachers argued that since written essay responses were the only mode of assessment during the final external EGCSE Literature in English examination, they needed to spend more time training their learners on how to write essay responses to questions. They also did this by writing model essays or paragraphs to demonstrate appropriate writing to their learners. The following quotes from the semi-structured Zoom interviews highlight some of the participants' views on the teaching and modelling of appropriate essay responses:

You start off by analysing the question... Sometimes, I write a paragraph... We work on it together... so that we discuss the different aspects of the requirements of the question before they write (Ms Tembe from school C).

...so I explain to them what is expected of each paragraph of their response because we talk of the PEEL method or strategy. P standing for point, E for an example from the text, the other E stands for explanation and L stands for linking (Ms Nene from school B).

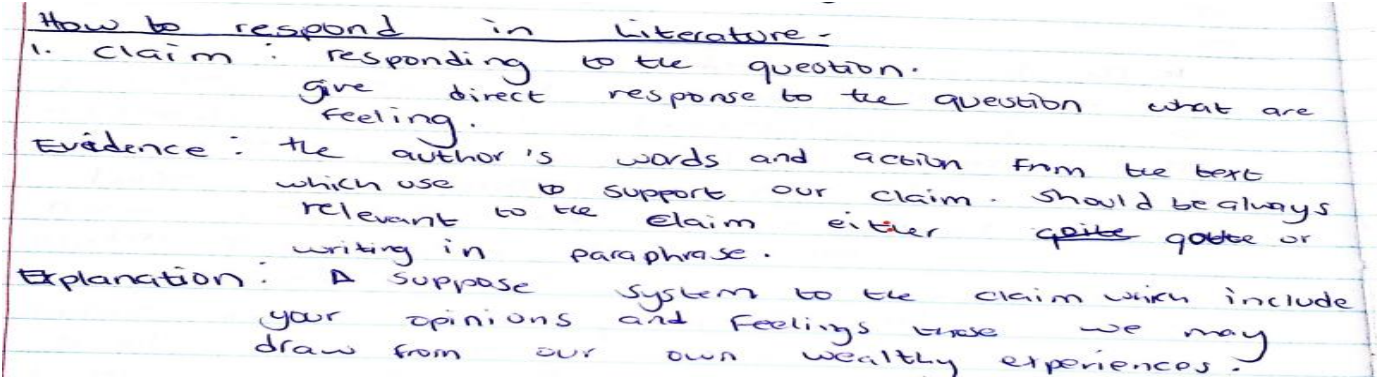
...that one is the secret behind good results... every assignment that I give them, I need to demonstrate. Bring a well written paragraph... (Mr Masuku from school B).

The foregoing quotes reflect that the participant teachers felt it was important for them to teach their learners how to write response essays and also provide model paragraphs for demonstration and discussion purposes. To explain this point, Ms Tembe asserts that she usually starts by discussing and analysing the essay question with her learners. Once the requirements of the question have been clarified for the whole class, they then work together as a class writing the first paragraph of the essay. She further states that sometimes she writes a model response paragraph on the chalk board for the whole class to discuss and try to emulate. In the same

vein, Ms Nene states that after analysing the essay question with her learners, she then uses a model paragraph to demonstrate the structure of a paragraph using the “PEEL method or strategy where ‘P’ stands for point, ‘E’ for an example from the text, the other ‘E’ stands for explanation and ‘L’ stands for linking” the example and the explanation to the main point of the paragraph. In line with his colleagues’ assertions, Mr Masuku describes the strategy of training learners to write appropriate response essays through modelling and initial scaffolding as “the secret behind good results” in the teaching and learning of Literature in English.

The finding on the participant teachers’ training of their learners on writing literary response essays and providing illustrative models was also corroborated by evidence from both the audio recorded lessons and the analysis of the learners’ exercise books. For instance, the following extract from one of the learners’ exercise book from Ms Tembe’s class depicts notes which reflects that the learners were taught the structure of a literary response paragraph:

Figure 18: Learners notes depicting the components of a response paragraph



The above extract from a learner’s exercise book depict notes on the structure of a paragraph for a literary response essay. The notes give evidence of the learners being trained on writing paragraphs and to a larger extent, essays in response to questions. The notes reveal that the learners were taught that a response paragraph has three parts, namely; the claim, evidence from the literary text and finally the explanation and personal engagement. Most of the learners’ exercise books reflected that the participant teachers trained their learners to write paragraphs with these three elements. Only Ms Nene’s learners displayed a minor deviation from this norm since they followed her “PEEL method.” However, this minor variation did not alter the overall end product as it appeared to be an issue of labelling as all the final paragraphs appeared more or less the same, having the three main components, namely; claim, evidence and explanation.

The analysis of the audio recorded lessons also reveal that the participant teachers spent time teaching their learners how to appropriately respond to essay questions. For instance, Ms Nhleko from school C was recorded training her learners on how to respond to an essay question based on the short story “Flight.” The following extract from her audio recorded lesson transcript highlights this point:

*Teacher: Okay, we are doing the “Flight.” What question are we doing in the “Flight”?
What question are we doing in the “Flight”? Lindo.*

Lindo: For what reasons would you sympathise with Alice in the story?

Teacher: Yes. Did I give you the list of feelings?

Class: No...

Teacher: ...I wanted us to look at synonyms of sympathy because you cannot just write ‘sympathise’ up to the end. You need to find the synonyms of sympathy. Do you know them? When you are feeling sympathy towards someone, how are you actually feeling? Yes, Sizó.

Sizó: you are feeling pity.

The foregoing extract from Ms Nhleko’s audio recorded lesson transcript reveals that she was teaching her learners how to respond to the essay question: “For what reasons would you sympathize with Alice in the story “Flight”?” The transcript further reveals that the teacher was scaffolding the writing task by first helping the learners define and unpack “sympathy” which appeared to be the key word in the question and then build a collection of effective expressions or synonyms of “sympathy.” According to the teacher this would help the learners vary their expressions as they write to avoid monotony. She says: “I wanted us to look at synonyms of sympathy because you cannot just write ‘sympathise’ up to the end.”

In line with the findings of this study, Msimango (2010) asserts the value of teaching learners to write good essays in response to literary questions. She states that the participants in her study worked extra hard training their learners to write good essay responses to literary questions as they opined that the Eswatini Literature in English Examination only required written essay responses. Likewise, the participants in this current study seem justified to place more emphasis on the writing of essay responses as it is still the only mode of assessment.

6.4.14 Conducting extra lessons

Conducting extra Literature in English lessons was found to be another strategy employed by the participant teachers in the selected schools. Four of the six participants highlighted that they conducted extra lessons in order to finish the syllabus since it was long and most of the teaching and learning time was wasted due to the COVID-19 pandemic lockdowns. The following quotes reflect the participant teachers' views:

...most of the time I come on Saturdays and during the COVID era the learners would never come to school every day. So the Form 5s would come only four days a week, so I would also use the Fridays. They would come, we read together, we do whatever, we write full papers on Fridays most of the time (Ms Nene from school B).

...it's easier to engage them on the Friday afternoons... So the extra classes are helping because it makes me cover the syllabus earlier and be able to have time to revise and cover any other aspect. Even the weaker learners are able to be covered because now you have the time to concentrate on individual needs (Ms Nhleko from school C).

The foregoing quotes reveal that the participant teachers conducted extra Literature in English classes to help their learners improve and finish the syllabus. For instance, Ms Nene asserts that since during the COVID-19 pandemic her class was only allowed to come to school four times a week in order to comply with the social distancing rule, she requested her learners to have extra classes when all the other learners were no longer in the school. She normally conducted these extra classes on Friday afternoons and on Saturdays. Likewise, Ms Nhleko shares the same view as she states that conducting extra classes on Friday afternoons helps her to “cover the syllabus earlier and be able to have time to revise... cover any other aspect,” and even have time “to concentrate on individual needs” of the “weaker learners.” It is worth noting that only four of the six participant teachers said they regularly conducted extra lessons, the other two rarely did that. For instance, Ms Tembe from school C said: “I make use of the time that is allocated to me in most instances. I hardly teach during holidays or on weekends.” In line with the practice of conducting extra Literature in English lessons, Msimango (2010) asserts that it helps the learners improve their understanding and appreciation of the literary texts as they get extra time to read and do other related learning tasks.

6.4.15 Team teaching, mentoring and in-service workshops

According to the participant teachers, team teaching, mentoring and in-service workshops were also other activities they engaged in in the process of teaching the Literature in English subject. These teachers stated that they engaged in team teaching where they would help one another as fellow teachers in their respective schools and in the process benefited through some form of mentoring and advice from their more experienced colleagues. Moreover, they attended in-service workshops where they honed their teaching skills and as a result benefited their learners. The following quotes reveal the participant teachers' views on their practice of team teaching, mentoring and in-service workshops:

...because I'm not familiar with court tennis. Then because it is in essential in the story for the learner to understand what 'foot fault' is then I had to bring someone to explain what exactly is foot fault? When are you right in tennis and everything because it is the basis of the whole story. So for such things we just use other people (Ms Mbatha from School B).

...I came into the field and met certain veterans who told me a lot of things. They really mentored me up to a point that I got my foot... (Mr Masuku from school B).

...the internal workshops, ...they help because now it's a colleague in the same class and school. We're dealing with the same kind of students, who is telling me his or her strategies in dealing with them. Usually in these internal workshops, we do not just ask anybody, we ask somebody who we have seen performing well in the school. So if it's somebody who has done well and is able to say I have done this because of doing this and this. It helps. It motivates you to say I can do it as well with the same kind of students because we are in the same school (Ms Nhleko from school C).

Whenever there is a literature workshop, I make sure that I attend, and those facilitators share powerful insights. If you go to a literature workshop, you are never the same. So those in-service workshops and those different teachers I usually mingle with, they really made me (Mr Masuku from school B).

The foregoing quotes reflect that in the course of their teaching, the participant teachers engaged in activities like team teaching, mentoring and in-service workshops. For instance, commenting on their practice of team

teaching and mentoring Ms Mbatha states that her colleague aided her when teaching the short story “Feet.” She states that since she did not understand the concept of “feet fault” in the tennis game, her colleague not only explained it to her but also went with her to her class to assist her when teaching the literary text. As a result, her lesson was successful. Likewise, Ms Nhleko and Mr Masuku reveal that team teaching, mentoring and in-service workshops were part of the activities they engaged in. Ms Nhleko states that team teaching, mentoring and in-service workshops were really helpful since her mentors were dealing with the same learners in the same environment. Consequently, it was easy to emulate and apply their teaching strategies. Mr Masuku echoes this view by stating that “if you go to a literature workshop, you are never the same,” when you come back.

The participant teachers’ engagement in activities like team teaching, mentoring and in-service workshops, particularly those organized by their schools reflect that they were trying by all means to improve their teaching of Literature in English and as in turn help their learners. Msimango (2010) highlights the value of team teaching, mentoring and in-service workshops in the teaching of Literature in English. She asserts that due to team teaching, mentoring of inexperienced teachers by more experienced colleagues and in-service workshops, two senior secondary schools in the Hhohho region of Eswatini achieved very good results. Gamedze (2015) and Dlamini (2010) shares related findings on the value of team teaching, mentoring and in-service workshops. However, they both indicate that this becomes effective when the heads of the English and Literature departments in the schools are taking the lead in ensuring cooperation and organizing such activities.

6.4.16 Daily lesson preparation

The participant teachers also revealed that lesson preparation was another activity they engaged in as they taught Literature in English in the selected schools. According to them in preparing for their lessons, they read the text they were going to teach that day and made marginal notes on it as discussed earlier in this chapter. However, all of them were quick to mention that they had no time and did not regularly prepare for their lessons. The following quotes by the participant teachers reveal that they did not take the daily lesson preparation as a vital process that has to be diligently done for the effective teaching of literary texts:

...but the issue with the daily preparation book. I have challenges with that one (laughs). I’m not a good friend of the daily preparation book. I just think the scheme of work is my road

map for the year and having the syllabus by my side, I think that's fine with me. The issue of this preparation book is kind of depressing to me (Mr Masuku from School B).

Yah... it is supposed to be the prep book, but in all honesty, you find that some people will do a very good prep book but when it comes to the real teaching in the classroom they do not follow the prep book. So (laughs)... really... I don't know (Ms Nhleko from School C)

Okay, I do have a lesson plan even though I might say that its solely for government purposes... (Ms Tfwala from School A).

The foregoing quotes reflect that the participant teachers did not view daily lesson preparation as an important daily process to enhance and positively influence the way they teach the Literature in English subject. They only reluctantly did it since it was a mandatory government requirement for every teacher to write the daily preparation book and in that way to them it was just a burdensome formality. For instance, Mr Masuku openly admits that he is “not a good friend of the daily preparation book,” as he has “challenges with that one” and it “is kind of depressing.” Ms Nhleko shares the same sentiments as she states that she does not consider the daily preparation book to be that important because even if you can prepare well it is unlikely that you will do what you prepared during the actual teaching. In the same vein, Ms Tfwala states that while she writes the daily preparation book “its solely for government purposes.” Another evidence of the participant teachers’ inadequate lesson preparation is reflected in the audio recorded lessons where on a few instances the teachers appear not to have well prepared for the lesson. For instance, towards the end of her lesson on poetry, Ms Nene from school B is heard saying ‘sorry for teaching in abstract, I forgot to photocopy, I should have I should have photocopied it.’ She then requests the class to wait for her as she goes to get copies of the poem being discussed. Similarly, while Mr Masuku from school B was teaching his Form 5 learners the bell rang to mark the end of the period and while he was concluding his lesson and bidding his learners goodbye, the learners responded by saying “sorry sir, we have a double period today.” He then thanked them and then started another lesson focusing on the next section of the literary text. To some extent, this reflects inadequate preparation on the part of the participant teachers. As discussed earlier in chapter three, only four of the six participant teachers kept daily preparation books.

It is worth noting that the document analysis also revealed that the participant teachers did not regularly prepare for their lessons and those few lesson plans which were recorded in their daily preparation books were

very shallow on the crucial elements of a lesson plan like lesson objectives teaching aids, methods, lesson development, teacher activities, learner activities and evaluation as expected by the government (Ministry of Education, 1988). The following extract is an example of one of the shallow lesson plans from one of the participant teachers' daily preparation books:

Figure 19: A lesson extract from Ms Nhleko's daily preparation book

DATE: 29/04/22 TIME: 8:00-9:20
 DAY: 1 SUBJECT: Literature
 CLASS: 4th/c TOPIC: Sense of story

OBJECTIVES
 By the end of the lesson learners should be able to:

Understand the unfolding events by brainstorming meaning of little

Teaching Aids: Workbook

Teaching Methods: Brainstorm

TEACHER'S ACTIVITY	LEARNER'S ACTIVITY
INTRODUCTION	
Recall previous lesson	Recall of previous lesson

PRESENTATION

Basic learners to read the story and give clearly now and again	Be asked to read the story and give clearly now and again
---	---

CONCLUSION Learners to continue reading the story on their own

EVALUATION:

Checked by: _____ Date: _____

The foregoing extract from Ms Nhleko's daily preparation book depicts most of the features expected by the government on a teacher's daily lesson plan, namely: name of class, topic, objectives, teaching methods teaching aids and resources, lesson development which highlights both the learners and teacher's activities, conclusion and evaluation (Ministry of Education, 1988). However, there is very shallow information recorded against each feature and this may indicate that the teacher was not whole heartedly designing an effective lesson plan, but was just reluctantly fulfilling "depressing" daily routine requirement by the

government. The participant teachers' poor lesson preparation much against the government's regulation may suggest that they did not present quality lessons and to some extent their learners were deprived of quality teaching and learning (Hattie, 2012).

6.5 Chapter summary

In this chapter I presented and discussed the second set of findings of the study addressing the second research question focusing on the approaches and strategies employed by the teachers when teaching the Literature in English subject in their schools. Firstly, I discussed the criteria for selecting literary texts employed by the participant teachers. Secondly, I discussed the approaches for teaching Literature in English which were used by the participant teachers. These are: the eclectic approach, the learner-centred approach, the information based approach, the moral philosophical approach, the reader response approach, and the language based approach. Lastly I presented and discussed findings relating to the Strategies and classroom activities for teaching Literature in English employed by the teachers when teaching the Literature in English subject in their schools. In the next chapter I present and discuss the third set of findings focusing on the reasons for the teachers of Literature in English to teach in the way they do.

CHAPTER SEVEN

REASONS FOR THE TEACHERS OF LITERATURE IN ENGLISH TO TEACH IN THE WAY THEY DO

7.1 Introduction

In this chapter, I discuss the reasons behind the participant teachers' ways of teaching the Literature in English subject in the selected schools. Here I focus on the third research question which is philosophical in nature, and I try to establish the rationale for the participant teachers' ways of teaching as they were presented in chapters five and six. The participant teachers' actions and utterances as presented and discussed in chapter five and six are further discussed in order to establish the reasons behind their ways of teaching. The follow-up semi-structured interviews were particularly beneficial in this regard as they enabled me to dig deep so as to find out why the participants taught the Literature in English in a particular way. Here, I also engage with my theoretical framework which is Vygotsky' social constructivism theory as I try to understand the rationale behind the participant teachers' instructional strategies. The following themes emerged from the data:

- 1) Learner related factors:
 - a) Learners' poor English language proficiency
 - b) Learners' limited general knowledge and being underprivileged
 - c) Learners' preferences and interests
 - d) Demotivated learners
- 2) Teacher related factors:
 - a) Teachers' belief on the effectiveness of their strategies
 - b) Teachers' desire to make a positive contribution to humanity
 - c) Team teaching, mentoring and in-service workshops
 - d) Inadequate lesson preparation
- 3) Contextual factors:
 - a) Limited time due to COVID-19 pandemic

- b) Examination requirements and government documents
- c) Lack of resources

Beginning with the learner related factors, in the following sections I discuss each of these themes.

7.2 Learners related factors

One of the findings of this study is that learner characteristics or traits influenced the way the participant teachers taught the Literature in English subject in the selected schools. These characteristics include: learners' poor English language proficiency, limited general knowledge and being underprivileged, learners' preferences and interests, and finally lack of motivation. In the following sub sections, I discuss these sub themes.

7.2.1 Learners' poor English language proficiency

As discussed in chapter six, all the six participants, read for their learners during Literature in English lessons, co-switched to the siSwati language and taught short stories to their learners instead of lengthy novels like *To Kill a Mocking Bird* (Lee, 1960). The six participant teachers highlighted that their learners' poor English language proficiency influenced the way they taught the Literature in English subject. In essence, they taught the way they did in order to accommodate their learner's poor English language proficiency. For instance, they stated that due to their learners' poor English language proficiency particularly being unable to read, they were forced to teach short stories to their learners as opposed to lengthy novels like *To Kill a Mocking Bird* (Lee, 1960).

The participants also shared that due to their learners' poor English language proficiency, they were sometimes forced to code switch to the siSwati language so that their learners can fully understand the concepts being taught. One example of this was discussed in chapter six when Ms Nhleko had to code switch to the siSwati language while teaching the short story "The Hitch-hiker" in order for her learners to clearly comprehend the actions and character of the traffic police officer. In the same vein, all the participants asserted that the learners' poor reading proficiency influenced their teaching methods as they ended up reading for them in class and giving them very small manageable tasks as they analysed the literary text together.

This study's finding on the influence of learners' English language proficiency on teachers' instructional methods is aligned with views from some scholars in the field of literary texts teaching (Ann et al., 2018; Dlamini, 2015; Mbambo, 2019; Msimango, 2010; Rashid et al., 2010). For instance, Ann et al. (2018) assert that the participant teachers in their study were influenced by their learners' poor English language proficiency to use simpler explanations during their teaching. In the same vein, Mbambo (2019) states that due to their learners' struggles to easily comprehend the English language, teachers in the South African schools where the study was conducted decided to frequently code-switch to their learners' mother tongue and also utilized simplified expressions. To some extent, this enhanced their learners' appreciation of the literary texts being taught. This assertion by Mbambo resonates well with the current study's findings in terms of the participant teachers' code-switching to siSwati during their teaching of Literature in English in order to accommodate their learners as discussed in chapter six. For instance, Ms Nene, one of the participants said: "...it's the problem that we have here in the rural areas, of our learners not being exposed and not in reading. So sometimes you like to simplify using your own mother tongue so that they understand."

Through the social constructivist lens, it is possible to understand the participant teachers' efforts of trying to utilize various teaching strategies like reading for their learners, code-switching, using short stories and simplified explanations in a bid to accommodate their learners' poor English language proficiency and aid them in the process of meaning making. Gómez and Fernando (2012) posit that literary texts and language are some of the vital social tools which teachers should effectively employ as they aid their learners to interact and collaborate with ease and meaningfully as they learn. This process of joint meaning making then results in the learners' academic growth and being competent in a number of ways. Consequently, this implies that if these important social tools like the literary texts are inaccessible due to the learners' poor English language proficiency, no effective learning can take place. It is for that reason then that the participant teachers in the current study accommodated their learners' poor English language proficiency by using short stories, simplified explanations and code-switching as that ensured that there was interaction with the social tools, peers and mentors within the classroom which resulted in effective joint meaning making (Slavin, 2014; Smagorinsky, 2007).

As highlighted in chapter six, the learners' poor English language proficiency, particularly the reading skill, influenced the participant teachers to teach them the short stories as opposed to lengthy and complex novels

like *To Kill a Mocking Bird*. This perceived dilemma of whether to teach literary texts which are linguistically challenging and from diverse cultural backgrounds as opposed to teaching linguistically simple local texts can be better understood by employing the Vygotsky's socio-cultural theory which is the theoretical framework and lens guiding this study (Turuk, 2008; Verenikina, 2003; Vygotsky, 1930). This is because in line with Vygotsky's concept of zone of proximal development, the literary texts chosen by the participant teachers were not linguistically weak or too challenging both culturally or cognitively, but they were within the learners' zone of proximal development. In other words, they were neither too literary weak or too complex and challenging. Rather they were within the learners' zone of proximal development because they were not too easy such that the learner could easily analyse on their own and at the same time they were not linguistically and culturally inaccessible even when learners solicited the help of their knowledgeable peers or teachers. However, as evidenced by the audio recoded lesson transcripts, the learners were able to appreciate and analyse the literary texts with either the assistance of their peers or the participant teachers. In line with this finding, Tevdovska (2016, p. 168) asserts that the selected literary texts should neither be too simple or linguistically challenging or complex, but rather they "should be only one level beyond students' language competence, which means that the students should be able to understand the literary text in terms of the message it conveys and as a whole." This scholar goes further to elucidate this point by stating that in a well-chosen literary text, learners should often encounter interestingly challenging new words and expressions which they will understand through planned activities and hence expand their current linguistic and literary knowledge to the next level.

Conclusively, the learners' poor English language proficiency influenced the participant teachers to teach the way they did, like reading to their learners in class, using short stories instead of lengthy novels, code-switching to the siSwati language, giving short reading tasks and explaining almost everything in the literary text. This way of teaching was somehow in line with the social constructivism theory as it accommodated the learners' social background and context in the teaching and learning process (Slavin, 2014). However, according to the participants this way of accommodating the learners, especially reading the whole literary text in class, was not an entirely good practice as the teacher appeared to be the one reading most of the time and the learners had minimal time to read on their own and effectively construct their own meanings and knowledge in line with social constructivism (Applefield et al., 2000).

7.2.2 Learners' limited general knowledge and being underprivileged

As discussed in chapter six, the participant teachers used teacher-centred strategies and activities when teaching Literature in English. They read the whole literary text with their learners in class, used the lecture method to explain a number of literary concepts and tried to engage them by giving them small reading tasks. In part, learners' limited general knowledge and being underprivileged was cited as the reason behind their way of teaching.

Learners' limited general knowledge and being underprivileged influenced the way the teachers taught Literature in English in their schools in that they were trying all possible means to accommodate their learners' needs and social contexts. For instance, as highlighted in chapter six, the participants shared that their learners could not read independently in their homes because they were living in congested one room houses with their entire families. This environment was not conducive for fruitful reading and quiet study. Consequently, they had to "read each and every word with them" in class. In the same vein, another participant shared that due to her learner's limited general knowledge and being underprivileged as they are from a poor rural area, she resorted to reading for her learners in class, discussing all parts of the literary text and teaching at a very slow pace in order to accommodate them. As discussed in chapter six, most of the participant teachers resorted to reading the literary text with their learners in class and discussing most of the text parts bit by bit together.

Moreover, as discussed in chapter six, what also prompted the participant teachers to use teacher-centred methods like lecturing while they preferred the learner-centred methods was partly due to their learners' general knowledge due to only being confined to the rural areas. One participant mentioned that her learners did not even know the sea or the beach, so she had to explain and illustrate everything to them when teaching the short story "Samphire" or the play *The Trials of Brother Jero*.

Gamedze (2015) asserts that teachers in most underprivileged schools face the challenge of adapting their instructional practices in order to accommodate their learners who are not exposed to reading and have limited knowledge due to scarcity of resources and a conducive environment for learning. The learners' inability to read on their own at home and construct their own meaning is against the principles of social constructivism which advocates for the strengthening of all social learning environments and social tools both at home and at school for learners to effectively learn on their own or with the support of their knowledgeable peers and

mentors (Moreno, 2010; Slavin, 2014). This is so because the findings of this study reflect that the learners only got support at school from their teachers and there was very minimal learning outside the school setting.

7.2.3 Learners' preferences and interests

Learners' preferences and interests was also found to be one of the factors that influenced the participant teachers' way of teaching in the selected schools. As discussed in chapter five and six, the participant teachers selected short stories and a number of these short stories had exciting themes for young people like love and other related themes. They also made an effort to dramatize for their learners while teaching. All this was done in an attempt to accommodate the learners' preferences and interests.

The participant teachers tried to align their ways of teaching with their learners' preferences and needs. For instance, the participants highlighted that since their learners were excited by love stories, they decided to choose literary texts with such themes in order to align their teaching with their learners' needs. As discussed in chapter six, most of the participant teachers reported that they chose short stories with love themes because they motivated and excited their learners. In line with this, Ms Tfwala from school A stated that: "with the short stories I have seen this when I talk about "The Hitchhiker" the boys are interested when they see the tricks from the fingers smit, ... even when we talk about the beauty of the girl in the story "A Woman on a Roof," they will be interested..." Moreover, Ms Nene from school B echoed her colleagues' views by highlighting that due to the nature of her learners being motivated by role plays, dramatizations and love stories she tries her best to accommodate them. Consequently, the learners become excited and motivated to study the literary texts. This finding is aligned with findings from some scholars who assert that learners' interests and preferences sometimes influence their teachers' instructional strategies (Engku et al., 2021; Motsa et al., 2019; Suhaimi et al., 2020). For instance, Motsa et al. (2019) posit that once teachers notice that their learners positively respond to a particular instructional strategy or method, they then tend to frequently employ it. The finding about learners being motivated and taking control of their learning and meaning making when discussing concepts of interest like love issues is in line with Vygotsky's socio cultural theory. As discussed in chapter four, this theory asserts that when there is motivation and interest amongst learners, social interaction and meaningful collaboration becomes possible as learners take control and mastery of their own learning and joint meaning making by using the availed social tools (Stoller, 2018; Turuk, 2008; Woolfolk, 2016). Consequently, the participant teachers' efforts to accommodate their learners through using relevant and accessible social tools like short literary texts with love themes and

activities like mini role plays appears to be some form of intervention to aid them progress within their zones of proximal development. This practice of accommodating the learners' interest somehow influenced the participant teachers' ways of teaching Literature in English in the selected schools.

7.2.4 Demotivated learners

The participant teachers in the study expressed that another reason why they were teaching the short stories to their learners was that a number of them were demotivated and lacked interest in the Literature in English subject due to several reasons. For instance, some of the learners were demotivated because they were forced to learn the Literature in English subject against their will. The participants argued that due to “streaming” or “blocking” in their schools, some of their learners were forced to do Literature in English yet it was not their chosen subject. This normally happened when the Literature subject was paired with subjects like Chemistry, Physical Science, Design and Technology or Information and Communication Technology. In most instances the learners were rejected from those other subjects due to limited spaces then forced to do Literature in English against their will. This demotivated them.

As discussed in chapter five, the participant teachers argued that one of the reasons they chose interesting short stories for their learners was that these learners were demotivated because they were forced to do the Literature in English subject against their will. For instance, Ms Nhleko from school C highlighted that “streaming” or “blocking” in her school made her to get learners who were rejected from other subjects, hence she needed to work extra hard as a teacher and try to motivate them not just focus on her routine teaching as if she were dealing with learners who love the subject. Likewise, Mr Masuku highlighted that as teachers they needed to work extra hard in helping their demotivated learners love the Literature in English subject. Like all the participants, he argued that teaching the interesting short stories as opposed to lengthy novels motivated their learners. As discussed in chapter five and six, all the participants taught the short stories *Into the Wind: Contemporary Stories in English* to their learners partly due to this reason. In chapter six the participants also revealed that in order to help their demotivated learners, they segmented the concepts they are teaching into small manageable reading tasks, discussion questions or mini peer teaching activities.

In line with the findings of this current study, Dlamini (2015) states that demotivation on the part of learners influenced teachers' selection of teaching methods and strategies. This study further unearthed the challenges of dealing with demotivated learners in the teaching and learning of Literature in English as they were

reluctant to participate in learner-centred activities like research, group work and independent reading. Consequently, the teachers ended up reading for their learners in class and resorting to whole class discussions. Moreover, if the learners are demotivated and not proactive to take control of their own learning and meaning making as suggested by Vygotsky's social constructivist theory, very minimal or hardly any meaningful learning takes place. As a result, the learners cannot progress from the little they can independently comprehend to the zone of proximal development where they can meaningfully construct their own knowledge through the assistance of their peer and mentors (Slavin, 2014). Other scholars who share the same views on this issue are Dlamini (2010) and Msimango (2010). However, the only difference is that as highlighted in this study, the demotivated learners positively responded to the study of interesting short stories, short reading tasks, group work and minimal peer teaching. Consequently, this means that by trying to accommodate their demotivated learners through the use of short stories and learner-centred activities, though minimally used, the participant teachers were somehow enhancing their learners' understanding of the literary texts.

7.3 Teacher related factors

Teacher characteristics were found to be some of the factors that influenced the way teachers taught Literature in English in the selected schools. These characteristics included: teachers' belief on the effectiveness of their strategies, teachers' desire to make a positive contribution to humanity, team teaching, mentoring, in-service workshops and in adequate daily lesson preparation. In the following sections, I discuss each of these teacher related factors.

7.3.1 Teachers' belief on the effectiveness of their strategies

Teachers' belief on the effectiveness of their teaching strategies and methods was found to be one of the influencers of how the participant teachers taught Literature in English in the selected schools. This means that once the teachers realized that a particular teaching and learning strategy or method was effective, they then used it frequently. As discussed in chapter six, the participant teachers made an effort to engage learners on discussions of the language and relevant literary concepts in the text, engaged them in group activities and regularly trained their learners to write essay examination questions. The participant teachers also modelled appropriate literary responses for their learners to emulate. Moreover, argumentative essay writing responses were scaffolded by mini debates.

Analysis of the data and the consequent findings as presented in chapter five and six, show that in part, the participant teachers' use of certain instructional methods and strategies was influenced by their knowledge and strong belief on the effectiveness of those strategies. For instance, Ms Tfwala from school A shared that she routinely facilitates class discussions of the language used in the literary text because she believed in its effectiveness. She even referred to it as "the biggest strategy." In the same vein, both Mr Masuku and Ms Nene confirmed that their belief on the effectiveness of their teaching strategies influenced the way they taught. For instance, Mr Masuku highlighted that, he mainly utilized group discussions because some of his learners were "shy to talk to their teachers," but freely talked to their peers. The participant teachers' use of learner-centred methods like class discussions, debates and group work due to their knowledge and belief on their effectiveness is aligned with Vygotsky's social constructivist theory. This is because as discussed in chapter four, this theory advocates for learners to be fully involved in the learning process and joint meaning making by interacting with their social tools which in this case may be the literary texts, and knowledgeable peers (Applefield et al., 2000; Wang, 2007). In this way the learners are able to master the concepts being learned as they work corroboratively in the process of meaning making. As a result, the teachers then tend to use those activities and methods in the cause of their teaching.

As discussed in chapter six, the participant teachers employed learner-centred activities and methods like: guiding questions, class discussions, group work, role plays, presentations and peer teaching because they thought they effectively aided their learners to master the concepts being taught in the Literature in English subject. This is in line with Vygotsky's socio constructivism theory whose underpinning constructs like social interaction, mediation and collaboration advocate for learner-centred teaching strategies and activities that will ensure full learner engagement in the joint process of meaning making, sharing and collaboration (Applefield et al., 2000; Gredler, 2012; Kim, 2001). For instance, some of the theory's constructs which include social interaction and collaboration are manifest when learners engage in group activities, presentations, peer teaching and other related activities which ensure that learners effectively collaborate, share their views and also learn from their more knowledgeable peers and mentors (Bruner, 1991; Moreno, 2010; Slavin, 1987; Woolfolk, 2016; Yang & Wilson, 2006b). Slavin (2014, p. 235) also highlights the importance of social interaction and collaboration by stating that it ensures that learners benefit and learn "through joint interactions with adults and more capable peers." However, as discussed in chapter six, while the participant teachers expressed their support and use of learner-centred strategies, they cited limited time due the COVID-19 pandemic and other constraints as reasons for their minimal use of these strategies. This will be discussed later in this chapter.

As discussed in chapter two, scholars Like Engku et al. (2021) and Suhaimi et al. (2020) have highlighted that teacher's familiarity with a particular instructional strategy or activity and learners' positive reception of it made the teachers to routinely employ that instructional strategy or activity. Findings by Motsa et al. (2019) appear to be closer to the ones for this current study. These scholars assert that the choice of instructional strategies for some teachers in selected primary schools in Eswatini was partly influenced by the learners' performance when those strategies were used. However, it should be noted that these scholars focused on the teaching of Siswati at the primary school level. Consequently, the finding that teachers' belief in the effectiveness of their instructional strategies and activities influenced their routine use of those instructional strategies in the teaching and learning of Literature in English at the senior secondary school level in the selected schools appears to be a new finding by this study.

7.3.2 Teachers' desire to make a positive contribution to humanity

The participant teachers' desire to make a positive contribution to humanity was found to be one of the factors that influenced their choice of instructional strategies. As discussed in both chapter five and six, all the participants made an effort to teach moral values to their learners, made them to empathize and also relate what they were learning in the literary texts to their own personal experiences.

What the participant teachers said and did about their teaching of moral values and desirable attitudes reflect that they were influenced by their desire to make a positive contribution to humanity. This is mainly because they tried to instill moral values and holistically improve the lives of their learners through the teaching of the Literature in English subject. For instance, during the follow-up interviews, all the participant teachers attributed their teaching of moral values and relating of the literary texts to the learners' experiences to their bid to make a positive contribution to humanity. In support of this view, Mr Masuku asserted that "Literature is all about life, more than the reading and appreciation of characters and themes at one point one has to grow, ...we should develop you as an individual holistically. ... even the moral aspect." Likewise, Ms Tfwala also echoes that due to the need to make a positive contribution to humanity, as teachers they did not limit their teaching to the content of the literary texts, but also coached their learners on life skills and issues of moral values. In a nutshell, the participant teachers implied that as teachers they strove to be more than just teachers to the learners, but they became life mentors and coaches or even assuming the role of parents. This is understandable because one participant teacher even highlighted that some of the learners were double

orphans who had no one to guide in life. Hence, they taught the moral values and life skills which are embedded in the literary texts to their learners.

The participant teachers' act of teaching moral values and relating the literary texts to their learners' daily lives in order to make a positive contribution to humanity, appears to be aligned with some of the tenants of Vygotsky's social constructivism theory. For instance, as discussed in chapter four, this theory posits that learners' knowledge and meaning construction is the direct result of social interaction, corroboration and interpretation which takes into consideration their real life contexts (Adams, 2006; Woolfolk, 2016). In this way there appeared to be effective learning since the learners' construction of knowledge was tied and related to their social contexts and daily personal experiences (Applefield et al., 2000). As a result, the participant teachers' desire to make a positive contribution to humanity by using the Literature in English subject to teach moral values appeared to be effective. This is in line with what Clark (1998) considers to be the value of social constructivism. This author asserts that effective learning should be a proactive social process which entails making sense of our daily experiences and "fitting them into our mental model of the world" (Clark, 1998, p. 91). According to Gómez and Fernando (2012) since literary texts aid us to build our understanding of reality and to comprehend the world around us, their study "as a means of contributing to the humanization of individuals" in the process addressing issues of moral values and human experiences should be the main priority for teachers. While the use of literary texts as a vehicle to teach moral values and other desirable attitudes has been reported by some scholars (Carlin, 2010; Choo, 2017; Nussbaum, 1998; Wolk, 2013), the attempt by the participant teachers to teach moral values to learners from underprivileged schools grappling with the effects of the COVID-19 pandemic and political unrest in Eswatini has never been reported.

7.3.3 Team teaching, mentoring and in-service workshops

As discussed in chapter six according to the participant teachers, team teaching, mentoring and in-service workshops were also other factors that shaped their teaching. These teachers stated that due to team teaching, mentoring and in-service workshops, they were able to use the teaching strategies and activities discussed in chapter 6 better in their teaching of Literature in English in the selected schools. As highlighted earlier, these include guiding questions, class discussions, focus on language of the text, group work, debates, presentations, peer teaching and others.

The participant teachers appeared convinced that team teaching, mentoring and in-service workshops had a considerable influence in the way they taught Literature in English in their schools. For instance, as discussed

in chapter six, Ms Mbatha exemplified how team teaching aided her teaching by stating that her colleague assisted her when teaching the short story “Feet.” She highlighted that since she did not understand the concept of “feet fault” in the tennis game, her colleague not only explained it to her but also went with her to her class to assist her when teaching the literary text “Feet”. In that way, her teaching of that literary text became effective. Likewise, Ms Nhleko and Mr Masuku highlighted that team teaching, mentoring and in-service workshops influenced the way they taught. Ms Nhleko stated that team teaching, mentoring and in-service workshops were really helpful since her mentors were teaching the same learners in the same school using the same literary texts. Consequently, it was possible to follow in their footsteps and apply their teaching strategies.

The finding about the value of team teaching, mentoring and in-service workshops in influencing the participant teachers’ instructional strategies is very interesting as it adds valuable insights in the field of teaching and learning. Whilst Vygotsky social constructivist theory emphasizes the value of interaction and collaboration amongst learners and their knowledgeable mentors for effective meaning making and learning (Slavin, 2014), this finding from the current study also suggest that for improved learning and teaching, the interaction and collaboration should also take place amongst the teachers. This means, while the learners interact and collaborate with their peers and mentors in the study of literary texts, their teachers also interact and collaborate to share their teaching strategies and activities. It is this second form of interaction and collaboration amongst the teachers that shape and influence their teaching in the selected schools. In line with this view, Msimango (2010) reports that collaboration and teamwork of teachers in two schools in the Hhohho region of Eswatini did not only shape and influence how the teachers taught the Literature in English subject, but also had a positive bearing on the academic performance of their learners.

7.3.4 In adequate daily lesson preparation

In adequate or poor daily lesson preparation by the participant teachers was also found to be one of the factors which influenced the way they taught the Literature in English subject in the selected schools. As discussed in chapter six, the participant teachers’ lesson preparation was very minimal and inadequate. The participant teachers’ utterances reflected that they did not view daily lesson preparation as an important daily process to enhance and positively influence the way they teach the Literature in English subject. They only reluctantly did it since it was a mandatory government requirement for every teacher to write the daily preparation book and in that way to them it was just a heavy burden whose main function was to save their jobs. To prove this, Mr Masuku stated that he was “not a good friend of the daily preparation book,” and reasoned that it was

“kind of depressing.” All the other participant teachers shared the same views. For instance, Ms Tfwala stated that while she wrote the daily preparation book it was “solely for government purposes.” As discussed in chapter six further evidence of the participant teachers’ inadequate lesson preparation was manifest in the audio recorded lessons where on a few instances the teachers appeared not to have well prepared for the lesson. For instance, towards the end of her lesson on poetry, Ms Nene from school B is heard saying “sorry for teaching in abstract, I forgot to photocopy, I should have photocopied it.” She then requests the class to wait for her as she goes to get copies of the poem being discussed. Again, it was reported that other participant teachers like Mr Masuku came to class not knowing that they had a double period and when he was leaving the class at the end of the first period his learners reminded him that he had a double period that day. Consequently, he decided to continue teaching even though he had not prepared for that next lesson. To some extent, this reflects inadequate preparation on the part of the participant teachers. As discussed earlier in chapter three, only four of the six participant teachers kept daily preparation books.

It was also reported that even the document analysis revealed that the participant teachers did not regularly prepare for their lessons and those few lesson plans which were recorded in their daily preparation books were very scanty on crucial elements of a lesson plan like lesson objectives teaching aids, methods, lesson development, teacher activities, learner activities and evaluation as expected by the government (Ministry of Education, 1988). This may indicate that the participant teachers were not whole heartedly designing effective lesson plans, but were just reluctantly fulfilling a “depressing” daily routine requirement by the government.

The inadequate lesson preparation by the participant teachers somehow influenced the way they taught the Literature in English subject. For instance, the absence or minimal use of teaching aids in their lessons indicate that the learners were not assisted with adequate social tools to mediate and interact with the content being learnt as required by the social constructivism theory (Moreno, 2010; Prawat, 1999; Slavin, 2014). Moreover, the inadequate lesson preparation on the part of the participant teachers also reflects that issues of learner-centred teaching and scaffolding which are features of social constructivism were not effectively implemented in the selected schools. This is because learner-centred teaching and scaffolding require careful and systematic advance teacher preparation of effective learning tasks and scaffolds to engage the learners as they try to construct their own meanings of the concepts being studied (Gómez & Fernando, 2012; Gredler, 2012; Smagorinsky, 2007; Woolfolk, 2016). Hence to some extent, the participant teachers’ inadequate lesson preparation means the learners were deprived of effective teaching and learning in the selected schools.

The participant teachers also highlighted that some contextual factors like limited time due to the COVID-19 pandemic and the political unrest hugely affected their way of teaching, particularly lesson preparation and employing learner-centred strategies and activities. In the following section I discuss these factors.

7.4 Contextual factors

The study revealed that the participant teachers' way of teaching was also influenced by some contextual factors such as limited time due the COVID-19 pandemic, examination requirements and government documents, and lack of resources. I begin by discussing how limited time for learner-centred activities due to COVID-19 pandemic and the political unrest affected the participant teachers' ways of teaching Literature in English in the selected schools.

7.4.1 Limited time for learner-centred activities due to the COVID-19 pandemic and the political unrest

Limited time for engaging learners in learner-centred activities was found to be one of the factors that influenced the way the participant teachers taught the Literature in English subject in the selected schools. As revealed in chapter six, all the participants highlighted that they liked engaging their learners in learner-centred activities like group discussions, role plays, peer teaching, debates and others. However, the analysis of their documents and the audio recorded lessons revealed that practically, there was limited use of the learner-centred activities by the participant teachers in their teaching of the literary texts. When I enquired about this gap between what they said and their actual practice, all of them cited the issue of limited time due to the COVID-19 pandemic and to a lesser extent the political unrest as reasons for not fully and frequently employing the various learner-centred activities.

The participants indicated that one of the reasons they did not frequently use learner-centred strategies and activities during their teaching was the limited time due to the COVID-19 pandemic and the political unrest which forced schools to close for a lengthy period. As a result, when the schools opened there was very limited time for teaching and learning. For instance, Ms Tfwala stated that due to the time constraints caused by the COVID-19 pandemic and other issues, they were unable to frequently engage learners in learner-centred activities like “the acting part” or role plays and debates. Likewise, Mr Masuku asserted that they were “disturbed by the COVID-19 situation and the unrest” such that they ended rushing in their teaching and not fully and frequently employing the learner-centred activities. In the same vein, Ms Mbatha stated that due to

the limited time and their struggle to finish the syllabus, their lessons were now “becoming more teacher-centred.” She goes on to state that when things were normal, they allowed the learners to read the literary texts in a dramatic way but due to the limited time they now read for their learners in class.

As discussed in chapter 2, Dlamini (2015) reveals that limited teaching time influenced the teachers’ instructional strategies and approaches. For example, this scholar reports that while teachers were eager to employ more learner-centered activities like role plays and debates to engage the learners in their study of the literary texts, there was very minimal time available for the learners to prepare and do these beneficial activities. As a result, the teachers ended up using activities that appeared to be less time consuming like whole class discussions. This finding has also been reported by other scholars (Ann et al., 2018; Msimango, 2010).

The participant teachers’ inability to enhance effective learner interaction and engagement with the literary texts through the frequent use of learner-centred activities means the learners were not effectively studying the literary texts. For instance, the social constructivist theory asserts that for effective understanding and meaning making, learners should be aided to construct their own meanings through the use of well-structured learning tasks and scaffolds (Gómez & Fernando, 2012; Gredler, 2012; Woolfolk, 2016). Consequently, Ms Mbatha’s assertion that their lessons are now becoming more teacher-centred as they now read for their learners in order to finish the syllabus in time, reflects that the learners were deprived the opportunity to read the text on their own and construct their own meanings. Moreover, the minimal use of learner-centred strategies and activities by the participant teachers implies that scaffolding was minimally used in the teaching of the literary texts by the participants. As discussed in chapter four, scaffolding is an important construct of social constructivism and if frequently used by teachers it ensures that learners are provided effective support as they navigate through the literary text and constructing their own meanings (Woolfolk, 2016). As highlighted in chapter six, activities which are used for scaffolding like reading tasks and worksheets such a character logs, mind maps and others were minimally used by the participant teachers yet they are very valuable in aiding learners’ construction of their own meanings of the literary texts (Aladini & Farahbod, 2020; Ellis & Tomlinson, 1980)

7.4.2 Examination requirements and government documents

Examination requirements and government documents and policies also influenced the way the participant teachers taught the Literature in English subject in the selected schools. For instance, as discussed in chapter

6, the participant teachers spent more time training their learners on how to respond to examination questions and write appropriate essays in line with the final examination requirements. For instance, expressing this point, Mr Masuku asserted that he did not “digress from the syllabus,” as his questions, were always in line the final examination. Likewise, all the participants asserted that in order to help their learners attain expected examination standards, during their teaching, they exposed them to all the different types of questions that were set in the final examination and then engaged them in more writing tasks. They also stated that their teaching was also guided by the yearly examination reports which highlighted the challenges, strengths and weaknesses of the learners’ literary responses in the previous year’s examination and recommendations for improvement.

As discussed in chapter six, while the participant teachers’ bid to help their learners attain examination standards through examination-oriented teaching and rigorous writing tasks somehow help the learners improve their academic scores, it narrows their learning experience and is not aligned with the social constructivist theory. According to Adams (2006) teaching that is examination-oriented and driven by the obsession to obtain maximum scores through regular test practices is prone to suffocate profitable learning opportunities which are often realized through various learner-centred activities in line with the social constructivism theory.

As discussed in chapter six, when the participants were sharing their views on teaching their learners, they appeared to place a high premium on quizzes and written tasks that required paragraphs or lengthy essay responses. Minimal time was given to other multimodal responses to literary texts like learner-centred tasks such as group discussions, chain-story telling, role plays, debates, graphic representations of the literary text and other related activities as alternative forms of useful formative assessment which have proven to be both interesting and motivating to learners (DeBlase, 2005; Dlamini, 2015; Dong, 2005; Greco, 2006; Ministry of Education and Training, 2018b; Porto & Zembylas, 2020). Consequently, the participant teachers’ teaching which is largely influenced by the examination requirements is somehow narrowing the learners’ learning experience and depriving them the joy and benefits of engaging with the literary texts with a variety of exciting social tools as they construct their own meanings.

Other government documents which appeared to influence the participant teachers’ teaching include the Scheme of Work or scheme book and other documents like the Children Protection and Welfare Act (Swaziland Government, 2012) and The Sexual Offences and Domestic Violence Act (Eswatini

Government, 2018). As discussed in chapter five and six, the participant teachers highlighted that in part, their teaching of Literature in English was also informed by these documents. For instance, in the semi-structured Zoom interviews, all the six participants expressed that their teaching was also guided by the scheme book which is a document they prepare at the beginning of each year highlighting the content, instructional strategies and target dates (Ministry of Education, 1988). It was for that reason, as reported in chapter three that the scheme book formed part of the documents which I analysed in this study. Indeed, evidence from the audio recorded lessons and document analysis as discussed in chapter 5 prove that the participant teachers were being guided by the scheme book or schemes of work they had designed at the beginning of the year.

As discussed in chapter five, participant teachers also asserted that their teaching was also influenced by other government documents like the *Children Protection and Welfare Act* (Swaziland Government, 2012) and *The Sexual Offences and Domestic Violence Act* (Eswatini Government, 2018). For instance, Ms Tfwala stated that her teaching of the set literary texts was to some extent influenced by these government documents. She illustrated this point by stating that when teaching literary texts focusing on children and women abuse like “A Woman on a Roof” and “Samphire” she integrated concepts from these documents in her teaching to help her learners understand the text well and relate it to their personal experiences and social context.

The participant teachers’ practice of integrating government documents in their teaching shaped the way they taught the Literature in English subject. They did this in a bid to aid their learners comprehend the literary texts being studied and effectively relate them to their personal experiences and social context. This is somehow in line with social constructivism. This is because as discussed in chapter 4, this theory advocates for the systematic use of various relevant socio-cultural tools by learners and their mentors as they interact and construct their own meaning in the process getting a clear understanding of the world around them (Moreno, 2010; Pathan et al., 2018; Woolfolk, 2016).

It is worth noting that all the six participant teachers did not mention the *Eswatini National Curriculum Framework for General Education* document as having any influence in their teaching of Literature in English, yet all educators in a Eswatini are supposed to follow it as a guide for all teaching and learning and all curriculum issues (Ministry of Education and Training, 2018b). When I enquired about their knowledge of this document all the participant teachers claimed they were not privy about it. For instance, Ms Nene from school B said: “I have never seen such in my school and I have never heard of it.” This omission is a bit

surprising since this document is meant to guide and influence all processes of teaching and learning for general education in Eswatini. This include specification of the learner-centred approach to teaching which is anchored in the social constructivism theory and the type of teacher who is a “skilled facilitator, caring mentor, life-long learner” and an “exemplary role-model” to be emulated by the learners (Ministry of Education and Training, 2018b, pp. 33-35). Lacking knowledge of such an important government document does not only highlight a glaring gap between policy and practice, but to some extent also gives clues as why the participants did not fully engage their learners in learner-centred activities.

7.4.3 Lack of resources

Lack of resources was found to be another factor that influenced the participant teachers’ way of teaching. As revealed in chapter six, the lack of basic resources somehow influenced the way the participant teachers taught the Literature in English subject. These resources included the literary texts and book rental systems, smart phones, internet connectivity and audio video playing equipment.

7.4.3.1 Literary texts and book rental system challenges

According to the participant teachers, the shortage of the literary texts had a negative bearing on their teaching as they had to struggle to improvise and the teaching and learning process was greatly compromised. As discussed in chapter six, one of the reasons the participant teachers had to read the entire literary text with their learners in class was that some of the learners did not have the literary texts in order to read on their own.

All the six participants revealed the negative impact of the lack of literary texts in their schools. They stated that the shortage or unavailability of literary texts made teaching and learning difficult as the learners did not have their own texts to independently read, analyse and construct their own meanings. Since all the three schools were using the book rental system, sometimes the books were available in the schools but the learners were not given if they have not paid the book rental fee. Consequently, as stated by Ms Tembe in chapter six, as teachers they had to use their own resources to photocopy for those learners who did not have the literary texts. The participant teachers also reported that one of the reasons they read for their learners in class instead of creating a conducive environment for them to read on their own and construct their own meanings was that a number of them did not have the literary texts. As discussed earlier in this chapter, Ms Nene from school B stopped midway through her poetry lesson, apologized to her learners for “teaching in abstract” as she forgot to photocopy the poem being studied and was just reading from her own text. She then went out of the class to try and photocopy for her learners. It should be noted that even the act of photocopying according to the

teachers is prohibited in their schools because it is in breach of copyright rules, but due to their commitment and love for their needy learners, they do it. This means that the participant teachers were acting against the school rules as they tried to photocopy for their needy learners. This indeed made their teaching very challenging.

The participant teachers also revealed that even to those learners who have literary texts, the rental system poses a challenge. This is mainly because rental books are not personal copies of the learners and consequently they are not allowed to write any marginal notes on them yet that is essential for them to do as they interact with the text and construct their own meanings. As revealed in chapter six, one of the strategies employed by the participants when teaching Literature in English was encouraging their learners to interact with the text through reading and making marginal notes or annotating it. However, the participants revealed that the book rental system in the selected schools compromised the teaching and learning of literary texts since learners were prohibited to make marginal notes on the rented book. The participant teachers pointed out that the study of literary texts require that learners actively interact with the literary text through reading, writing marginal notes and comments and thus constructing their own meanings. Consequently, the teachers then encourage the learners to use pencils which could be later erased when the books are returned at the end of the year. That is also prohibited by the schools. Moreover, since the EGCSE Literature course is a two-year course consisting of Form 4 and Form 5, and the learners have to return the books at the end of Form 4, only to get different copies in Form 5, not the ones they were using in Form 4, they have to start afresh making new marginal notes with their pencils. What compounded the situation is that during COVID-19 pandemic lock downs the learners left the literary texts in their schools and stayed for extended periods at home without the rental books.

The shortage of literary texts which may be considered as the basic social tools in the Literature in English subject makes it hard for the participant teachers to teach the literary texts to their learners. This is because the learners hardly have enough opportunity to read and interact with the text on their own thus constructing their own meanings in line with the social constructivism theory as opposed to listening to the teacher read from her own text (Slavin, 2014). Wang (2007, p. 156) epitomizes the value of resources or social tools in the social constructivism theory by positing that effective learning is realized “through the student-centered and resource-based learning activity, as well as the interaction of resource,” learners and teacher. Consequently, the fact that the learners in the selected schools did not own the literary texts as their own permanent personal copies to read, mark, annotated and interact with at any moment compromised the teaching and learning of the Literature in English subject.

7.4.3.2 Smart phones, Internet connectivity and audio video equipment

The participant teachers also revealed that the shortage of other important teaching and learning resources such as internet connectivity and audio video equipment influenced the way they taught the Literature in English subject. As the chapter six discussions revealed, the participant teachers' teaching was affected by the learners' lack of internet connectivity and the unavailability of audio video equipment in their schools. Mr Masuku highlighted this point by stating that during the COVID-19 lockdowns when learners were away from schools, he would use WhatsApp and record audio lectures for his learners. However, very few learners would download, listen, reply or do the accompanying tasks. Most of them would complain about the lack of internet connectivity in their homes or their lack of internet data bundles. As a result, he would use his own money to buy the internet data bundles for some of his underprivileged learners. It is also worth noting that all the participant teachers revealed that apart from the lack of internet connectivity, most of their learners had the huge challenge of not having smart phones, hence they would rely on smartphones for their parents and other relatives who were not at home most of the time. Consequently, this rendered their attempts of teaching their learners through WhatsApp unsuccessful.

All the participant teachers also lamented the unavailability of audio video equipment in their schools as they were unable to show videos or films related to the literary texts being studied. According to Ms Mbatha, if the videos were available they would greatly aid their learners' understanding of the literary texts by enhancing their understanding of the plot, background setting of the text and characters and also deepen their appreciation of the themes portrayed. She continues to say this would help their learners who are underprivileged and not exposed such that most of them "don't even know the sea."

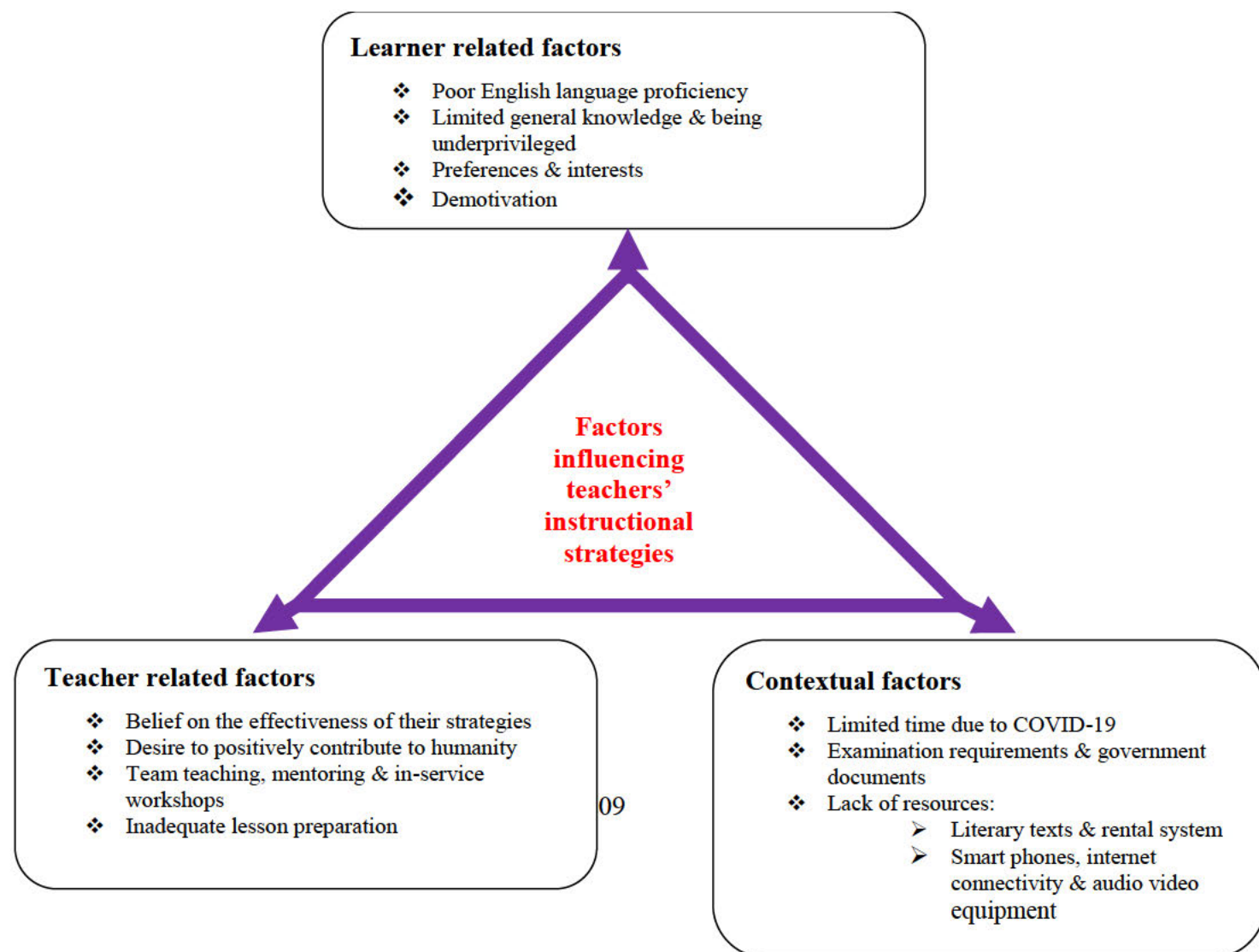
The unavailability of audio video equipment in the selected schools compromised the teaching and learning of the literary texts because according to Ellis and Tomlinson (1980) the use of videos and films in the teaching of literary texts enhances the learners' literary appreciation of the plot, setting and characters. Likewise, the unavailability of internet connectivity which was supposed to enhance the learners' interaction and collaboration with their peers and mentors as they studied the literary texts during the COVID-19 pandemic lockdowns immensely affected the teaching of Literature in English in the selected schools. This is because, in line with the social constructivism theory, the audio video equipment, internet connectivity and WhatsApp may be viewed as important social tools to enhance learners' interaction and collaboration in their process of meaning making and knowledge construction (Moreno, 2010; Slavin, 2014; Woolfolk, 2016). As discussed in chapter two, both Dlamini (2015) and Msimango (2010) report that the lack of teaching and learning

resources has an influence on the Eswatini teachers' selection of teaching approaches and strategies. They reveal that sometimes teachers would wish to engage their learners on independent research on the literary text, but that becomes impossible when there is no library and other resource materials for research. Hence the teacher then becomes the only source of information. This then skews the teachers' way of teaching to teacher-centred teaching where they transfer information to the learners much against the principles of the social constructivism theory where learners should actively construct their own knowledge and meaning through learner-centred activities (Ministry of Education and Training, 2018b).

7.5 Understanding the teaching of Literature in English in the selected schools

Having used the social constructivist theory as a lens in discussing the reasons behind the teaching of Literature in English in the selected schools, three major themes emerged namely: learner related factors, teacher related and contextual factors. The following figure summarizes these themes as discussed in this chapter:

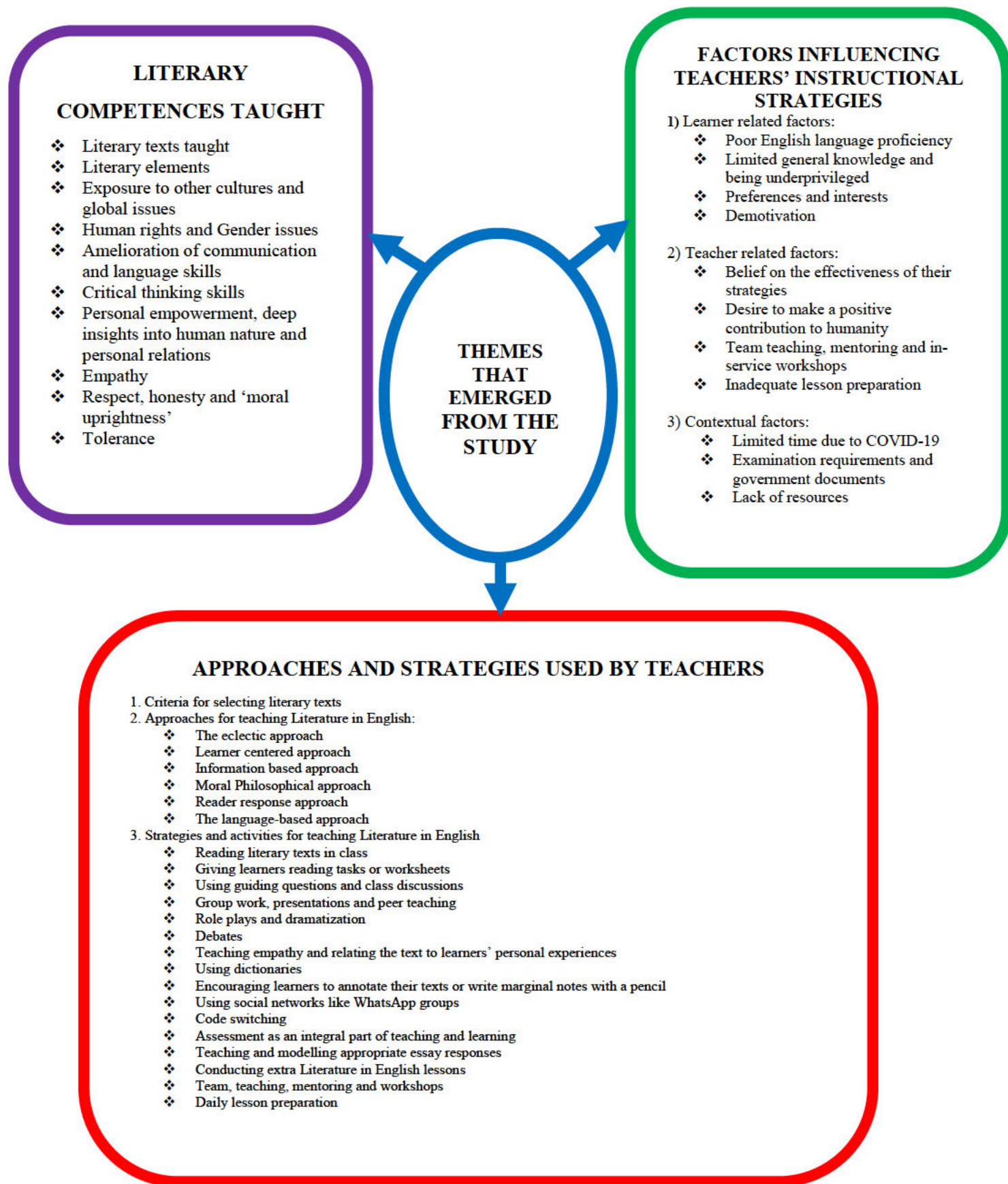
Figure 20: Factors influencing the participant teachers' way of teaching



The foregoing diagram highlights the factors influencing the teaching of Literature in English in the three selected schools. As can be noted from the diagram, these factors are grouped into three broad themes namely, learner related factors, teacher related factors and contextual factors. Learner related factors include: poor English language proficiency, limited general knowledge and being underprivileged, learner preferences and interests and lastly, demotivation. On the other hand, teacher related factors are: teachers' belief on the effectiveness of their strategies, desire to positively contribute to humanity, team teaching, mentoring and in-service workshops, and lastly, inadequate lesson preparation. Finally, Contextual factors include: limited time due to the COVID-19 pandemic lockdowns, examination requirements and government documents, and lack of resources.

Moreover, these factors influencing the teaching of Literature in English in the selected schools can be better understood if viewed through the broader picture of what the teaching of Literature in English in the selected schools means as revealed by the overall findings of this study. Hence the following figure, Figure: 21 is an attempt to present the overall findings of the study reflecting what in essence the teaching of Literature in English in the selected schools means.

Figure 21: Themes that emerged from the study



Conclusively, the foregoing figure is an attempt to capture what the phenomenon of teaching Literature in English in the selected schools means by presenting the overall findings of the study in a figure form. As can be noted, these findings are categorized into three broad themes which are: Literary competences taught in the Literature in English subject, approaches and strategies employed by the teachers and reasons behind the participant teachers' ways of teaching.

7.6 Chapter summary

Using the social constructivist theory lens, in this chapter I have discussed factors that influence the participant teachers to teach the Literature in English subject the way they do in the selected schools. Here I discussed three broad themes, namely, learner related factors, teacher related factors and contextual factors. Furthermore, I have also briefly summarised what in essence the teaching of Literature in English in the selected schools means. In the next chapter, which is my last chapter, I present the summary of findings, conclusions and recommendations.

CHAPTER EIGHT

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

8.1 Introduction

In this chapter I present a summary of the findings of this research and conclusions. I also discuss the study's original contribution and recommendations. The aim of the study was to investigate the teaching of Literature in English in three selected senior secondary schools in the Manzini region of Eswatini. Data generated using four data generation instruments namely: semi-structured Zoom interviews, document analysis, audio recorded lessons and focus group discussions through Zoom, formed the basis for the findings. To understand the phenomenon of the teaching of Literature in English in the three selected schools, I employed Vygotsky's social constructivism theory which views teaching and learning as deeply rooted in the learner's socio-cultural background. Through active interaction and collaboration with peers and mentors, the learner is able to construct their own meanings and knowledge. The teacher's main role is to be a resourceful and creative facilitator who creates a conducive learning environment through different tasks and scaffolds that will enable the learners to learn within their zones of proximal development. In the following section I present a summary of the research's findings and conclusions.

8.2 Summary of findings and conclusions

In line with the three research questions, three broad themes emerged from this research: literary competencies taught in the Literature in English subject, approaches and strategies used by teachers and lastly, the rationale behind the teachers' way of teaching. In the following sections I present a brief summary of these themes.

8.2.1 Literary competencies taught in the Literature in English subject

The findings of this study showed that the participant teachers taught literary competencies which could be classified into three categories namely: content and knowledge, skills, and lastly values and attitudes. Firstly, under content and knowledge taught in the Literature in English subject, the participant teachers taught literary elements, used the literary texts as a vehicle to expose their learners to other cultures and global issues, and lastly, taught human rights and gender issues. The study found that all the six participant

teachers in the selected schools taught these literary competences to their learners. As discussed in chapter five, evidence from all the four data generation methods namely: Zoom semi-structured interviews, document analysis, audio recorded lessons and focused group discussions reflected that the participant teachers did teach these literary competences to their learners.

The participant teachers taught literary elements such as: setting, plot, characterization, themes, and the writer's craft as they were manifest in the literary texts being studied. The participant teachers' use of literary elements as teaching points in their Literature in English lessons was a good way of helping their learners sharpen their literary appreciation skills. This was because this practice was not only in line with effective ways of literary study as advocated by some reputable scholars in the field (Ellis & Tomlinson, 1980; Moody, 1986; Wintersparv et al., 2019) and in line with the formalist criticism, but was also in conformity with the EGCSE Literature in English Syllabus. This syllabus states that learners should be taught detailed content of the literary texts like setting, plot and characters. They should also be assisted in developing in depth analysis of the text like discussing thematic issues, writer's craft and other underlying elements manifest in the literary text (Examination Council of Eswatini, 2021, p. 5). Furthermore, the teaching of literary elements which is not a new topic to the learners as they also dealt with it at the junior secondary school level aligns well with the social constructivist theory as it advocates for the use of learners' prior knowledge in the teaching and learning process (Slavin, 2014).

Moreover, the participant teachers used literary texts as a vehicle to expose their learners to other cultures and global issues, and lastly, taught human rights and gender issues. This shows that they were aware that literary texts were not supposed to be taught just for the sake of learners understanding and passing end of year examinations. However, they appeared to understand that the learners' study of literary texts should not be divorced from their social contexts and backgrounds and should aid them construct their own meanings and understand the world around them and beyond, so that they can be better future citizens. This is in line with the social constructivist theory which advocates teaching and learning that is not divorced from the learners' social background and enhances their meaning making and understanding of the world around them and beyond (Moreno, 2010; Woolfolk, 2016).

Secondly, as discussed in chapter five, all the six participant teachers reported that they made concerted efforts to ameliorate their learners' communication and language skills during their teaching of the prescribed literary texts. These skills included the four essential language skills namely: reading, listening,

speaking, and writing. They also included critical thinking skills, social and personal skills. As discussed in chapter five, findings from all the four data generation methods corroborated the participant teachers' attempt to use their teaching of literary texts as a way of ameliorating their learners' four language skills and other related skills such as critical thinking, social and personal skills. However, as discussed in chapter six and seven, the participant teacher's limited use of learner-centred activities and very limited scaffolding in line with the social constructivism theory meant that these important skills were not effectively ameliorated. For instance, as discussed in chapter six and seven, due to time constraints caused by the COVID-19 lockdowns and the shortage of literary texts, the participant teachers tended to read for their learners in class. Consequently, their learners had limited moments where they read on their own to and construct their own meanings, hence effectively ameliorating these skills. This is critical because the Eswatini government considers these skills as essential 21st century skills to be taught to all learners (Ministry of Education and Training, 2018b).

The last set of literary competences which were found to be taught in the Literature in English subject in the selected schools are values and attitudes like: respect, honesty, 'moral uprightness' and tolerance. As discussed in chapter five, the participant teachers encouraged their learners to identify, discuss and appreciate some of these values and attitudes manifest in the literary texts they studied. It is also interesting to note that as discussed in chapter six and seven, the participants' efforts to inculcate these moral values was not only influenced by the need to conform to the requirements of the EGCSE Literature in English Syllabus, but were also propelled by their desire to make a positive contribution to humanity.

8.2.2 Approaches and strategies used by teachers when teaching Literature in English in the selected schools

One interesting finding from this study is that all the six participant teachers highlighted that before they could think of an approach or strategy for teaching Literature in English, they had to carefully select the three literary texts from the pool of nine texts provided in the syllabus. They highlighted that their criteria for selecting appropriate literary texts for their learners was to consider literary texts whose context, subject matter or themes and language are aligned with the learners' needs. The effort by the participant teachers to select literary texts that are more relevant to their learners' social backgrounds, linguistic needs and interests reflect that their teaching was aligned with the social constructivism theory which advocates for teaching and learning that is not divorced from the learners' social background and also within their zones of proximal development. As reported in chapter five and chapter six, the literary texts selected by the

participants were not only interesting but were accessible to the learners in terms of setting, themes and language. However, the fact that there was no literary text amongst those selected which was set in a Eswatini reveals a need for having local literary texts which may further whet the learner's interest in the subject. It should be noted that it was impossible for the participant teachers to choose a local literary text since there was none in the pool of nine texts provided in the syllabus.

It was also found that the participant teachers employed a number of approaches in their teaching of Literature in English which included: the eclectic approach, learner centered approach, information-based approach, moral-philosophical approach, personal response approach, and the language-based approach. While the participant teachers did not boldly spell out some of these approaches by name, what they said and did during the course of their teaching gave evidence of their use of these approaches.

As reported in chapter six and seven, the participant teachers expressed their support and use of the learner-centred approach in their teaching, and employed several learner-centred strategies and activities as a way of actively engaging their learners as they studied the literary texts. These learner-centred strategies and activities include: giving learners reading tasks or worksheets, using guiding questions and class discussions, group work, presentations and peer teaching; role plays, debates, empathy tasks and relating the text to learners' personal experiences. However, evidence from the audio recorded lessons and document analyses reflected minimal use of these learner-centred strategies and activities. This highlights a gap between policy and practice because the government expects all teachers in ESwatini to employ mostly this approach during their teaching (Ministry of Education and Training, 2018b). As highlighted earlier in this study, the learner-centred approach is deeply rooted in social constructivism and advocates for the use of various learner-centred tasks, scaffolds and activities in order to enhance learners' knowledge construction within their zones of proximal development (Moreno, 2010). Consequently, the participant's minimal use of the learner-centered approach when teaching highlights that to some extent, their learners were deprived effective teaching and learning.

8.2.3 Reasons for the teachers of Literature in English to teach in the way they do

The study found a number of reasons which influenced the participant teachers to teach Literature in English the way they did in the selected schools. These reasons can be classified as learner related factors, teacher-related factors and lastly contextual factors. Learner related factors include: poor English language proficiency, limited general knowledge and being underprivileged, interests, and lastly demotivation. Most

of these factors influenced the participants' teaching of the literary texts to be mostly teacher-centered as opposed to being learner-centred. For instance, due to the learners' poor English language proficiency and being underprivileged, the participants had to read the whole literary text for their learners in class and explain almost every detail. This was against the participant teachers' noble wish of promoting independent reading by the learner through reading tasks and worksheets then spending valuable lesson time reading and discussing significant sections of the literary text and also engaging in various learner-centred activities like debates, group work and peer teaching. However, due to these learner-related factors, this was minimally done and as a result the learners did not effectively learn the literary texts in line with the principles of the social constructivist theory.

The study also found that teacher related factors were some of the reasons that influenced the participant teachers to teach the Literature in English subject the way they did. These factors were: belief on the effectiveness of their strategies, desire to make a positive contribution to humanity, team teaching, mentoring and in-service workshops, and inadequate lesson preparation. The study revealed that these factors influenced the way the participant teachers taught literary texts in several ways. For instance, participants attributed their use of certain teaching strategies like group work and discussions to their knowledge and belief on the effectiveness of those strategies. The use of some learner-centred strategies and activities on the basis of knowing them well and believing on their effectiveness by the participant teachers is aligned with the social constructivism theory which posits that teachers should act as knowledgeable and skilled facilitators and mentors who employ well-structured and effective learning tasks and activities to aid their learners construct their own meanings (Slavin, 2014; Verenikina, 2003). The only challenge here is that as discussed in chapter seven, while the participant teachers knew and believed in the effectiveness of these strategies, they did not frequently use them due to unavailability of time and other challenges like lack of basic resources like the literary text and inadequate daily lesson preparation.

Contextual factors which were found to be of influence on the participant teachers' way of teaching were: limited time due to COVID-19 lockdowns, examination requirements and government documents and lack of resources. The main reason cited by all the six participant teachers for not regularly employing learner-centred strategies and activities yet they understood and believed on their effectiveness was that due to the very limited time to finish the syllabus after so much time had been wasted by the COVID-19 pandemic lock downs, they had to resort to teacher-centred methods. This was because the learner-centred methods needed more time yet there was already very limited time available before their learners wrote their examinations. Consequently, this compromised the teaching and learning of Literature in English in the

selected schools as the learners were deprived the opportunity to be actively engaged in the learning process and construct their own meanings as opposed to being passive participants most of the time.

The lack of basic resources like the literary texts to be studied by the learners was found to be one of the major challenges in the study that influenced the way the participant teachers taught the Literature in English subject. For instance, it was revealed that due to the unavailability of literary texts for most of the learners, they could not independently read on their own and construct their own meanings. Moreover, the participant teachers could not assign prior reading tasks or worksheets to their learners in order to guide and encourage independent reading so that lesson times were spent reading only significant portions of the literary text and engaging in several learner-centred activities. On the contrary, due to the shortage of the literary texts, the participant teachers often resorted to reading with their learners in class and lecturing. Even the rental system had its own pitfalls as the learners were not allowed to mark and meaningfully interact with the text. They were also not allowed to go with the literary texts at home during lengthy school holidays and the extended COVID-19 pandemic lockdowns.

It was also found that to a larger extent, due to lack of smart phones and internet connectivity, the participant teachers' initiative to engage their learners through social networks like WhatsApp groups proved to be unsuccessful. Consequently, the learners hardly learnt anything when they were at home during the COVID-19 lockdowns.

8.3 The original contribution of this study

The study's original contribution stems from the context on which it was conducted, the three underprivileged senior secondary schools in the Manzini region of Eswatini during the era of the COVID-19 pandemic. While the findings of this case study cannot be generalized, they have shed light and valuable insights on what the teaching of Literature in English means in the three selected schools. The phenomenon of teaching Literature in English at underprivileged senior secondary schools during the era of the COVID-19 pandemic had never been investigated before. Hence the findings of this study are bringing new valuable insights in the field of teaching literary texts.

A summary of the study's findings reflected three critical issues which the study unearthed which are:

- ❖ Literary competences taught in the Literature in English subject at the selected schools
- ❖ Ways in which the teachers teach Literature in English; and

❖ Reasons for the teachers of Literature in English to teach in the way they did.

Methodologically, the study has shed new knowledge in the field of research in the teaching of literary texts. This is so because this study has contributed valuable knowledge on the possibilities and challenges of using COVID-19 compliant data generation methods like semi-structured interviews through Zoom, audio recorded lessons, document analysis and focus group discussions through Zoom, to investigate the teaching of Literature in English in underprivileged senior secondary schools in a ESwatini. The COVID-19 restrictions limited the process of data generation in that I could not use physical lesson observations which could have enabled me to have firsthand physical experience of the phenomenon being studied. However, my use of audio recorded lessons, and the other data generation methods helped in producing rich and credible data for this study.

The study also highlighted the value of following a sound literary text selection criteria when teaching Literature in English in the context of underprivileged schools populated with demotivated learners with poor English language proficiency. It has contributed knowledge on how the selection of short stories compatible with the learners' social backgrounds, linguistic needs and preferences in terms of themes portrayed could not only motivate the learners to actively engage in the learning process but to also have a positive attitude towards the Literature in English subject.

The study has also revealed that the effective teaching of literary competences such as content knowledge, skills like the four language skills, as well as critical thinking skills and desirable humane values is possible if teachers frequently employ learner-centred strategies and activities. Moreover, the teachers should not only have a clear understanding and belief on the effectiveness of those strategies and activities, but should have the time to carefully plan and use them regularly in the classroom. Furthermore, they should be propelled by the desire to make a positive contribution to humanity.

Moreover, the study also revealed the major contextual challenges of teaching Literature in English in underprivileged schools where the scarcity of basic resources like the literary texts is also compounded by the limitations of the schools' book rental systems which fail to meet the demands of the study of literary texts where learners need to have their own personal copies they can freely read and annotate at any time. It also revealed how the COVID-19 pandemic lockdowns adversely limited teaching and learning time and negatively influenced the participant teachers' ways of teaching Literature in English.

8.4 Recommendations for action for related stake holders in the teaching of Literature in English

Based on the findings of this study, the study came up with the following recommendations for various stake holders in the education sector:

8.4.1 Recommendations for teachers

- ❖ Since the effective teaching of Literature in English relies heavily on the teachers' regular use of learner-centred strategies and activities underpinned by the social constructivism theory, it is recommended that they make a concerted effort to regularly and effectively use these strategies and activities in their teaching.
- ❖ It is also recommended that teachers carefully select literary texts that are compatible with their learners' social backgrounds, linguistic and cognitive abilities and their preferences and interests in terms of themes.
- ❖ Since the study found that extreme emphasis on preparing learners for final examinations through writing essays result in the examinations being the ultimate goal while other forms of exciting multi-modal responses to literary texts are ignored, it is recommended that teachers frequently vary their teaching and assessment activities to create interest and active engagement of their learners.
- ❖ Since the study found that in part, the participant teachers' minimal employment of learner-centred activities was due to lack of consistent and thorough daily lesson preparation, it is recommended that teachers commit themselves to the process of lesson preparation in order to effectively use a variety of learner-centred activities and scaffolds.
- ❖ It is also recommended that teachers carefully read and familiarize themselves with government documents such as *The Swaziland National Curriculum Framework for General Education* (Ministry of Education and Training, 2018b) as they give guidance on a number of vital educational issues, including the use of the learner-centred approach to teaching and learning.

8.4.2 Recommendations for schools

- ❖ It is recommended that schools in collaboration with parents and the Ministry of Education and Training should devise ways of timely supplying literary texts and other basic learning resources to all learners.

- ❖ Schools should reconsider the book rental system as it has adverse effects on the learners' effective reading and appreciation of literary texts. Hence it is recommended that schools should supply Literature in English learners with permanent personal copies.
- ❖ It is also recommended that schools find ways of encouraging and monitoring teachers' daily lesson preparation as it has a huge bearing on their effective use learner-centred teaching approaches.
- ❖ It is further recommended that schools ensure that all teachers have copies of *The Swaziland National Curriculum Framework for General Education* (Ministry of Education and Training, 2018b).

8.4.3 Recommendations for Ministry of Education and training

- ❖ Working with schools, the Ministry of Education and Training should prepare contingency plans of responding to unforeseen disasters and disruptive challenges like the COVID-19 pandemic and political unrest.
- ❖ Through the English Language and Literature National Subject Panel, the Ministry of Education and Training should ensure that the Literature in English syllabus has a pool of literary texts representing a variety of settings, social backgrounds including local ones so that teachers can easily select their appropriate three literary texts to be studied.
- ❖ Due to the immense value of the Literature in English subject to learners' academic and holistic development as depicted in this study, the Ministry of Education and Training should consider making this subject compulsory so that all learners at the senior secondary school level can fully benefit from it.

8.4.4 Recommendations for pre-service and in-service training

- ❖ It is recommended that both at pre-service and in-service teachers are well trained and empowered in online teaching and learning strategies

8.4.5 Recommendations for parents

- ❖ Since the study found that learners hardly received any assistance to read and analyse the literary texts at home and reading only happened at school, it is recommended that parents actively participate in their children's education in order to enhance their reading and appreciation of the literary texts.

8.5 Recommendations for further research

- ❖ Since this study is a case study limited to only three schools, its findings cannot be generalized. Consequently, it is recommended that a larger study in a different context be conducted in order to get deeper insights in the phenomenon of teaching Literature in English.
- ❖ In order to fully investigate the value and benefits of the Literature in English subject, it is recommended that a longitudinal study that will trace some learners from their Form 4 classes until they reach the world of work or tertiary education should be conducted.
- ❖ It is also recommended that a study focusing on the teaching and learning of Literature in English through the views of learners be conducted. This will shed more light on this phenomenon.
- ❖ As highlighted in the study's limitation section (1.8) due to the COVID-19 pandemic restrictions, I could not conduct physical lesson observations which could have presented a clearer picture of what really transpired in the Literature in English classroom, but replaced them with audio recorded lessons which were used with other data generation methods. Consequently, a study that will employ several physical lesson observations along with other means of data generation is recommended.

8.6 Chapter summary

In this chapter I presented a summary of the findings of this research and then highlighted some of the conclusions drawn from those findings. I also discussed the study's original contribution, highlighting how it makes an original contribution of new knowledge in the field of literary texts teaching both methodologically and through its findings. Lastly, I discussed the recommendations based on the study's findings and conclusions.

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Appendix A: Semi-Structured Interview Schedule

a) Literary competencies taught in Literature in English in the selected schools

- 1. Can you briefly describe the literary texts you teach to your learners.....
.....
.....
.....
- 2. Can you discuss the literary competencies taught through these literary texts?
 - i) Knowledge.....
.....
.....
 - ii) Skills.....
.....
.....
 - iii) Values and attitudes.....
.....
.....
- 3. Can you share any other benefits of the literature in English subject to your learners?
.....
.....
.....

b) How do the teachers teach Literature in English in the selected schools?

- 4. What criteria do you follow when selecting the 3 literary texts to study with your learners from the pool of 9 prescribed texts in the syllabus?.....
.....
.....

5. Can you describe your ideal Literature in English lesson?.....

.....

.....

.....

.....

6. Can you describe your approach to the teaching of Literature in English?

.....

.....

.....

.....

7. Can you discuss various strategies or learning activities you employ when teaching your learners?

.....

.....

.....

.....

8. Can you discuss any resources you use to enhance teaching and learning in your class?

.....

.....

.....

.....

.....

.....

9. Describe the role of assessment in your Literature in English class.

.....

.....

.....

.....

10. Do you view your teaching as effective or not? Why?

.....

.....

.....

.....

c) Why do the teachers teach Literature in English the way they do?

11. Can you explain why you use the approaches or learning activities you have highlighted?

.....
.....
.....
.....

12. Can you share any other factors (both internal and external) that influence your teaching of Literature in English?.....

.....
.....
.....

13. Is your teaching influenced by the syllabus and other related government policies and documents? Please explain.....

.....
.....
.....

14. Can you discuss any challenges you encounter in your teaching and how you deal with them?

.....
.....
.....
.....

15. How do you think the teaching of literature in English can be improved in your school?

.....
.....
.....
.....

Appendix B: Focus group discussion schedule

a) Literary competencies taught in Literature in English in the selected schools

1. Can you discuss the literary competencies taught through the literary texts you teach?

i) Knowledge.....
.....
.....

ii) Skills.....
.....
.....

iii) Values and attitudes.....
.....
.....

2. Can you share any other benefits of the Literature in English subject to your learners?

.....
.....

b) How do the teachers teach Literature in English in the selected schools?

3. Can you describe your approach to the teaching of literature in English?

.....
.....
.....

4. Can you discuss various strategies or learning activities you employ when teaching your learners?

.....
.....
.....

5. Can you discuss any resources you use to enhance teaching and learning in your class?

.....
.....
.....

6. Describe the role of assessment in your literature in English class.

.....
.....
.....

c) Why do the teachers teach Literature in English the way they do?

7. Can you explain why you use the approaches or learning activities you have highlighted?
.....
.....

8. Can you share any other factors (both internal and external) that influence your teaching of Literature in English?
.....
.....

9. Is your teaching influenced by the syllabus and other related government policies and documents? Please explain.
.....

10. Can you discuss any challenges you encounter in your teaching and how you deal with them?
.....
.....

11. How do you think the teaching of literature in English can be improved in your schools?
.....
.....

Appendix C: Schedule for audio recorded lessons analysis

School:

Class:

Name of Teacher:

Focus of analysis		
What content is taught? (Literary competencies)	❖ Title of Literary Text:	
	❖ Lesson Topic	
	❖ Knowledge	
	❖ Skills	
	❖ Values	
How do teachers teach Literature in English	Teaching approaches/ strategies/ activities	
	Teacher's utterances (talk)	
	❖ Teacher-student interaction	
	❖ Peer- interaction	
	❖ Resources/teaching aids	
	❖ Nature of assessment	
Additional Comments.....		
.....		
.....		
.....		
.....		

Appendix D: Letter to The Director of Education; Ministry of Education & Training

Mr Mphicwa Milton Dlamini
National Curriculum Centre
P.O. Box 73
Manzini
5 October 2021

The Director of Education; Ministry of Education & Training
P.O. Box 39
Mbabane,
Eswatini

Dear Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH

My name is Mphicwa Milton Dlamini, I am a doctoral (PhD) student at the University of KwaZulu-Natal (UKZN). As part of my doctoral studies, I am doing a study titled: *The teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini*. Consequently, I am requesting permission to conduct virtual semi-structured interviews, document analysis and virtual focus group discussions with form 4 and 5 Literature in English teachers in the selected schools. I also request to audio record three of the literature in English lessons.

I pledge to uphold all ethical values and principles while conducting my research in the four schools by ensuring the following:

- ❖ Voluntary participation in the study.
- ❖ No disruption of school activities.
- ❖ Keeping all information and data confidential.
- ❖ The research does not bring any harm or disrepute to the schools in any way.
- ❖ After the research report has been written, data will be securely stored by my supervisor at the University of KwaZulu Natal for a period of 5 years then destroyed.
- ❖ Adhering to all corona virus (COVID-19) regulations.

My supervisor is Dr Z P Nkosi in the School of Language, Literacy and Media Studies at the University of KwaZulu-Natal Edgewood Campus. Contact details: Tel: +27 031 260 3691 Email: Nkosiz@ukzn.ac.za
You may also contact the Research Office: HSSREC@ukzn.ac.za

I am can be very glad if my request can be granted.

[REDACTED]

[REDACTED]

Mphicwa Milton Dlamini

Student Number: 220113467

[REDACTED]

mphicwad@gmail.com

Appendix E: Letter to school Head Teachers

Mr Mphicwa Milton Dlamini
National Curriculum Centre
P.O. Box 73
Manzini
5 October 2021

The Head Teacher
School A High (pseudonym)
Manzini

Dear Sir or Madam

RE: REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR SCHOOL

I am a doctoral (PhD) student at the University of KwaZulu-Natal (UKZN). As part of my doctoral studies, I am doing a study titled: *The teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini*. Consequently, I am requesting permission to conduct virtual semi-structured interviews, document analysis and virtual focus group discussions with form 4 and 5 literature in English teachers in your school. I also request to audio record three of the literature in English lessons.

I pledge to uphold all ethical values and principles while conducting my research at your school by ensuring the following:

- ❖ Voluntary participation in the study.
- ❖ No disruption of school activities.
- ❖ Keeping all information and data private and confidential.
- ❖ The research does not bring any harm or disrepute to the school in any way.
- ❖ After the research report has been written, data will be securely stored by my supervisor at the University of KwaZulu Natal for a period of 5 years then destroyed.
- ❖ Adhering to all corona virus (COVID-19) regulations.

My supervisor is Dr Z P Nkosi in the School of Language, Literacy and Media Studies at the University of KwaZulu-Natal Edgewood Campus. Contact details: Tel: +27 031 260 3691 Email: Nkosiz@ukzn.ac.za
You may also contact the Research Office: HSSREC@ukzn.ac.za

Yours Faithfully

[REDACTED]

Mphicwa Milton Dlamini

Student Number: 220113467

[REDACTED]

mphicwad@gmail.com

Appendix F: Letter to Participants (Teachers)

Mr Mphicwa Milton Dlamini
National Curriculum Centre
P.O. Box 73
Manzini
18 January 2022

Dear Participant

INFORMED CONSENT LETTER

I am a doctoral (PhD) student at the University of KwaZulu-Natal (UKZN). As part of my doctoral studies, I am doing a study titled: *The teaching of Literature in English in selected senior secondary schools in the Manzini Region of Eswatini*. The aim of the study is to investigate the teaching of Literature in English in form 4 and form 5 classes, focusing on what is taught, how it is taught and why it is taught the way it is taught. Consequently, I am requesting to have a virtual semi-structured interview, focus group discussions with you through zoom and audio record three of your lessons. I also request to analyse some of your official books like your syllabus, scheme book, daily preparation book and any other relevant documents.

Please note:

- ❖ Participation in the study is voluntary, you are free to withdraw at any moment you want to.
- ❖ There will be no disruption of school activities.
- ❖ Your confidentiality is guaranteed as your views will not be attributed to you in person, but will be anonymously reported through the use of a pseudonym
- ❖ Any information given by you cannot be used against you and the data will only be used for purposes of this study.
- ❖ Your participation is only for academic purposes, there are no financial benefits or incentives.
- ❖ After the research report has been written, data will be securely stored by my supervisor at the University of KwaZulu Natal for a period of 5 years then destroyed.

My supervisor is Dr Z P Nkosi in the School of Language, Literacy and Media Studies at the University of KwaZulu-Natal Edgewood Campus. Contact details: Tel: +27 031 260 3691 Email: Nkosiz@ukzn.ac.za

You may also contact the Research Office: HSSREC@ukzn.ac.za

Yours Faithfully



Mphicwa Milton Dlamini

Student Number: 220113467

Contact:  mphicwad@gmail.com

Declaration Form

I.....(full name of participant) hereby confirm that I have read and understood the contents of this letter and the nature of the research project and I consent to participating in it. I also understand my right to withdraw from this study at any time I deem appropriate. I agree to be audio recorded..... (write yes/no)

I also consent to a zoom interview (write yes/no)

Signature:.....

Date:.....

Appendix G: Letter to Parents (English version)

Mr Mphicwa Milton Dlamini
National Curriculum Centre
P.O. Box 73
Manzini
18 January 2022

Dear Parent or Guardian

INFORMED CONSENT LETTER

I am a doctoral (PhD) student at the University of KwaZulu-Natal (UKZN). As part of my doctoral studies, I am doing a study titled: *The teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini*. The aim of the study is to investigate the teaching of Literature in English in form 4 and form 5 classes, focusing on what is taught, how it is taught and why it is taught the way it is taught. Since I will also be doing lesson observations and your child will be part of the lessons I will be audio recording, I am requesting your permission to allow him or her to be part of this study.

Please note:

- ❖ Participation in the study is voluntary, you are free to withdraw your child at any moment you want to.
- ❖ There will be no disruption of school activities.
- ❖ Your child's privacy is guaranteed as his or her views will be anonymously reported through the use of a pseudonym.
- ❖ Your child's participation is only for academic purposes, there are no financial benefits or incentives.
- ❖ After the research report has been written, data will be securely stored by my supervisor at the University of KwaZulu Natal for a period of 5 years then destroyed.

My supervisor is Dr Z P Nkosi in the School of Language, Literacy and Media Studies at the University of KwaZulu-Natal Edgewood Campus. Contact details: Tel: +27 031 260 3691 Email: Nkosiz@ukzn.ac.za

You may also contact the Research Office: HSSREC@ukzn.ac.za

Yours Faithfully

[Redacted Signature]

Mphicwa Milton Dlamini

Student Number: 220113467

Contact: [Redacted] mphicwad@gmail.com

Declaration Form

I.....(full name of parent/guardian) hereby confirm that I have read and understood the contents of this letter and the nature of the research project and I consent to my child being part of it. I also understand my right to withdraw my child from this study at any time I deem appropriate. I agree that my child be audio recorded..... (write yes/no)

Signature:.....

Date:.....

Appendix H: Letter to Parents (Siswati version)

Mr Mphicwa Milton Dlamini
National Curriculum Centre
P.O. Box 73
Manzini
18 January 2022

Mtali

Ngenta tifundvo tebudokotela (PhD) eNyuvesi yakaZulu-Natal. Ngenta lucwaningo lwekufundziswa kwetemibhalo tesingisi ebangeni laka *form 4* na *form 5* (*The teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini*). Ngenca yekutsi umtfwana wakho useklasini lapho ngitawube ngibuka khona kutsi thishela ufundzisa njani, ngicela imvume yekutsi abe yincenye yalolucwaningo. Ngicela nemvume yekutsebula livi lakhe uma akhuluma eklasini (audio recording).

Ngicela unake:

- ❖ Umtfwana akaphoceleleki kutsi abe yincenye yalolucwaningo, ungamyekelisa noma nini uma ufuna.
- ❖ Kufundza kwemtfwana angeke kuphatamiseke.
- ❖ Umtfwana wakho uvikelekile, kute lapho libito lakhe litawuvela khona kulolucwaningo.
- ❖ Inhloso yalolucwaningo kutfutukisa lwati ekufundziseni nasekufudzeni, kute tinzuzo temali.
- ❖ Yonkhe imininigwane yalolucwaningo itawugcinwa iphephile futsi iyifihlo ngumeluleki wami eUniversity of KwaZulu Natal bese iyacinywa ngemva kweminyaka lesihlanu.

Umeluleki wami kulolucwaningo ngu Dokotela Z P Nkosi, eUniversity of KwaZulu-Natal Edgewood Campus (School of Language, Literacy and Media Studies) Lucingo: +27 031 260 3691

Email: Nkosiz@ukzn.ac.za

Ungaphindze utsintse *iResearch Office*: HSSREC@ukzn.ac.za

Ngimi Lotitfobako

Mphicwa Milton Dlamini

Student Number: 220113467

Contact: [REDACTED] mphicwad@gmail.com

Sifungo

Mine.....(Libito leliphelele lemtali) ngiyifundzile
lencwadzi futsi ngiyalucondza lolucwaningo. Ngiyavuma kutsi umtfwana wami abe yincenye yalo. Ngiyati
futsi kutsi nginelilungelo lekuyekelisa umtfwana wami lolucwaningo noma nini uma sengifisa kwenta
kanjalo. Ngiyavuma kutsi livi lemtfwana wami litsetjulwe (audio recorded).....(bhala yebo/cha).

Sayina:.....

Lusuku:.....

Appendix I: Letter to Learner (English version)

Mr Mphicwa Milton Dlamini
National Curriculum Centre
P.O. Box 73
Manzini
18 January 2022

Dear Learner

INFORMED CONSENT LETTER

I am a doctoral (PhD) student at the University of KwaZulu-Natal (UKZN). As part of my doctoral studies, I am doing a study titled: *The teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini*. The aim of the study is to investigate the teaching of Literature in English at form 4 and form 5 classes, focusing on what is taught, how it is taught and why it is taught the way it is taught. Since I will also be audio recording some lessons in your class, I am requesting you to be part of this study.

Please note that:

- ❖ Participation in the study is voluntary, you are free to withdraw at any moment you want to.
- ❖ There will be no disruption of school activities.
- ❖ Your privacy is guaranteed as your views will be anonymously reported through the use of a pseudonym.
- ❖ Your participation is only for academic purposes, there are no financial benefits or incentives.
- ❖ After the research report has been written, data will be securely stored by my supervisor at the University of KwaZulu Natal for a period of 5 years then destroyed.

My supervisor is Dr Z P Nkosi in the School of Language, Literacy and Media Studies at the University of KwaZulu-Natal Edgewood Campus. Contact details: Tel: +27 031 260 3691 Email: Nkosiz@ukzn.ac.za
You may also contact the Research Office: HSSREC@ukzn.ac.za

Yours Faithfully


Mphicwa Milton Dlamini

Student Number: 220113467

Contact:  mphicwad@gmail.com

Declaration Form

I.....(full name of learner) hereby confirm that I have read and understood the contents of this letter and the nature of the research project and I consent to being part of it. I also understand my right to withdraw any time I deem appropriate. I agree to be audio recorded..... (write yes/no)

Signature:.....

Date:.....

Appendix J: Letter to Learner (Siswati version)

Mr Mphicwa Milton Dlamini
National Curriculum Centre
P.O. Box 73
Manzini
18 January 2022

Mfundzi

Ngenta tifundvo tebudokotela (PhD) eNyuvesi yakaZulu-Natal (UKZN). Ngenta lucwaningo lwekufundziswa kwetemibhalo tesingisi ebangeni laka form 4 na form 5 (*The teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini*). Ngenca yekutsi useklasini lapho ngitawube ngibuka khona kutsi thishela ufundzisa njani, ngicela imvume yekutsi ube yincenye yalolucwaningo. Ngicela nemvume yekutsebula livi lakho uma ukhuluma eklasini (audio recording).

Ngicela unake:

- ❖ Awukaphoceleleki kutsi ube yincenye yalolucwaningo, ungayekela noma nini uma ufuna.
- ❖ Kufundza kwakho angeke kuphatamiseke.
- ❖ Uvikelekile, kute lapho libito lakho litawuvela khona kulolucwaningo.
- ❖ Inhloso yalolucwaningo kutfutukisa lwati ekufundziseni nasekufudzeni, kute tinzuzo temali.
- ❖ Yonkhe imininigwane yalolucwaningo itawugcinwa iphephile futsi iyifihlo ngumeluleki wami eUniversity of KwaZulu Natal bese iyacinywa ngemva kweminyaka lesihlanu.

Umeluleki wami kulolucwaningo ngu Dokotela Z P Nkosi, eUniversity of KwaZulu-Natal Edgewood Campus (School of Language, Literacy and Media Studies) Lucingo: +27 031 260 3691

Email: Nkosiz@ukzn.ac.za

Ungaphindze utsintse *iResearch Office*: HSSREC@ukzn.ac.za

Ngimi Lotitfobako

Mphicwa Milton Dlamini

Student Number: 220113467

Contact: [REDACTED] mphicwad@gmail.com

Sifungo

Mine.....(Libito leliphelele lemfundzi) ngiyifundzile lencwadzi futsi ngiyalucondza lolucwaningo. Ngiyavuma kuba yincenye yalo. Ngiyati futsi kutsi nginelilungelo lekuphuma kulolucwaningo noma nini uma sengifisa kwenta kanjalo. Ngiyavuma kutsi livi lami litsetjulwe (audio recorded).....(bhala yebo/cha).

Sayina:.....

Lusuku:.....

Appendix K: Ethical Clearance



28 March 2022

Mphicwa Milton Dlamini (220113467)
School Of Education
Edgewood Campus

Dear MM Dlamini,

Protocol reference number: HSSREC/00003908/2022

Project title: The teaching of Literature in English in selected senior secondary schools in the Manzini region of Eswatini

Degree: PhD

Approval Notification – Expedited Application

This letter serves to notify you that your application received on 08 March 2022 in connection with the above, was reviewed by the Humanities and Social Sciences Research Ethics Committee (HSSREC) and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the discipline/department for a period of 5 years.

This approval is valid until 28 March 2023.

To ensure uninterrupted approval of this study beyond the approval expiry date, a progress report must be submitted to the Research Office on the appropriate form 2 - 3 months before the expiry date. A close-out report to be submitted when study is finished.

All research conducted during the COVID-19 period must adhere to the national and UKZN guidelines.

HSSREC is registered with the South African National Research Ethics Council (REC-040414-040).

Yours sincerely,



Professor Dipane Hlalele (Chair)

/dd

Humanities and Social Sciences Research Ethics Committee

Postal Address: Private Bag X54001, Durban, 4000, South Africa

Telephone: +27 (0)31 260 8350/4557/3587 Email: hssrec@ukzn.ac.za Website: <http://research.ukzn.ac.za/Research-Ethics>

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