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## WHY SOUTH SUDANESE LEARNERS AND LECTURES OF ENGLISH LITERATURE ARE NOT CONTRIBUTING EXTENSIVELY TO AFRICAN LITERATURE?

A case study of University of Juba and four selected Schools  
South Sudan (CES) – Juba

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### Abstract

The study is why South Sudanese Learners and lectures of English Literature are not contributing extensively in African Literature? It is part and partial of the research of the importance of English Literature in English Teaching a case study of Juba City Council in four selected schools. It discovered that the learners and Lectures were not allocated resources by the government, the concerns Ministries of Higher Education and General did not facilitate the learners and lectures at the Public Universities in order to contribute extensively to African Literature. It was observed that students or learners lack basic knowledge in English Language and Literature at the primary schools and secondary schools due to unqualified and untrained teachers, demotivation, conducive environment. It was observed that the students lack determination, interest and creativity in productivity literary works, the majority of current South Sudan generation lack confident and nationalism of working for common good and public welfare. They were affected the ethnicization and polarization. They are made followers of political actors. It seems that the current generation has no reading culture compare to previous ones like generation of Professor Taban Lo Liyong, Sir Anei Kuel Jang among others who have contributed in different disciplines. It was argued that South Sudan has no purchasing power for literary book because they were made to think for their belly and families. The country lacks public libraries in their residents. There are no international publishers in current South Sudan. It seems the current generation lacks inspiration of previous.

Keywords: Literary works, determination, and inspiration

## I. INTRODUCTION

### A. Background

This research is part and partial of the first research question which was published on

20/09/2023 on line. The second research question was modified to be relevant question that it can fit into literary contributions of African literature since South Sudan is a youngest country in the World, the learners and Scholars of Literary writers are

encouraged to contribute significantly in African Literature and World Literature. This research question was designed to explore the importance of English Literature in English Teaching as Foreign Language and Second Language.

The South Sudan and Sudan are hardly to be separated from each other, for instance, the issue of deterioration and exclusion are interlinked to two sisterly countries because they share so many in common, the Nile and African- Arab cultures have formed two Sudans that created the mixture cultures which is regarded by Sociologists, historians, linguists, great literary writers as very complex in the different angle. Deterioration and exclusion of English Language and Literature was attributed to Gen. Ibrahim Abboud who topple an elected government in 1958, in which he dropped and impose Arabization and Islamization.

it was reported that the government of Gen. Ibrahim Abboud has banned English Language and Literature in secondary schools and primary schools and impose Arabic Language and Islamization, he was attempting to establish Islamic state which triggered the first civil war which has resulted into succession and independence of current South Sudan. It was argued that Gen. Ibrahim Abboud has expelled all Christian Missionaries from Sudan fearing that they were importing Christian values through Education.

Gen. Ibrahim Abboud argued and believed that Christianity do exist in English Language and Literature because it carries the ideologies of the west which is based on Capitalism and Socialism. The exclusion or dropped of English Language and Literature was rejected by pro democratization, liberal activists and politicians who opposed the radicalization of Arabization and Islamization. The researcher believes that Arabization and Islamization can co-exist with English Language and Literature since they are languages, there is no language which is armful, all languages where created by God, therefore, they contribute significantly in development and welfare of human beings. English Language and Literature is mother or father of all neutral science and social science, it is essential for learn communication skills.

South Sudan has been unsuccessful in contributing to African Literature since inception of South Sudan particularly in literary works only one greatest creative writing Professor Taban Lo Liyong and three literary writers known as Nyuol Lueth Tong, Stella Gaitano and Majok Tulba. The new South Sudan literary writers are exiled based. The Professor Taban Lo Liyong is only South Sudanese based. It was argued that South Sudanese has numerous writers in several disciplines but current generation are not interested in writing Literary writers. The challenges of the country could have been narrated beautifully in the literary works. It argued that South Sudanese environment is not friendly and conducive and encourage to encourage young ones and adults to write about current violence, ethnicization and polarization, injustice, unclear education policy as well as the issues of human rights, rule of law and democratization in ethicized and polarized society. South Sudan requires nation building that can be beautifully narrated in literary works (poetry, playwright, fiction and non-fiction).

South Sudan has been affecting by exclusion of English Literature at secondary schools' level, shifting from English to Arabic language. It stated that English Language and English literature has been recruiting of unqualified, untrained, unattractive salaries, demotivation of both learners and teachers. The South Sudan lacks textbooks at the secondary level, unclear policy of the government toward education policy. It was said that four levels of education General Education and Instruction and Higher Education were not allocating sufficient budget.

It was observed that the young generation and adults lack interested in literary works because it too hard to write a single book. The researcher observed during three years of Postgraduate Diploma and Master in English Teaching as Foreign Language or Second Language at the University of Juba, that Literature reviews are hardly found on South Sudan because there are no resources made available to researchers. It was argued that they are hardly getting their salaries after four months or even six months. One senior Professor at the University of Juba has confirmed that University of

Juba lacks contributions in English Literature to African Literature is attributed to so many elements such as low salaries, demotivation, conducive environment, poor internet, the internet connectivity.

It is commonly known that it is very frustrating for researchers, learners and senior Professors that learners or scholars can spend one day without getting paster internet at the University. The Literature Reviews are predominately found in Sudan, Kenya, Uganda, Nigeria and South Africa. Sometimes the researchers have borrowed Literature reviews from Asia such India, China among other countries in the world in order to support their arguments. The South Sudan have been facing economic hardship; therefore, they intend to think negatively therefore they have no spirations or self-esteem, consequently, they lost spirit of creativity due to lack of not thinking big or greater.

It was observed that South Sudan and particularly University of Juba lacks sufficient Professors of English Literature, therefore English Literature is only taught at the undergraduate level at the South Sudanese Universities such as University of Juba, University of Upper Nile and University of Bahr el Ghazal among others. English Literature is not taught at the Graduate College level accept at the University of Upper Nile as Postgraduate Diploma. The researcher has noticed that there is no clear policy from Ministry of General Education and Instruction and Higher Education to avail scholarships for senior Lectures and learners who are interested in pursuing Master and PhD studies at the native speaking countries to advanced their knowledge and skills in English Literature.

It was observed that English Language at the University of Juba has taken a lion share than English Literature. It was argued that the future of English Literature is endanger since the Higher education is not providing scholarship to the bright students who are performing in English Language and English Literature. It was argued that a good literary writer cannot be produced by any literary writer unless he or she is knowledgeable, skillful, and has mastered English Language. The English Literature is

production and result of good quality of English Language or language that a learner learned.

It was argued that they lack basic and knowledge of English Language and Literature is attributed to lack of productivity in literary works. It was observed that the environment is not conducive to enable South Sudanese literary writers to produce literary works. There are claims that Literary writer's industry lacks resources to produce any literary works, since South Sudan's economy is experiencing very economic hardship. It was argued any literary writer requires time, energy and resources such as laptops, internet to research topics on line.

It was claimed that the current generation is lack determination and interest in reading literary works of the greatest American and British writers like William Shakespeare and African Nobel Prize in Literature among other Literary writers. It was observed that South Sudan 's Literature and English Language can be improved unless the English Literature is reintroducing at the primary level as it is practice in speaking countries like in US, UK, Canada, Australia and New Zealand. It was argued that English Literature enriches English Language, therefore, it must be introduced at the primary level. The beauty of each country is only reflected by literary writers. The Literary writers are the ones who can express the culture beautifully in Literature works which is always seen in poet, drama and fiction/non-fiction.

#### **B. The Englishes of the World and the African Context**

"English language in African countries and some part of world is considered as the second or foreign language, English language spread from British English language to other Englishes in the world." "Today English language is spoken and used in nearly all the countries" Crystal (2008), (43- 46). The study shall examine how English spread to the world and became very popular and commonly used in different parts of the world, it is a language of education and government institutions worldwide. English became a language of the world. There are 'varieties' of English that are in use today. Some of these varieties are Pidgin English, Singaporean

English, Nigerian English and Siswati English among others.

According to Kachru (1985: 30 n., p.135-155).” ” the concept of the three circles of English can be described as ‘inner’ ‘outer’ and ‘expanding.’. “The researcher argued that “The inner circle consists of countries which are thought of as the ‘home’ of English. “ “ They are also the original ‘owners’ and users of the language and the first language speakers of English.” “In the inner circle are countries like Britain, Canada, United States of America and New Zealand. Tradition suggests that this is where the English language originated.” Kachru (1985: 30 n., p.135-155). The researcher argued that English Language and Literature was spread through colonization, trade, religion and other activities contributed effectively in spreading English Language to the world powers like Britain joined in the scramble for Africa; a number of countries including Swaziland became British territories. Kachru (30, n. 2, p. 135-155).

The people from the inner circle, for example Great Britain moved out of the inner circle and came to African countries, such as Southern African countries, West Africa and East Africa and North Africa. The countries in which they settled were turned into protectorates. By interacting with the indigenous inhabitants, (such as the Swazis), the owners of the language left their English. Swaziland exists in what is contemporarily known as the outer circle of English speaking. Because English came to Africa through British colonization, protectorates were acquired to use English language as an official language or as a second language.

It was noted that the people who brought English to Africa were people from the inner circle, some of whom were white missionaries, traders and administrators. Some of the countries falling in this group with Southern African countries such as Nigeria, Ghana, Malawi, Botswana and Lesotho. A researcher observed that there are insufficient reviews on English Literature in South Sudan context. There are sufficient Literature on Sudan. It is good to encourage the students and lecturers to conduct academic researches on English Literature and language. University of Juba and specially

school of Education lack a journal that reflect the challenges of the English Literature in the country. The Ministry of High Education has no clear policy in establishing a research center through which the funds are allocated to encourage researches on Natural Science and Social Science for common good of the people of South Sudan. If these funds are availed therefore, the English Language and English can benefit from these resources.

### **C. The role of USAID Mission in Promoting Reading Programme Approach South Sudan**

The researcher argued that a Mission USAID in South Sudan has initiated a programme which has contributed in resolve the issues of South Sudan ‘s Strategic Framework, 2022- 2024. The objective of the programme was to provide the children who were living in the conflict with access to quality basic education and psychosocial services (USAID /South Sudan, 2021). “The early grade reading programme was not integrated essential Emergency Education Services (IEEES).” South Sudan Interactive Radio Instruction Performance Evaluation March report 12, 2012: p 3, 4,5, -10). “The project was initiated by the South Sudan Room to Learn project, and the South Sudan Teacher Education Programme (SSTEP).” South Sudan Interactive Radio Instruction Performance Evaluation March report 12, 2012: p 3, 4,5, -10).

“The researcher stated that three- year Integrated Essential Emergency Education Services (IEEES) project was implemented by UNICEF 2017 – 2020). UNICEF (2017- 2020).” The objective was to provide expanded support to safe learning environments and teaching and learning materials for out -of -school boys and girls, improve quality of education such as literacy and numeracy skills through teaching intensive training programme and finally, improve recovery and resilience through education and child protection services”. South Sudan Interactive Radio Instruction Performance Evaluation March report 12, 2012: p 3, 4,5, -10). The programme was intended to reach 170, 000 learners at primary level (UNICEF, 2019). South Sudan Interactive Radio Instruction Performance Evaluation March report 12, 2012: p 3, 4,5, -10).

It was argued that the USAID launched the South Sudan Room to learn Project (2013 -2016: 4-7). The objective of the programme was to assess the existing early grade literacy resources used by alternative and formal education system, secondly, to develop new contextually relevant literacy materials and methodologies; train primary grade teachers Parents Teachers Association (PTAs) and School Management Committee (SMCs) (UNICEF, 2019). The South Sudan Room to learn project (2013- 2016) was implemented by Winrock international, the project was working closely with community stakeholders, such PTAs, national NGO, international NGO, School development Plan. (Winrock International, 2017b). South Sudan Interactive Radio Instruction Performance Evaluation March report 12, 2012: p 3, 4,5, -10).

Sudan and South Sudan were ex-colony of British rule. English was medium of instruction in all institutions of education. In 1958, Sudan decided to drop English Language and adopted a policy of Arabization and Islamization. English Language suffered badly in 1958 and again in 1999 under the so called 'The Revolution of Higher Education' National Congress Party militants and elites who believe in Islamization and Arabization, they think it was only Arab language can be an official language in Sudan. 'English Language became a mere subject not a medium of instruction' "The policy of Arabization in Sudan contributes negatively on English language and Literature for instance, English Language sufficiently drop in level of English language proficiency throughout the country." Nur (69- 77)

"Sudan languages are described and known as four languages Afro-Asiatic, Niger- Kordofanian Nilo -sharan and Arabic language." " Arabic came to Sudan in the seventh century but later became an official language across Sudan." " Arabic borrowed vocabulary from the local languages (El Rotana). Sudan is influenced by Arab and African cultures." " Arabic variety is influenced by Arab and African cultures." " Arabic is spoken by round 54% of the population as L1 or L2 or L3. About 80% of the population do speak the Arabic Language. " Manga (64, 72). (Lodhi, 1993 :79- 86). "English language has been existing in Sudan but Arabic is more popular

and existed than English." " Gordon Memorial College was founded in 1946 as educational institution that it can contribute in training civil administrators and health care personals and primary schools' teachers to help the mission of the British ruled in Sudan." Manga, (72). (Lodhi, (79- 86).

"The researcher said that Arabic remained the lingua franca of the people of South Sudan in spite of English as an official language in South Sudan but Some arms of the government such executive, Ministry of Justice and Constitution still use Arabic to establish cases in Courts and Police stations as well as Judiciary of South Sudan is using Arabic." Sandell (11). The researcher argued that exclusion of English Language in Sudan contribute to unemployment among the youth in Sudan due to poor or absence of English language." " They were misinformed that Arabi is language Quranic Kutab, therefore, there was no need of foreign Language and Literature." The importance of English Literature in English Teaching a case study of Juba City Council CES- South Sudan (Deng: 41)

"In 1934 more teachers were trained at Bukter Alruda Teachers training Institute. Before establishing Bukter Alruda teachers were hired from British in order to help in teaching English Language at the primary and elementary schools." Wagi'alla, (339-356). " There was increased number of students who were leaving schools since there were no more secondary schools." " The pressure was put on British Government to upgrade Gordon Memorial College to University of Khartoum and upgrade Elementary schools to secondary schools." Wagi'alla, (339-356).

"In 1956 Gordon Memorial College was upgraded to University and name of Khartoum University. University of Khartoum was affiliated to London University." " The requirements to enter Khartoum University was to pass the British GCE. English was a main subject at Intermediate school level." Wagi'alla, (339-356) "It was argued that National Congress Party or National Islamic Front took power in 1989 under leadership of Omer EL Bashir. 'Wagi'alla, (339-356). " The government of National Congress Party NCP decided to announce a



reevaluation on Higher Education that focus Arabization and Islamization." Wagi'alla, (339-356)

"It was claimed they were interesting to replace British Literature and American English Literature and Language to replace with Arabic Literature." They argued that it is a foreign tool for colonization." "The government had changed the English Language and Literature into Arabic literary texts to reflect local culture context which resulted into poor quality of English Language and English Literature across Sudan." Wagi'alla, (339-356)

"It was reported that in 1990s, several English Languages training centers were closed down by the Government." The importance of English Literature in English Teaching a case study of Juba city Council CES – South Sudan Deng (43). "The aggressive policies were applied on English Language and Literature, Arabization and Islamization were imposed on Foreign Literature such as British and American literature and Language." Teaching a case study of Juba city Council CES – South Sudan Deng (43) "The elite of National Congress Party believe that English language and Literature is considered as a tool of colonization culture, customs and heritage." The NCP elite think that English Language and English Literature is a modern colonizer i.e. Great Britain and United States as well as three remain English speaking such as Canada, Australia and New Zealand. Teaching a case study of Juba city Council CES – South Sudan Deng (43) "There is doubt that India and Nigeria follow five native speakers." Deng (43) "There were voices who opposed or criticized the policy of Arabization and Islamization but these voices were silenced and oppressed." Deng (43) "Arabization and Islamization ideologies were used as political slogans of the elite of the NCP." Deng (43)

"A searcher thinks that English Literature and Language must be supported by donors so that English Literature can contribute effectively in enriching language, the young generation must be supported and motivated to involve in Literary works." Deng (43) "South Sudan must contribute to African Literature works." Deng (43).

#### **D. The rationale for the addition of Literature in the Language classroom**

"The study focused on the role of Literature in English language teaching and particularly in classroom implies that Literature plays a vital role in English Teaching by teaching four basic skills." Mittal (7) , Parab (201) Dakalovska & Dimova, 2012. "It was argued that Listening, speaking, reading and writing at secondary school level is vital in English Literature because it is enjoyable when a teacher teaches through Literature Mittal, (7) , Tasneem (20100, Prison , (2000) Parab (201."

"Firstly, Linguistic reasons is based on the text exposes learners to a diversity styles which is listed in language materials at various levels of difficulty. The learners are exposed to authentic function of the language in the text. Secondly, Methodological reasons can be explained in mood, literary texts by creating vast chances of interaction in a language class because they are open to several interpretations. Finally, Motivational reasons can be addressed in literary texts that can motivate the learners to articulate their opinion, narrate the topics and typescript in literary texts are lively in Literature." Mittal, (7) , Tasneem (20100, Prison , (2000) Parab (201."

"It was argued that Ur (1996) that it stated the additional expounds that teaching Literature in the classroom enriches the language not through language." Ur (1996) . "It has been proved that it is enjoyable to learn Language through Literature. It stated that it provides examples of various styles of writing and various representations authentic uses of the language." "Literature increases word power; it encourages development different skills of the learners. It can be used for spring board for exciting discussions or writing. It is about both emotions and intellect; it helps or motivates and contribute to personal development of the student. It enables the learners to think critically and develop creative writings. It enriches the students' world knowledge such as widens knowledge about the global issues. It increases the knowledge of the students on various issues regarding human situations and conflicts." Mittal, (7) , Tasneem (20100, Prison , (2000) Parab (201."

"Scholars have indicated that the pillars of Literature are known as Poetry, Drama and Fiction and non-fiction. The elements of literature play a vital or significant role in teaching four language skills. " " The poetry, prose and drama play a vital role in Teaching English Language. It is literature that enriches a language. " " Poetry has been justified by Linguists and creative writers that it is very useful in English teaching such as communicative speaking activities, pronunciation, extensive reading, discussion skills as well as writing. " Mittal, (2016). " The drama also enriches the language; it explores the issues that affect the society at large. Through drama the learners of English Language as second language can be exposed to the different grammatical structures in real situations. " " The learners can use the drama to express, control and inform people through Literature use. Drama use multipurposed of language and culture." Parab, (2015). " Literature gives more opportunities to the teachers to use different materials that can be taught in classroom. Literature has significant role in English Teaching. " Parab (2015) addition, " poetry is essential in the teaching of communicative speaking activities, pronunciation, extensive reading, discussion skills as well as writing." Mittal, (2016) . "The use of drama in the language classroom is viewed as bringing a good resource for language teaching." Parab (2015). " It is through engaging drama in language instruction that learners are exposed to the different grammatical structures in real situations in which they also learn how to express, control and language in use." Because of the " versatile use of language in drama, learners are made aware of the target language and its culture." Parab, (2015).

"A researcher called on Ministry of General Education and Instruction to introduce a new method of teaching such modern libraries in which video and film are applied for effective English Language and Literature. " Deng (2023). " The textbooks are not sufficient in teaching and learning English Literature." " It was observed that YouTube proved more effective than textbooks." Deng (2023) " It is good that children can leaning English language in English Literature. It was argued that English Literature is enjoyable when the students are

taught English Language through Literature, because the four skills can be explored better through Literature." Deng(2023 ).

#### **E. Research Objective**

1. To examine the importance of the English Literature in contributing in order to produce Literary works
2. To explore the challenges facing the students of English Literature and Senior Lectures of English Literature and English Language
3. To discover the solutions and new approaches of empowering the students and experts of Lectures of English Language and Literature
4. To investigate the hidden issues that hindering in Literary production
5. To look at the resources that encourage Learners and Senior lectures in contributing to African Literature and world Literature.

#### **F. Significance of the Research**

The study has looked on deterioration of English Literature and English Language in South Sudan since Southern Sudan was part and partial of Sudan Education system. It looked at the views of professor, Associate Professors and Assistant Professors of School of Education and particular scholars in English Language, Linguistics and literary experts who were teaching English Language and Literature at the department of English Language. The study looked at the challenges of English Literature generally at the country level and specially at the University of Juba (the School of education/ department of English Language and Literature). A research discovered that syllabus which were taught at secondary schools were not available such as Arms and Man which is written by George Bernard Show and Cry, the Beloved Country by Alan Paton. It was noticed that schools lack qualified teachers, demotivation. low salaries and hard environment such as lack of accommodation, transport and social insecure among others. Widdowson (1983) Brumfit and Ronald (1986). argued that" English as Second Language or English Foreign Language can be more effective if it is not taught through Literature," they

stated that "the role of Literature in English plays very vital role in ESL/EFL."

## II. METHODOLOGY

### A. *Data Analysis Technique*

The research focused on two approaches which were described as qualitative and quantitative. Qualitative was used to explore and investigate the challenges as well as to discover the new ideas that support the importance of English Literature in English Teaching. Quantitative approach was used to explain the results of English Literature and English Language in Secondary schools' level at Juba City Council in four schools in Juba Town. The research has advantages and disadvantages. The positive and negative aspects of the research will be explained or explored. The research attempted to contribute in the field of English Literature and English Language in South Sudan, particularly at second secondary school level. The study has used both two methods of the qualitative and quantitative research to provide better understanding and answering some issues related to the questions of the research and Problems. Scheerens' model (1990). Theoretical framework and Literature study investigation were used or applied in the study to tested the two approaches such as qualitatively and quantitatively. The two approaches were applied to investigate and explored the issues of the deterioration of English Literature at secondary school level.

#### 1. **Qualitative Research**

Researcher was convinced that the study cannot provide valid and reliable information unless stakeholders such as teachers, students, policy makers, professionals such as academia and Constitutional holders who are in three arms of the government. The actors of General Education and Instruction were effectively involved in the research. The qualitative approach was applied because it can produce in-depth analysis since the constitutional holders who were related to the matters of teaching English Literature and English Language were fully involved in the study. Henning, Van Rensburg and Smit (3). According to Ezzy (245) qualitative which helps in understanding the situation of the research,

while Mouton and Marais (155) stated that "the are those approaches in which the procedures are not as strictly formalized."

#### 2. **Quantitative Approach**

Anderson, Herr and Nihlen (109) argued that quantitative approach is supported by quantitative investigation, it aims at theory of Houser (15) of quantitative approach. It is based on quantification of data. Henning, *et al.* (3) argued that it is about quantitative inquiry that aims on quantity of understanding. Mouton, *et al.* (155) argued that it focuses on numeric value. It can be made on quantitative approach to conduct quantitative method. Vockell and Asher (131) believe that questionnaire is vital in quantitative but a researcher did not introduced questionnaire. Tashakkori and Teddlie (2) argued that mixed methods can produce balance quality research that produces qualitative and quantitative methods which is called balanced research. Scheerens (1990) argued that Literature investigated the tested research which is tested by both qualitative and quantitative methods.

#### 3. **Observation**

The researcher used observation method in order to collect data, the observation was used in selected schools which were visited by researcher. According to Bailey (242), there is non- participants and Participants observation. Robson (190) argued that the behaviour is vital in observation of the students and teachers. According to Maykut and Morehouse (73) records is applied to record what has been seen and documented what has been heard by the researcher without interpretation.

#### 4. **Sampling**

"Sampling", to Charles (119), refers to then process of selecting people or things as source of data. The researcher had applied the " Sampling approach" as explained by Charles (119) that is a process by which a researcher decided to select people or things as a source of data for instance, a searcher selected seven policy makers who are very senior in the Ministry of General Education and Instruction to be interviewed. The members of Parliament from Upper House namely South Sudan Council of States were interviewed in particular the



members of Specialized Committee of General Education and Higher Education at SSCS and National legislative members of the Parliament from Specialized Committee of General Education and Higher Education.

### **5. The Description of the Research Sample**

It is about investigation in which variables contribution to establishment of culture of teaching and teaching in high schools. A researcher selected some senior officials of ministry of General Education and Instruction who are main policy makers in education. The researcher selected four schools in Juba City Council in Central Equatoria State in South Sudan. The participants were mainly teachers, students, policy makers who are educationist policy and members of Parliament MPs at Upper House Council of States (CoS) and lower House National Legislative Assembly (NLA). Robinson and Levin (23), argued that, it was about accessibility of the population. Gall, Borg and Gall (134), argued that not all of the target population can be accessible, particularly if it is largely population. Imelda and Muyangwa (2000), argued that "research sample" "is a small group of subjects that possesses the main characteristics of the accessible population."

### **6. Sample sizes and Sampling procedure**

The sampling is comprised of random sample, stratified random sample, cluster sampling and systematic or purposeful sampling. The best sampling is purposeful or systemic that produced a good characteristics and representativeness. The four secondary schools were selected for research of English Literature in English Teaching at secondary school level. The four schools were selected as part of the site for the research such as Juba Girls, Juba Day, Comboni secondary school and Juba Diocesan Secondary school, the Ministry of General Education and Instruction, Upper House known as Council of States and lower house called as National Legislative Assembly and Professors at University of Juba.

### **7. Interviews**

MacMillan and Schumacher (267) described interview or regarded it as "flexible, adoptable and involves direct interaction between individuals."

Interviews are regarded as best method of the study, it is considered as tool that can produced a narrative and adequate results, it allows a research to meet respondent face to face, it is not time consuming for researcher and respondents. It allows respondent to contribute confidently and states. The Researcher planned to interview members of the Upper House which is called South Sudan Council of States (SSCS) and lower House named as South Sudan National Legislative (SSNLA). The Researcher did not interview 10 members from each house. Only the officials of the Ministry of General Education and Instruction. The researcher conducted interviews with senior officials of the Ministry of General Education and Instruction who are education policy makers, members of Specialized Committee of General Education and Higher both in upper house and lower, among teachers, students and professors, Associate Professors at University of Juba.

### **8. The conducting and recording of the interviews**

The researcher designed interviews into four categories which are comprised of four sections. Selection A was designed for teachers, B for students of four secondary schools, C for professors, Associate professors, senior lecturers, and section, it was for policy makers which is comprised of the members of the Parliament MP from upper House and lower house which was called Legislature and senior officials of the Ministry of General Education and Instruction. The researcher designed an interview method which was comprised of four pages which was based on interview unstructured to get qualitative data that was collected for data analysis.

#### **1. Process of data analysis**

#### **The results of students of English Literature and English language at secondary schools**

South Sudan education system has been described by educationists, linguists and regional education experts have been challenged and undergone several issues of the quality of teaching and quantity of teachers. It was estimated that 90% of teachers are competent in Sudanese Arabic only

about 20-30 % are assume to be knowledge and skills in English language. (Luswata, 2006; Leigh, 2008). It was reported that 90% of teachers are neither untrained nor undertrained. (Kim et al., 2011; Leigh, 2008). It was assumed by (ibid: 374) that “ it would take over a century for South Sudan to train enough teachers for country needs.” The argument which is considered by the South Sudanese educationists, linguists and literary writers as bias and unfound.

It was considered by South Sudanese linguists, educationists, teachers and educationist policy makers that imported educational exerts were regarded as bias and il-intention concept about South Sudan. Since South Sudan has educationists’ experts all over the world. They can easily catch up with the rest of the world. As the late Dr. John Garang de Mabior said South Sudan will starts from where the world reached. South Sudan after independence started with electronic National Identity and passport which was an astonishing to some African countries who were doubting South Sudanese capacities.

According to Leigh (65) teachers “ despite their limited capacities and high absenteeism do hold cases”. The department of National languages (2009) believes that well-trained teachers can abandon teaching career due to lack of resources such as poor salaries, lack of motivation and harsh environment in schools rather providing textbooks in schools. According to a case Study of the ‘Speaking Up’ English Language programme, South Sudan (2013). South Sudan was believed to have recovered from historical physical and linguistic oppression.

South Sudan teachers and learners have experienced shift from Arabic to English in which students and teachers were not competent to teach or learn English language which resulted into poor results at secondary schools and beyond. There is need to adopt unified curriculum that can improve English language among those who came from Sudan and those who were in liberated areas of SPLM. It was reported or stated that ‘interactive lessons were conducted through external teaching or medium of radio as well as audiocassette which is

conducted in the classroom by teacher in the presence of the learners.’ (Dock and Helwig, 7).

Linguists, educationists and policy makers think it was useful but it was not more effectively since a teacher is not presence in the classroom, interaction was absence, it was not given more space to learners to ask many questions or participate fully since a radio programme is too short.

According to Marshall, ( 2006), there was a need for Ministry of General Education and Instruction to adopt unified curriculum since there were various curricula in use. Marshall argued that curriculum must contribute to peace – building in the post -conflict context. Marshall argued that there were more opportunities for training to establish quality education system in Southern Sudan after the SPLM and Government signed Comprehensive Peace Agreement (CPA) at Nairobi – Kenya.

Alternative Education systems (AES) was introduced in order to increase learning opportunities in Southern Sudan since a country was at the stage of post-conflict. It was introduced to help those of adults and young who missed education opportunities during the conflict. The programme was called as Interactive Radio Instruction (IRI) which is comprised of the seven elements such as the Alternative Education System (AES) Accelerated Learning Programme (ALP), Community Girls Schools (CGS), Basic Adult Literacy Programme (BALP), Intensive English Course (IEC), Interactive Radio Instruction (IRI), Pastoralist Education Programme (PEP) and Agra-Forestry Programme (AFP). Deng (2023).

Richards and Schmidt (2002) argued that Longman dictionary of language teaching and applied linguistics has authentic materials as” a contain more realistic and natural examples of the language that it is found in the textbooks and other specially developed teaching materials. According to Richard and Schmidt literary texts are the source of quality linguistic input. (Lazar, 1993).” Literary works can go beyond the imitation of the real-life events (Crystal ,1987). Literary works provide learners and teachers with the “opportunities for

authentic reading.” Ghosn, (174). long (1986) argued that literary works described as ‘fabricated texts’ which involves the real communicative activities such as ‘prediction, creating a scenario, debating topics on or round a text’ (p.58). it gives readers or learners a sense of experiencing real life events.

A researcher believes that the results of English Literature at secondary schools requires a quality students and teachers who are prepare to teach students. The students must have basic skills and knowledge in both English literature and Language. Ministry of General Education and Instruction should employed only qualify teachers that can teach English Language and Literature. Deng (2023).

## **2. Construction and content validation of the interview**

According to Gay and Airasian (280), “ a questionnaire/ interview is an instrument that attempts to obtain comparable data from all members of a sample, because the same questions which were asked to all research participants.” In other words, the information given by respondents is converted into data and this information makes it possible to measure what respondents think. It was based on interviews. The interviews were conducted by the researcher among students, teachers, professors at University of Juba, officials of the Ministry General Education and Instruction and specially department of Examinations at State Ministry of General Education and Instruction were accessed to obtain the academic results of four or three years. In this study, a structured and unstructured interview were conducted in order to obtain data from the sample population selected. The researcher preferred a close-ended questionnaire which called for brief answers and had been chosen because all the respondents received the same set of questions, and it was easy to score data. The disadvantage of a structured interviews is that respondents are restricted to a single phrase and, therefore, the researcher employed standardized interviews in order to combat the disadvantages of the interview. Deng (2023)

Questions included in the interview were the ones that were related to the topic as mentioned in the previous sections, in order to measure what it was supposed to measure. Keeves and Lamonski (125) refer to this type of measurement as “validity questions.” Therefore, the question items should measure exactly variables under investigation. This is supported by Ary, *et al.* (357) when stating that “in order to ensure validity of interview.” Deng (2023).

“The theoretical assumptions contained in the literature have to be contained in the interview.” Three sets of interviews were designed as a means of answering the research questions formulated in chapter one. These interviews shared the same themes and statements, but they only differed slightly in as much as they addressed different respondents. Based on these ideas A researcher claimed that they were valid as far as content is concerned, and the researcher administered the interviews personally with an aim of striving towards the maximum responses. Deng (2023).

The validation of research instruments is therefore important for both qualitative and quantitative study during the process of collecting evidence. In this regard, validity in qualitative studies should attempt to cover the scope of the data, by including both objectivity and triangulation in the research, with an aim of reducing a degree of biasness. In this research, the content validity of the interviews used to collect data for this study was verified and accepted by my supervisor and the Department of English Language and Literature of the University of Juba, regarding variables contributing towards the culture of teaching and learning in high schools. Deng (2023)

The verification is important as stated by Vockell and Asher (1995:92) that “it is always the first section of the interviews, contained the biographical information where the respondents were asked to provide information by marking the appropriate number with an X-symbol in the space provided, such as: gender, age, marital status and highest qualification.” Biographical information is important according to my views, because it

provides both quantitative data and comparisons within the sample. Deng (2023).

This is supported by Houser (99) when reporting that “demographic characteristics influence the outcome or dependent variable.” i.e., for biographic information used in this study, therefore, ensure content validity.” These questions focused on five main areas from the literature and theoretical framework of the previous two chapters. They are: the role of teachers and School Management Team in the teaching and learning situation, teaching in powerful learning environments, teaching strategies and methods, parental involvement / support, and addition of any information based on the culture of teaching and learning in high schools. Deng (2023).

An advantage to have someone else to look at the interviews” thus justifying validity Questions on the importance of English Literature in English Teaching in secondary school in South Sudan. *Gazette*. (9-14) and Sharp and Cowie (133), who stated that one of the teacher’s role is to establish a strong pastoral system within the school. Questions dealing with teaching in powerful learning environments were based on the studies obtained

from Kniker and Naylor (118), Knowles (287), Harlen and Osborne (266), and Campbell (37) when mentioning that “instruction will be better in a modern well-equipped school than in an old poorly furnished facility.’ Deng (2023).

The questions were drawn from teaching strategies and methods is related to the views of Jacobs and Gawe (209), Malan (22) and Steyn, Du Plessis and De Klerk (90), indicates that it is vital to introduce the participative methods, where productive interaction between the teacher and the pupil experienced. The questions which were parental, may be involved / supported, relevant information from studies by Borich (83), Morgan (11), Ryna (43-44), Lemmer (61) and Munn (1). It is “parental involvement, means parents and teachers are working in a close partnership for the benefit of the child.” The last question in all three appendices was asked to allow the respondents to provide more information based on the variables contributing towards a culture of teaching and learning in high schools. Deng (2023).

**3. Statistical procedure applied in the investigation**

**Table 2 - The views of the students on the importance of English Literature in English Teaching at secondary school level.**

**Table: 2**

Serial no.	The area of the concern	Frequency	Respondents	Percentage
01.	Teaching experience	51	51	40 %
02.	Unexperienced teachers	51	51	60%
03.	Qualification	51	51	30%
04.	Unqualified	51	51	70%
05.	Motivation	51	51	25%
06.	Demotivated	51	51	75%
07.	Training is sufficient	51	51	30%
08.	Training are insufficient	51	51	70%
09.	English Literature is simple	51	51	20 %
10.	English Literature is very difficult	51	51	80%
11.	Lack of English Literature textbooks	51	51	70%
12.	English Literature textbooks are sufficient	51	51	30%
13.	There is conducive environment	51	51	30%
14.	There is no conducive environment	51	51	70%

15.	Students lack basic knowledge and skills in English Literature at primary level	51	51	80%
16.	Students who have basic knowledge and skills in English Literature	51	51	20%
17.	Respondents who supported the idea of introducing English Literature at primary school.	51	51	90%
18.	Respondents who rejected to introduce English Literature	51	51	10%

**1. Explanation of the table 2.**

40% of the respondents said that teachers who were teaching at secondary schools have experiences in teaching, but 60 % of the respondents indicated that indicated that the teachers who were teaching have unexperienced. 30 % of the respondents stated that teachers who were teaching have qualifications to teach English Literature at secondary level. 70% of the respondents said that teachers were unqualified. 25% of the respondents indicated that teachers were motivated, but 75% of the respondents said that the teachers who were teaching, they were demotivated. 30 % of the respondents said that trainings were sufficient, but 70% of the respondents said that trainings were insufficient. 20% of the respondents indicated said that English Literature is simple to learn, but 80% of the respondents said that English Literature is too difficult to learn. 70% of the respondents said that schools lack English Literature textbooks, but 30% of the respondents indicated that the schools have sufficient English Literature textbooks. 30% of the respondents said that schools have conducive environment, but 70% of the respondents said that schools have no conducive environment. 80% of the respondents indicated that students at secondary lack basic knowledge and skills English Literature, but 20% of the respondents said that students at secondary schools have basic knowledge and skills in English Literature. 90% of the respondents supported idea of reintroducing English Literature in Primary level, but 10 % of the respondents rejected the idea of introducing English Literature at primary level.

**9. The deterioration of knowledge and skills of English Language and English Literature teachers**

The word literature means the three elements namely plays, poems, fiction or non-fiction. In fact, these literature courses were reading lessons. The students at this level used to read as far as Reader VI. In the first-year secondary some schools start with reader VII and the corresponding supplementary Readers. Other schools introduce simplified works instead of Readers. According to Mohamed Ali (2001 page 7 – 10) Literature first appeared at primary and intermediate schools. He argued that Literature courses were reading lessons. The students used to read as far as Reader VI. At Secondary school level the students were taught V11 and they were also learned supplementary Readers. In other schools, the simplified literary works were used instead of Readers.

The Oliver Twist, Oxford Tales told and retold, and Prisoner of Zande. The teacher usually divides the lesson into three or four sections for instance, teacher reads the literary text and followed by students and after that he or she asks questions to check the student’s comprehension and Grammar rules and language forms. Abdelrasol, ( 54) These were Oliver Twist, Oxford Tales told and retold, and Prisoner of Zenda. Each one follows his own choice but the latter group is a minority at the present. As in the earlier level, the literature class is a lesson. The teacher usually divides the lesson into three or four sections depending on the length of the piece concerned.

Each section is read by the teacher and the students alternatively. After each reading the teacher asks mainly factual questions to check the student’s comprehension. During the whole year



only two are read from the Readers or the simplified books. Abdelrasol, (54).

Mohamed Ali (2001) argued that the literature was taught in second year through Readers approach of learning English Language at secondary school level. The simplified Literary works was very vital in teaching and learning Literature in the classroom. In second or third term the Longman was taught. The titles were known as Rajah's Diamond and country of the Blind.

The number of the books which were approved were only four books. The objective of reading was to engage the students in reading habit inside and outside classroom. Littlewood (178) stressed that Literature is not diverse from linguistics and language. Literature is used for spoken or written literature such as literary works (Poet, fiction and non-fiction and drama). Brumfit and Carter (179) claims that literature is expressed through the story of novel or the plot of drama. Literature focus on symbolization that is stated by author of poet, fiction and non-fiction and playwright.

Firstly, it can be explained through language structures that is expressed in grammatical analysis and explanation. It explains the process of transpiring linguistic structures to learner's active range. Secondly, learners will be able from one point to another. Thirdly, it is about the episodes, situations and characters created by the literary work. It addresses the problem of language teaching in the classroom and authentic situation of language. Finally, the three level of language performance cannot be achieved unless the levels of language such as language or plot is portrayed, shown in a Shakespearian drama in English or twentieth century novel in English. A researcher thinks that deterioration of English Literature can be improved unless the teachers at basic education and Higher are paid better than other civil servants and Constitutional holders like in developed countries. Students and teachers who have performance in English Literature and Language must be motivated for betterment of English Literature and Language.

## 10. SUMMARY OF DATA ANALYSIS

The researcher observed that English Language and English Literature was deteriorating at secondary schools since the South Sudan emerged from Arabic background, the majority of South Sudan students were schooling or rather using Arabic as medium of instruction. The shifting education system from Arabic to English caused some challenges and weakness in English language and English Literature to the extent that the graduates of Universities have challenges in four skills of English language such as Listening, speaking, reading and writing. English Literature has deteriorating due to untrain teachers, lack of textbooks, unattractive salaries, abandonment of teaching career for Green pastures. The chapter four will be based on data Analysis discussion of findings and chapter five will be exploring recommendations of the research.

## 11. Summary and Conclusion

South Sudan English Literature and Language faced several challenges, first the insufficient teachers due to low salaries. The training should conduct at university level or in Teachers Training Institute not short training on workshops. Secondly, the current young generation lack the motivation and interests to study English Literature sometimes, they think it is irrelevant study or too difficult to study. Sometimes they said it is time consuming. Thirdly, the National Government underbudget the ministry of General Education and Instruction, therefore, it resulted into poor quality of education or rather English literature and language deterioration. The South Sudan government must fund the General Education and Higher Education to improve Education system, the country lacks funds for researches for instance, University of Juba did not establish a research center in which academicians research on the issues of national interests of the country. If the thousands of researches which were conducted by students of postgraduates and undergraduates' recommendations were not fully implemented by Higher education and General Education, it can contribute significantly in Education and welfare of the people of South Sudan. The Literature reviews

which were documented by the research will be used to resolve the issues of English Literature in the country.

### **III. RESULT AND DISCUSSION**

#### **1.0. Knowledge of four-year students at secondary schools on English Literature and examinations results.**

The results of four selected schools will be analyzed in the chapter four, it will be used as evidence-based research to convince the stakeholders, international and regional partners who are supporting education sector in South Sudan. The research can be explored in improving English Language and English Literature as well as teachers' salaries, availability of textbooks, school materials and teaching materials in basic education and General education.

The challenges of examination will be addressed in the recommendations for effectiveness of teaching and learning English Literature and English Language at secondary level. The results will be used as tool of evaluation to improve English Literature and English Language Process of data analysis

#### **1.1. Construction and content validation of the interview**

According to Gay and Airasian (280), said that "a questionnaire/ interview is an instrument for the research, it was based on interviews. The interviews were conducted by the researcher among students, teachers, professors at University of Juba, officials of the Ministry General Education and Instruction and specially department of Examinations at State Ministry of General Education and Instruction were accessed to obtain the academic results of four or three years. In this study, a structured and unstructured interview were conducted in order to obtain data from the sample population selected. The researcher preferred a close-ended questionnaire which called for brief answers and had been chosen because all the respondents received the same set of questions, and it was easy to score data. The disadvantage of a structured interviews is that respondents are restricted to a single phrase and, therefore, the researcher employed

standardized interviews in order to combat the disadvantages of the interview.

#### **1.2. APPLICATION OF THE INTERVIEWS**

The researcher designed qualitative and quantitative methods to obtain data from respondents by introducing interview approach. The researcher managed to interview 51 students from four selected schools, 10 officials of the Ministry of General Education and Instruction as well as 10 teachers and 10 professors, Senior lectures and Lectures at University of Juba school education department of English Language and Literature.

#### **1.3. Discussion**

**The views of the professors/ associated professors, senior lectures on English Literature and English Language in English Teaching at secondary school level.**

Respondents answered the researcher questions on the importance of English Literature in English Teaching. The researcher has raised a question why English Literature is deteriorating at Secondary school level?

The answered is that schools lack qualified and trained teachers, low salaries, social benefits such social insurance such as good packages for retirement and lack of textbooks at schools. Researcher raised a second question whether South Sudan can develop without English Literature and English Language, the respondents stated that "yes, no country can develop without language," he further said, it is a language which is used for communications. Researcher raised third question to respondent " Do you think students at Secondary school level have strong knowledge and skills in English Literature and English Language at primary level before they join secondary school level?" The answer was no, not all. Fourth question was raised by the researcher, do respondents think that it is good to teach English Literature at primary school level? The respondent answered by saying that is true. " Of course, literature enriches language." The researcher raised a fifth question to respondent if he thinks the teachers of English Literature and English Language are qualified to teach English Literature and English Language or not? The respondent

answered by saying that they are not qualified. Researcher also raised a sixth question to respondent if he thinks that the method of teaching English Literature is a correct method of teaching or not.? The respondent stated that methods are good, but should be used by qualified teachers.

Researcher asked a seventh question to respondent: What can be done to improve and encourage the students to learn and teach English Literature and English Language? The answered He said that it is essential to train more teachers and providing teaching materials for effectiveness of English teaching. The Researcher has raised eighth question about why the students are declining to take English Literature and English Language as subject of specialization at Higher Education? He stated that they lacked good knowledge of English language and Literature.

Researcher asked a ninth question which is vital question, why is the current generation of the twenty first century, not writing literary works? He stated that " they lack language of doing it." The researcher raised a tenth question to respondent that if he agrees with concept that English Literature is dying in South Sudan or not. He strongly agrees. Researcher passed an eleventh question to respondent about what he or she thinks or his/her advice to students, teachers, Ministry of General Education and Instruction and policy makers to improve teaching and learning English Literature and English Language. He called on government and specially Ministry of General Education and Instruction to train more teachers and increased salaries of teachers to attracts more people into teaching career.

#### **IV. CONCLUSION**

The researcher observed that English Language and English Literature was deteriorating at secondary schools since the South Sudan emerged from Arabic background, the majority of South Sudan students were schooling or rather using Arabic as medium of instruction. The shifting education system from Arabic to English caused some challenges and weakness in English language and English Literature to the extent that the graduates of Universities have challenges in four

skills of English language such as Listening, speaking, reading and writing. English Literature has deteriorating due to untrain teachers, lack of textbooks, unattractive salaries, abandonment of teaching career for Green pastures. The chapter four will be based on data Analysis discussion of findings and chapter five will be exploring recommendations of the research.

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