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Students' Attitudes and Motivation towards Learning Literature in English in Zanzibar Secondary Schools

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ABSTRACT: *This paper investigated students' attitudes and motivation towards learning literature in English in three government secondary schools in Zanzibar (one in urban and two in rural areas). The study had a sample of 96 people; 45 boys, 45 girls, and 6 teachers who were teaching literature in English at the selected schools. They were selected through purposive sampling technique. Mixed method was used. Data were collected through interview, observation, and questionnaires. Predictable variables were number of teachers teaching the subject and their qualifications, learning environment, teaching and learning materials, and students' attitudes and motivation towards learning the subject. Findings revealed that there was shortage of teachers teaching the subject, and some of them were not trained. Students had positive attitudes and motivation towards learning the subject because it was a source of information not only from their own society but also from the world at large. Additionally, literature in English was found a means of entertainment as well as educating the students. However, students' positive attitudes and motivation towards learning the subject were hindered by unfavourable conditions such as shortage of literature books, difficult English vocabularies, large class sizes, limited time to read suggested literature books, poor teaching methods, and teachers themselves. As a result the study suggests the provision of appropriate and adequate reading materials to all secondary schools, expose teachers to more training so as to be more knowledgeable about various suitable methods of teaching the subject, and improve classroom learning environment.*

***Key words**: Consciousness, Creative imaginations, Qualification, Performance, Teaching, Learning materials.*

1. Introduction

Literature is a term used to describe written or spoken material. Broadly, literature is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of creative imaginations, including works of poetry, drama, fiction, and nonfiction. Literature expands our life because it derives from an enlarged sensibility that is deep and informative. It shows us how rich our world is, how filled with potential we are, and how keen the drama of our life (Jacobus, 1996). According to Jacobus, literature, then, does the following: it gives us a special awareness of what we already know; tells us what we don't already know; moves our feelings; gives us pleasure; puts us in another world; and uses language in especially powerful ways (p.4). Literature is agreed by many people as words artfully arranged to stimulate feelings and impart understanding Jacobus (1996). This means that when we read stories we get informed and enjoy ourselves. That is why Jacobus for instance said, 'in a short story, we enjoy being taken out of ourselves into other worlds and being given insight into other places, other people, and other ways of living-even those worlds seem trouble' (p. 3).

Literature has been a subject of study in many countries at a secondary or tertiary level, but until recently has not been given much emphasis in the English Foreign Language/English Second Language classroom. It has only been since the 1980s that this area has attracted more interest among EFL teachers (Clandfield, 2017).

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1.1. Why Use Literature?

There are many good reasons for using literature in the classroom. Clandfield (2017) identified few of them as follows: firstly, literature is authentic material. It is good to expose learners to this source of unmodified language in the classroom because the skills they acquire in dealing with difficult or unknown language can be used outside the class. Secondly, literature encourages interaction. Literary texts are often rich in multiple layers of meaning, and can be effectively mined for discussions and sharing feelings or opinions. Thirdly, literature expands language awareness. Asking learners to examine sophisticated or non standard examples of language (which can occur in literary texts) makes them more aware of the norms of language use. Fourthly, literature educates the whole person. By examining values in literary texts, teachers encourage learners to develop attitudes towards them. These values and attitudes relate to the world outside the classroom. Fifthly, literature is motivating. Literature holds high status in many cultures and countries. For this reason, students can feel a real sense of achievement at understanding a piece of highly respected literature. Also, literature is often more interesting than the texts found in course books but Oskarsson (2017) argues that to use literature in English as a Foreign Language (EFL) or English as a Second Language (ESL) classroom is something which, for many decades was regarded as too difficult or not relevant in many countries.

1.2. Why is Literature Important?

Research indicates that the reading of literature may be an important part of the English subject for several reasons. First of all, what we have learnt about the nature of reading and the development of reading skills indicate that practice is essential if pupils are to become proficient readers (Alderson, 2000; Day & Bamford, 2002; Hellekjær, 2007). In this respect, the topic of literature can provide pupils with opportunities to practice, so that they, in time, may become proficient readers.

Furthermore, Day and Bamford (2002) argue that extensive reading of foreign-language texts may also play an important role in the development of pupils' interests in foreign language reading. In addition, Hellekjær (2007) has found that the extent to which pupils read English texts in their free time has a high correlation with reading test scores, meaning that pupils who read English outside school appear to be better readers than those who do not. It seems that having pupils read more may not only give them the practice that they need if they are to become proficient readers, but if done correctly, it might also encourage them to read more and thus become even better readers (Løvstuhagen, 2012).

Moreover, the work that is done in relation to literature may also be important for the development of pupils' English language competence in a number of ways. Since working with English language literature necessarily involves reading, it constitutes a potential source of input in the English subject. For instance, Ellis (1997) defines input as samples of either oral or written language that learners are exposed to while using or learning a particular language (p. 139). Several theories of Second Language Acquisition acknowledge the importance of input in the development of several aspects of learner language, and in relation to learners' mental grammars in particular (Ellis, 1997). In addition to what has been said, literature is important for the development of students' English language competence.

1.3. Benefits of Literature

Ghosn (1998) mentioned some benefits of literature: (1) authentic literature provides a motivating, meaningful context for language learning, and it presents natural language at its finest, promoting vocabulary development in context; (2) literature stimulates oral language and involves the child with the text while exposing him or her to some aspect of the target language culture; (3) literature can promote academic literacy and critical thinking skills and has the potential of fostering private interpersonal and intercultural attitudes and (4) good literature deals with some aspects of the human condition and attempts to come to some understanding of life.

1.4. Background of the Study

Literature in English is a component in English language syllabus in Tanzania mainland and Zanzibar. It is taught from ordinary to advanced level secondary schools with the aim of inculcating students' habit of

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reading, appreciating, and creating literary works. It aimed not only enhancing students' language proficiency but also generating aesthetic. However, it is said that there is no curriculum for English literature in Tanzanian secondary schools (Tanzania Institute of Education, 2012). For instance, the TIE acting director general said, 'the history of English is clear that the government had scrapped it and combined it with English language. Since then, we are yet to have a new curriculum that separates literature form the core subject…..60% of Form Four students scored division 'O' in their national examinations' (The Citizen, October 25, 2013). This means that two subjects are combined together in one syllabus. They are taught separately in the classrooms but exams are set in one paper named English Language National Form Four Examination. With such situation it would be difficult to determine students' attitudes, motivation, and performance in two subjects combined together in one exam while they are taught differently at the schools.

Literature in English introduces students to the world of books where they read and enjoy literary works written by different writers with the aim of gaining experiences on what is happening in the world. At the end, they need to discover the meaning in literature by looking at what the authors say, and how they say it, but teachers teaching literature in English in Zanzibar secondary schools are complaining that students are not performing well in class assignments, tests, and examinations that contribute to failure in English Language subject at Ordinary Level National Form Four Final Examination. They think that attitudes and motivation are contributing factors to students' low performance in the subject. For instance, results in Table 1 were taken from four Zanzibar secondary schools in National Final English Language Examination in Tanzania done in 2017.

Table-1. Students National Form Four Results in English done in 2017.

School	No of students	Grades				
		A	B	C	D	Fail
A	50	0	0	0	9	41
B	273	0	0	9	31	233
C	47	0	0	2	12	33
D	62	0	0	5	8	49
Total	432	0	0	16	60	356

Data in Table 1 show National Form Four English Examination Results in four secondary schools that were done in 2017 in Zanzibar. None of students scored grades A or B in all four schools. Only 16 students scored grade C and 60 grade D which is simple pass. School B has 273 students but 233 failed the subject. Number of the students who did the exam was 432 but 356 of them failed. The fact that literature in English is a component of English language, and has no curriculum to depend on itself, then this study investigates students' attitudes and motivation in learning the subject in Zanzibar secondary schools.

1.5. Objective of the Study

The objective of the study was to investigate students' attitudes and motivation towards learning literature in English in Zanzibar secondary schools. The study was guided by six research questions.

1. How many teachers teach literature in English at the schools?
2. Are the teachers trained to teach the subject?
3. Do students have interest and motivation to study the subject at the schools?
4. Which literary genres are most liked by the students at the schools?
5. Do schools have adequate teaching and learning materials suggested in the syllabus?
6. How do teachers teach the subject in Zanzibar classrooms?

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2. Literature Review

The development of any country depends on the standard of education which also depends on the teaching – learning process or method at the various levels of education especially at the secondary school level. The secondary school education prepares students for tertiary education as well as training the products to be self-reliant (Adelabu & Matthias, 2013). Curriculum implementation at the classroom level is basically the responsibility of the teacher. It is the teacher who translates the objectives, concepts, and topics in the curriculum into activities that are meaningful to the learner (Robinson as cited in Oyetunde (2004)).

The English and literature teachers are not exceptions. In fact they have to do more because of the importance of English language at the secondary school level, beyond and in the society. Students who desire to gain admission into any tertiary institution, for instance, require a credit in English. A good mastery of the English language is also necessary if students must perform well academically and communicate well (Adelabu and Matthias, 2013).

The English and literature teacher remains a crucial element in education delivery (Adelabu & Matthias, 2013). No matter how well the curriculum is planned, it is useless if it is not implemented properly and the teacher is at the centre of curriculum implementation. As the implementer of curriculum, the teacher should ensure he uses various methods and strategies to implement and deliver his teaching for students to benefit maximally. If teachers do not know about these methods, it would be difficult to vary their methods of teaching, and this will make teaching and learning boring for both students and teachers (Ogunkule & Mbalek, 2008).

The aims and objectives of the literature syllabus can be placed within the various orientations. The current state of literature as a subject as discussed by Chambers and Gregory (2006) identified factors, such as the 'retail model of higher education', that could threaten its future in the school curriculum and beyond while Miller (1998) focused on the issue of globalisation and its effects on literary studies. He concluded that massive economic, political and technological changes brought about by rapid globalisation would change the nature and essence of literature, such as the rise of new forms of non-print media altering the transmission of literary language and narrative techniques.

The role of literature in the curriculum in terms of its functionality and relevance is discussed by McGregor (1992), recognising the role of literature in shaping values. Similarly, Chambers and Gregory (2006) investigate how students can feel connected with works of literature. Specifically, Singh (1999) and Yeo (1999) explore the literature curriculum in Singapore while Holden proposes a post-colonial curricular reform which includes changes to the manner and rationale of study and the types of literary texts for study.

2.1. Literature is a Motivational Material

According to Lazar (1993) literature exposes students to complex themes and fresh, unexpected use of language. A good novel or a short story may be particularly gripping in that it involves students in the suspense of and unravelling the plot. A play may engage students in complicated adult dilemmas, and a poem may elicit a powerful emotional response from students. If the materials are carefully chosen, students will feel that what they do in the classroom is relevant and meaningful to their own lives.

2.2. Literary Genres

In literature, genres are poems, plays, novels and drama. Poetry is described as the most problematic for foreign language students due to its linguistic complexity and students' inexperience with it. Short stories on the other hand, is described as the most straight forward due to its often short length, while novels present the teacher with the challenge of finding enjoyable and suitable novels, despite their length. Drama, like poetry, is often difficult for students because of their inexperience with it, but can provide a source of topics for discussion as well as opportunities to practice spoken language through the use of scripted dialogue Parkinson and Reid (2000).

2.3. Does it Matter How Literature is Taught?

According to two recent studies, the manner in which literature is taught may affect both the pupils' interest in the English subject and their language learning. By comparing the results of two classes that had received different types of literature instruction before and after the teaching had taken place, Yang (2002) as cited in Paran (2008) found that the teacher's approach to this topic appeared to have an impact on the students' language learning. In the first class, in which the teaching had been teacher-centered and mostly lecture-based, the students' results did not reveal any statistically significant improvement. In the second class, which had used a more student-centered approach, however, the results revealed a significant improvement in the students' language learning. Furthermore, the students who had worked with literature in a student-centered manner also 'showed a much more positive attitude to the literature used in the class' (Paran, 2008).

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2.4. Teaching and Learning in Tanzanian Context

Galabawa (2000) has reviewed several studies on classroom practices in Tanzania and observes that there seems to be time constraints in teaching and learning; there is lack of teaching and learning materials; little time is devoted to students' work; the medium of instruction is difficult, and hence limits oral and written communication; and learning seems to be examination driven. Due to these factors, instruction in a majority of classrooms in Tanzania, and in nearly all subjects reflects a direct transmission model, the 'talk-and-chalk' style of classroom interaction, where the teachers lecture and students passively copy notes. The students are seen as empty vessels and only receive knowledge. In this case, students do not develop critical consciousness (Vuzo, 2010). Since literature is taught both in Tanzania mainland and Zanzibar secondary schools, then Galabawa's findings from the mainland might have implication in Zanzibar context.

2.5. Language Policy and Practice in Tanzanian Secondary Schools

In 1995, the then Ministry of Education and Culture (MoEC) issued the Education and Training Policy in Tanzania, which stated that: The medium of instruction in pre-primary schools shall be Kiswahili, and English shall be a compulsory subject. The medium of instruction in primary schools shall be Kiswahili, and English shall be a compulsory subject. The medium of instruction from secondary education shall continue to be English except for the teaching of other approved languages and Kiswahili shall be a compulsory subject up to ordinary level (Ministry of Education and Vocational Training, 1995). This is a policy that is practiced in secondary schools in Tanzania mainland and Zanzibar despite the fact that Kiswahili became both the national and official language since independence. Literature, as a part of the English language subject it is taught in English from ordinary secondary schools to higher institutions in Tanzania. However, researchers like Roy-Campbell. and Qorro (1997) found that there is problem of using English as medium of instruction and suggested Kiswahili to be used to solve the problem. People with similar observation like Rubagumya. (1990) claimed that the continued dominance of English as a prestige language in the education system was bound to hamper the development of Kiswahili. With this view, Omari (1997) asserts that to use Kiswahili will not solve the education problems in the system but rather worsen them through horrible expenses for translating the books, teaching teachers to use Kiswahili terms, depress motivations of pupils and parents who preferred English despite of all.

2.6. Theoretical Aspects to Consider in Classroom Learning

Learning is supposed to be interactive and cooperative so that students do a lot of discussing and writing instead of listening to teacher talk. This type of learning highlights the current paradigm shift that is being advocate for secondary education in Tanzania, whereby education is supposed to be student centred rather than teacher centred (Vuzo, 2010). This approach needs teachers to present students with some contents, materials, objects, and events, and tasks them to attempt to go beyond the information given so they arrive at their own conclusions and generalizations, looking carefully and discovering patterns, relationships, new knowledge, and making new conjectures (Omari., 2008). However, Mercer (1995) stresses that learners need to get involved with new knowledge in order to consolidate their own understanding, but this cannot be done just through listening to information being presented clearly or logically by an expert. They will almost certainly need to make the knowledge their own.

From what has been said, student centred approach cannot function effectively if teachers are not competent. In this view, teachers need to understand their subject matter in ways that promote learning since they are the ones who help students acquire knowledge within a subject area. For instance, McEwan (1987) suggests that in order for teachers to construct sound pedagogic interpretations, they must possess accurate knowledge of student beliefs about a subject. These beliefs include student preconceptions and misconceptions, as well as students' prior knowledge of and experience with a subject. Additionally, Shulman (1992) in his theoretical framework asserts that teachers need to master two types of knowledge: (a) content, also known as 'deep' knowledge of the subject itself, and (b) knowledge of the curricular development. Content knowledge encompasses what Bruner (as cited in Shulman (1992)) called the 'structure of knowledge'- the theories, principles, and concepts of a particular discipline. What is important here is content knowledge that deals with the teaching process, including the most useful forms of representing and communicating content and how students' best learn specific concepts and topics of a subject.

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2.7. Language use in the Classrooms

Language plays a significant role in teaching and learning process. For instance, Vuzo (2010) asserts that, it is through interactions with each other that teachers and students work together to create intellectual and practical activities that shape both the form and content of the target subject. The language that mediates interaction in the teaching and learning process is very important for both teacher and the learner. They have to be competent in it otherwise the teaching and learning process will be deficient or less effective.

In Tanzania, English remains a secondary language for students and teachers. It is rarely used outside the classrooms (Vuzo, 2010). Christie (2005) stresses that education ought be the means for helping learners develop ways of using language as a social mode of thinking, which is unlikely to be successful if their opportunities for using the language are limited to narrow responses slots in conversations with teachers.

2.8. Teachers' Professional Qualifications

The teacher is the most vital single factor in the teaching of any curriculum area. In formal education settings, teachers are responsible to implement educational objectives through structural syllabi and curricula (Boma, 1980). For example, it has been argued by Galabawa (2003) that the quality of education, which led to better performance, is determined by teacher education academic and qualification. With this view, there is a need to have qualified teachers in all-educational institutions because it has been observed that factors that lead to poor performance are quality of teacher, and teacher-learner-relationship. For instance, Harmer (2003) claims that academic qualification is very important in determining students' performance on one hand, on the other hand, Roy-Campbell (1990) found that teachers', who become the major resource for language, were not well trained. Some had been trained to teach literature, but they found being forced to teach English language for which they were poorly prepared.

In another development, Sinclair (2004) finds that in developing countries, teachers often lack education and professional training that would help them facilitate discussion in their classrooms or organize interactive and group activities. They have the background of chalk and talk. Apart from qualifications, Mosha (2004) asserts that performance is better in urban schools than rural ones' because the urban schools were staffed by qualified teachers and better access to teaching/learning materials. Since to teach is to communicate, and literature is taught in English, then teachers must have maximum communicative competence as well as knowledge in the language itself so that they can make useful decision regarding what should be taught to whom, and how the teaching should be done.

2.9. Attitudes and Motivation in Learning

Attitudes toward learning are believed to regulate and control a learner motivation. Elliot, Kratochil, and Cook (2000) & Munavi (1988) saw motivation as an internal state that arouses to action, pushes us in particular directions, and keeps us engaged in certain activities. They add that learning and motivation are equally essential for performance because they determine the rate of learning. So, learning enables us to acquire new knowledge and skills, and motivation provides the impetus for showing what we have learned and that more-motivated people achieve higher levels.

In education, attitudes are considered both as input and output. Also attitudes have a positive correlation with success in learning. They facilitate or maintain a learner's motivation to learn and master the language which in turn determines their performance. It has been observed that learning will be slow and insufficient if learner's motivation is limited (Baker, 1992; Gardner. & Tremblay, 1994). Moreover, it has been demonstrated clearly that a student attitude toward the classroom and the teacher relate to learning; and a student who feels at ease in the classroom and likes the teacher may develop self-confidence in the learning process (Gardner & Lambert, 1972; Krashen, 1981). That meant that teachers are the major factor in the continuance of students' motivation. In this view, teachers should be of quality and trained in a subject area. For instance, Mosha (2004) affirmed that the quality of the teacher determines the quality of performance, and hence a success or a failure of a lesson.

Motivation is equally important for successful performance in all other subjects, but Petty (1998) comments that if students do not want to learn, their learning efficiency will be slow that they may learn virtually nothing, and if you know how to motivate students, you can hugely increase their learning. However, Dandeker and Makhija (2002) find that learning takes place as a result of response to some stimulation. They concluded that unless the individual has some unsatisfied need or drive, which causes him to act in an attempt

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to satisfy the need, no learning would take place. Therefore, the direction of learning will depend upon relative strength of motives.

Researches indicate that even if students are highly motivated when they enter secondary schools, and find that the school and classroom environment are not motivating to learn, they will lose interest that will contribute to poor performance (Kasanda, 1997; Mbise, 1994; Moore, 1992). However, Harmer (1983) argues that the methods by which students are taught must have some effect on their motivation. Meaning that if they find it deadly boring, they will probably become de-motivated, whereas if they have confidence in the method they will find it motivating. Thus, learning will be slow and insufficient if, for some reasons, the learners' motivation is limited.

Some of the studies such as that of Harmer (1983) & Mtana (1998) revealed that students' poor performance is likely to have been contributed to other factors like low motivation. Nevertheless, literature indicates that the major factor in the continuance of students' motivation is the teacher, but Harmer.. (2003) cautioned that motivation that brings students to task of learning could be affected and influenced by the attitudes of number of people. Conclusively, a favourable attitude to learning can be developed in students provided they are motivated to achieve some goals that they have set themselves. A teacher can only help students to attain those goals (Walklin, 2002).

2.10. Teaching and Learning Materials

It is argued that the provision and availability of teaching and learning materials may motivate teachers and help in their teaching. Similarly, lack of resources lowers teacher morale (Ndawi, 1997). That meant that if there are few textbooks for the students it will be difficult for teachers to teach effectively. In addition of what has been said, UNESCO (2000) asserts that teaching and learning materials especially books are considered effective in improving results. This indicates that materials are very important in the whole process of teaching and learning. They make learning more pleasant to the students because they offer reality of experience, which stimulates self-activity and imagination on the parts of the students. They also supply concrete basis for conceptual thinking and hence reduce meaningless word responses from students.

Empirical studies demonstrate clearly that although numerous in- service and pre-service training programmes are offered throughout the world, these suffer from lack of appropriate instructional materials. For example, Farrant (1980) & Kissassi (1994) point out that lack of curricular materials leads to problems in teaching and learning, and reduce effectiveness of good deal of teaching that goes on in schools. Furthermore, Mushi (1985) & Rubagumya (1986) affirm that shortage of books had an immense effect on students for they have to depend more on the teacher than would otherwise be necessary. Additionally, it has been argued by Nyirenda (1981) that a critical shortage of resources is experienced in most developing countries, and this affects the quality of teaching and learning.

3. Methodology

3.1. Research Design

The study applied case study research design. Case study design was used because it focuses on one particular study area or issue such as one region or one school, even if this has been criticized as descriptive, and takes more of a qualitative than quantitative approach. For instance, Kothari (2004) asserts that case study design is needed because it facilitates the smooth sailing of the various research operations. Kothari *ibid* adds that the case study design allows participants to speak for themselves, thereby enabling the situation to be seen through the eyes of participants. In addition to that, Cresswell. (2009) maintains that case study attempts to know more about a little known. In this study, the design was used to collect data for the current study as it can be used to describe attitudes, beliefs, opinions, and other types of information.

3.2. Approach

The study applied mixed method despite their philosophical difference. Qualitative was the major approach because it implied an emphasis on the qualities of entities, process, and meaning that cannot be experimentally examined (Kothari, 2004). For instance, Merriam (1988) found qualitative approach suitable dealing with critical problems of practice and extending knowledge base on various aspects of education. A quantitative approach was used to gather broad and quantifiable data from the questionnaires. For instance, Creswell (2005) argues that quantitative approach measure attitude and information which is analyzed using

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statistical procedures. The combination of qualitative and quantitative in this study was necessary because each had advantage and disadvantage (Bryman, 2006).

3.3. Sample and Sampling Techniques

It is usually not possible to deal with the whole target group, and so one must identify a portion of the population called the sample (Kothari, 2004). The study used purposive sampling technique to select the sample that would provide relevant and valuable information. The sample in this study included 96 people; 45 boys, 45 girls, and 6 teachers who were teaching literature in English in order to collect relevant information on how they teach the subject and problems they were facing at the schools.

3.4. Data Collection Procedure and Analysis

Three instruments were used in the study; interview, questionnaires, and observation schedule. Interviews were used to both teachers and students. The instrument was used in order to gain knowledge and deep understanding of how students feel about studying, and the teachers teaching the subject. Koshy (2005) argues that the tool is useful for gathering responses which are richer and more informative. Interview for the students aimed at finding out how they perceive the subject particularly in the classroom context. Students' questionnaires sought information in attitudes and motivation in studying literature in English. Teachers teaching literature in English were observed with the aim of finding out how they applied the skills and knowledge from the subject matter to teach the subject at the selected schools. The importance of this instrument was that it does not depend on obtaining information through someone else. Even Kothari (2004) asserts that subject bias is eliminated if observation is done accurately. Data from the students' interview were analysed following Holliday (2000) strategy that data from all parts of the corpus were arranged under thematic headings. Quantitative data from students' questionnaires were subjected to descriptive data analysis and presented in charts and percentages.

4. Results and Discussions

How Many Teachers Teach Literature in English at the Schools?

Results from the study showed that school A had 7 English teachers, school B had 2 teachers and school C had 2 teachers. There were 11 teachers in total but 6 of them were teaching literature in English and other subjects from Form One to Form Four meaning that there was shortage of teachers at the selected schools. For instance, there were 8 classrooms in school A, 4 in school B, and 5 in school C. There were 17 classrooms in total taught by 11 teachers while each class had an average of fifty to seventy students. In such situation, it was difficult for teachers to teach effectively and make sure that each student understands the content taught. This is an indication that there were large classes and shortage of teachers to teach the subject.

4.1. Are the Teachers Trained to Teach the Subject?

Teachers' information from the interview showed that five of them out of 11 were trained to teach English language but not literature in English. However, one of them was not trained to teach English. He was teaching English language because of shortage of teachers at the school. Five teachers had diploma in education and one with certificate. The teacher with certificate was teaching literature in English in Form Two class but not trained to do so. He used pedagogical experience. Findings are similar to those of Roy-Campbell (1990) who found that teachers', who become the major resource for language, were not well trained. Some had been trained to teach literature, but they found being forced to teach English language for which they were poorly prepared.

In Tanzania, the Education Policy stipulates that teachers with certificate are allowed to teach in primary schools and not in secondary schools. The fact that secondary school teachers were trained in subject matter area then, it was wrong for the teacher who was not trained to teach the subject at that level of education for two reasons; firstly, he did not have required qualifications; and secondly, he was not equipped with knowledge and skills on how to teach the subject, on one hand, and on the other hand, how to motivate students to like the subject. Therefore, there is a need for the Ministry of Education and Vocational Training (1995) to allocate qualified and trained teachers according to subject matter and not for the sake of having teachers who were not able to teach effectively for good results.

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4.2. Do Students Have Interest and Motivation to Study he Subject at the Schools?

The study found 65 out of 90 students (72.2%) with positive attitudes in studying literature in English while 25 students out of 90 (27.7%) had no interest and the reasons being teachers came to the classrooms late, and others did not attend lessons as planned in the time table. On one hand; this might lead to partial teaching; on the other hand, it will contribute to truancy and failure in achieving the objectives stipulated in the syllabus. In addition to that, five students provided views on how teachers were teaching the subject. Here is what they said:

Student 1: Teacher reads a book to us but does not provide exercises. Student 2: Our teacher teaches very fast while English is difficult to us. Student 3: Teacher teaches us without books for us to read.

Student 4: Our teacher translates a book in Kiswahili. Student 5: I don't understand the teacher.

From the findings one can find that students had interest to study the subject but there were faced with two problems. Firstly, students had no books to read; and secondly, students had difficulty in understanding English language, a medium of instruction. This might be one of the reasons for the teacher to translate the book in Swahili; and thirdly, students were not given an adequate exercise which is weakness in education.

In terms of motivation, results from students' questionnaires revealed that all 90 students were motivated to learn literature in English because it was one way of enabling them to read many books that would help them to improve not only in reading skill but also in English language that was a medium of instruction. They expected literature to be source of information to social, economic, cultural, and political issues worldwide. Additionally, literature in English was found a means of entertainment at the same time educative to the learners.

Despite the fact that students had positive attitudes and motivation to learn the subject, it was found difficult for them to follow their teachers when reading novels because vocabularies used were difficult for them to understand. The problem was not only found to the students but also to teachers who claimed that language used was also difficult for them as well. Thant meant that if teachers find the books difficult for them, then it would be more difficult for the students to grasp the intended meaning which will contribute to low motivation and interest in studying the subject. Partly this was caused by the language of instruction used in the classrooms. Results from the study are similar to those of Roy-Campbell. and Qorro (1997) that there was problem of using English as medium of instruction and suggested Kiswahili to be used to solve the problem.

4.3. Which Literary Genres are Most Liked by the Students at the Schools?

The study investigated on literary genres that were most liked by the students at the schools. Data indicated that novels were the most genre liked by majority of the students in three schools followed by plays and poetry. For example, 52 students out of 90 liked novels, 28 liked plays, and 10 liked poetry. Poetry was least liked in all schools despite the fact that it was compulsory to all students studying literature in English. The question here is how would students answer questions in the assignments, tests, exams and pass in their final National Exams in this subject if they did not like studying poetry at the schools? This might be one of the reasons why they performed poorly in the subject.

4.4. Do Schools Have Adequate Teaching and Learning Materials Suggested in the Syllabus?

Results from the study showed that among the three selected secondary schools it was only school A that conducted English reading programme in form one and two classes as the English language syllabus suggests. Two schools did not have reading lessons and the main reason being lack of class readers. Since the aim of the programme was to help students improve in reading skill before they encounter novels, drama, and poetry in forms three and four, then the possibility of the students to have good foundation in literature would be low. This might be one of the reasons for them to find the subject difficult at the schools because they start reading books that have unfamiliar and difficult vocabularies in the first time. In such a situation there is no way we can expect our students to have high motivation to like and learn literature in English at the schools.

Furthermore, all teachers in the study claimed that some of the topics in the syllabus did not indicate the suggested teaching and learning materials for them to use that hampered effective classroom teaching. For example, one of the teachers said, 'The space in the syllabus which is written teaching and learning aids is empty. No materials are suggested to us but a list of books which are not available at our school'. This means

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that teachers were not supported in terms of reading materials that they could use in the classrooms. Teaching literature in English without books would not attract and motivate students to like studying the subject at all. For instance, during classroom observation, one of the teachers was found teaching summary of the novel *Things Fall Apart* in Form Three students. Since students had no books to read, the teacher read his brief prepared summary while writing short few words on the board. It was a kind of lecture that did not motivate the students on one hand; on the other hand, it denied students' right to read books that would help them to improve in reading skill. The fact that students claimed to have problems in understanding the English language, medium of instruction, it would be difficult for them to listen to the teacher, understand, and comprehend without reading the content presented in the suggested books. To some extent this hindered students' ability and motivation to discover meaning on their own that could contribute to high motivation. Finding in this study concurs with those of Ndawi (1997) that lack of resources lowers teacher morale, and Farrant (1980) & Kissassi (1994) that lack of curricular materials leads to problems in teaching and learning, and reduce effectiveness of good deal of teaching that goes on in schools.

The study investigated whether teachers had interest to teach literature in English at the selected schools. Results from teachers' interview showed that all had an interest to teach the subject but were faced with shortage of reading books for the students and teacher's guides. For example, in school A few copies of books were found. Schools B and C had no books at all. Teachers had their own copies which they bought by themselves. They always read stories in the books loudly while students listening. This was not an appropriate method of teaching literature in the classrooms. For instance, in school A students shared few books available in groups but not all of them were able to read effectively because of the nature of the groups that were large. That meant that there was shortage of literature books at the schools. With few or no books to read at the schools, nature of teaching, and shortage of time lowered students' interest in reading. These results are similar to those of Mushi (1985) & Rubagumya (1986) that shortage of books had an immense effect on students for they have to depend more on the teacher than would otherwise be necessary. In this view, it would be difficult for teachers to teach accordingly and effectively as well as to measure the extent to which students had read and understood in order to achieve the stated objectives in the syllabus. Such situation would not motivate students to like and master the subject as expected at the secondary schools. Since provision of books is an effective way of improving results, lack of literature books in schools prevented students ability to acquire listening, speaking, reading, and writing skills that could enable them to express their ideas meaningfully in English. Therefore, teachers need to be furnished with reading materials because they make learning more pleasant to the students, offer reality, stimulates self-activity, and raise inner motivation.

4.5. How do Teachers Teach the Subject in the Classrooms?

Data from the study also showed that teachers who were trained to teach literature in English were not doing so. For instance, during classroom observation two, the teacher was found teaching English language instead of literature as shown in the time table. When asked why he said, 'Literature is difficult for me to teach'. This means that the teacher was not competent in teaching literature despite the fact that he was trained. Therefore, qualification alone cannot justify competence. Results concur with those of Roy-Campbell (1990) who found out that teachers' who become the major resource for language, were not well trained, and some had been trained to teach literature, but they found being forced to teach English language for which they were poorly prepared. In this case, literature teachers need to understand their subject matter as well as possessing accurate knowledge about the subject in ways that promote learning because deeper knowledge of the subject results to more emphasis on conceptual explanation upon which greater subject matter can be built.

Furthermore, results from teachers' interview revealed that they had problems in methods teaching literature in English at the schools. This was observed from the teachers who were not trained to teach the subject. This means that to allow teachers to teach the subject without training and functional skills will not play part in effective classroom teaching and raise students' interest. In this view, there is a need for such teachers to be trained in subject matter knowledge.

Additionally, findings from teachers' interview showed that there were no literature reference books for them to rely on at the schools. That meant that teachers depended on reading books only as a source of information that was not sufficient. The situation did not motivate teachers to teach literature since they find

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the subject difficult by themselves. The fact those students' reading books were also difficult to teachers then reference books would be supporting tool for them to access extra information and knowledge on what and how to the subject.

Moreover, information from teachers' interview showed that students' truancy in some of literature lessons, reluctance in performing assigned activities such as class work, homework, and group work together with students' poor foundation in English hindered the process of teaching and learning, hence, low motivation in the subject. In addition to that, large class size problem did not motivate teachers to provide adequate writing exercises to the students as well as marking for future feedback that affected students' writing skill. For example, one of the Form Four Class was found with an average of seventy students. In such a situation it was not easy for the teacher to interact with all students in a given lesson, in a particular period of time, keeping in mind that students did not have books to depend on. It was also difficult to help weak students or those that may need extra attention.

4.6. Observation done in Zanzibar Classrooms

Example A: Teacher Teaching Literature in English in Form Two Class

The specific objective of the lesson was students to summarize chapter six in the book *The Tales from the Arabian Nights*. Students were not given enough time to read the whole chapter because they were slow learners. When the teacher realized that she was running out of time, she started summarizing the chapter before the students finished reading. When the researcher goes around the classroom she noted that the teacher summarized a page instead of a chapter that was contrary to his objective of the lesson.

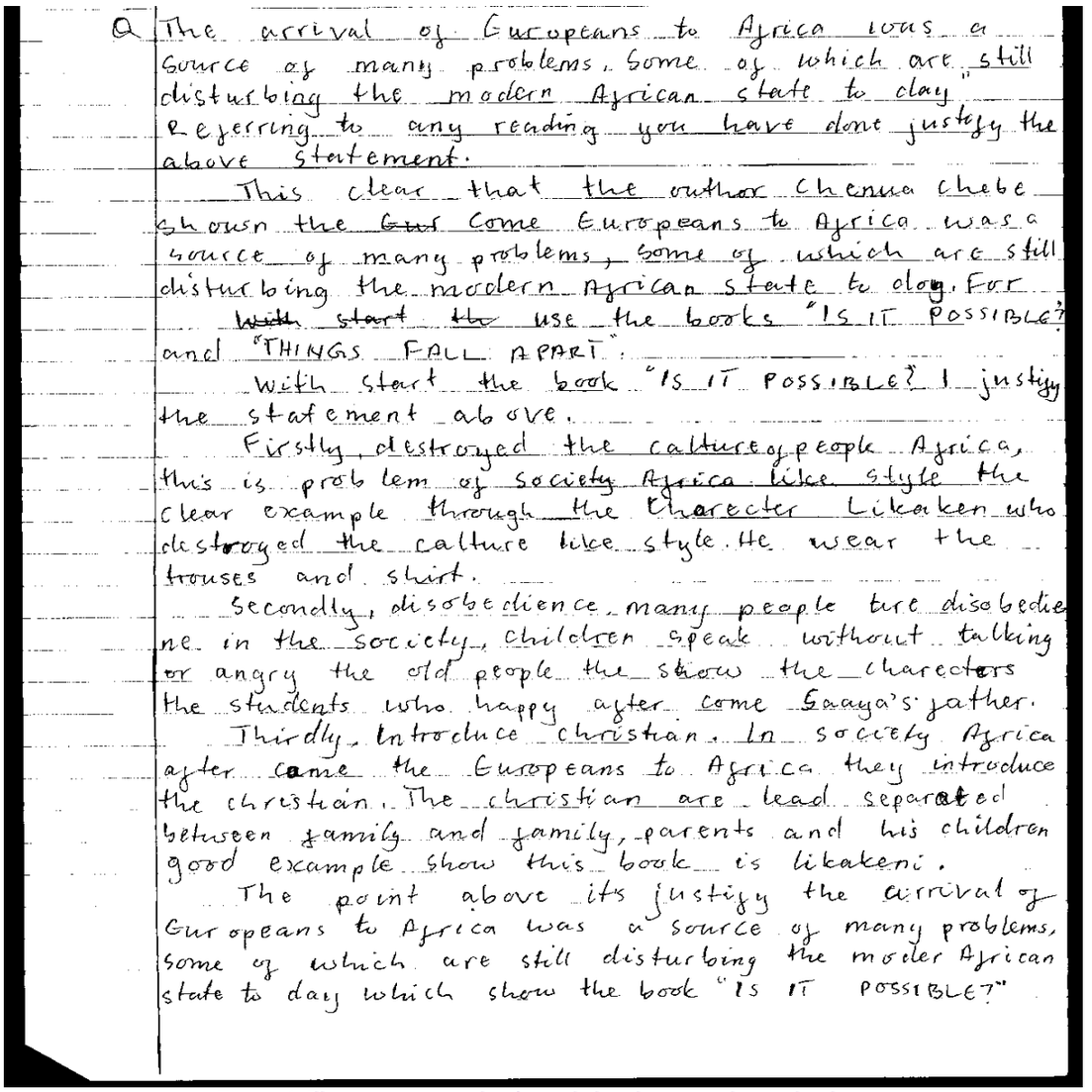
Example B: Teacher Teaching Literature in English in Form Four Class

The objective of the lesson was students to be able to answer one question by writing. What happened was that the teacher introduced the lesson without students' participation. He was talking to himself in front of the class. In the presentation stage, the teacher wrote the following question on the board without any introduction: *The arrival of Europeans to Africa was a source of many problems, some of which are still disturbing the modern African state to day. Referring to any reading you have done justify the above statement.* Instead of helping the students on how to answer the question, he asked the students to translate the question into Kiswahili that encouraged the students not to use English (the medium of instruction) but Kiswahili. Later on the teacher started teaching simple present tense contrary to the aim of the lesson because some of the students did not understand the question. Students were not helped on how to answer the question. The teacher ended the lesson by asking the students to answer the question by writing while referring to two readings contrary to the instruction from the question. Some of the students were confused and did not know where to start or what to do. The lesson was not interesting at all. Figure 1 shows the question and the work done by one of the students in the classroom that day.

Information in Figure 1 illustrates clearly that the student understood the question but the problem was language. Relevant points such as culture, Christianity, obedience are shown in the work but the student was not able to explain them with relation to the studied books. For instance, if one looks at the second point about obedience can find that the student was not able to explain it clearly particularly when he/she wrote*…children speak without talking,* how can they speak without talking? …. *or angry old people…..the student happy after come Saay's father.* However, the work had a lot of grammatical mistakes such as ….*society Africa like style the clear example…..*

Remember this is Form Four student who was expected to sit for the final National Form Four Examination that year. How could he/she pass the subject with such poor responses? This is a proof that the teacher had problems in teaching the subject, and he/she did not concentrate to the stated objective in the lesson. If the teacher was not competent in teaching, how could students' master, like the subject, and pass the exams? It seems that teachers were also a source of the problem. Therefore, there is a need to provide in-service training to teachers in order to cope with recent methods of teaching the subject that will motivate them to teach effectively.

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Q The arrival of Europeans to Africa was a source of many problems, some of which are still disturbing the modern African state to day" Referring to any reading you have done justify the above statement.

This clear that the author Chenua chebe shown the ~~Eur~~ come Europeans to Africa was a source of many problems, some of which are still disturbing the modern African state to day. For ~~with~~ start ~~the~~ use the books "IS IT POSSIBLE?" and "THINGS FALL APART".

With start the book "IS IT POSSIBLE? I justify the statement above.

Firstly destroyed the culture of people Africa, this is problem of society Africa like style the clear example through the Character Likaken who destroyed the culture like style. He wear the trouses and shirt.

Secondly, disobedience many people ture disobedie ne. in the society, children speak without talking or angry the old people the show the charectors the students who happy after come Ezeaya's father.

Thirdly, introduce christian. In society Africa after came the Europeans to Africa they introduce the christian. The christian are lead separated between family and family, parents and his children good example show this book is likakeni.

The point above its justify the arrival of Europeans to Africa was a source of many problems, some of which are still disturbing the moder African state to day which show the book "IS IT POSSIBLE?"

Figure-1. Illustrates an example of a work done by one student in the class.

Example C: Teacher Teaching Literature in English in Form Two Class

In this class, specific objective of the lesson was the students to read chapter nine in the book *Climb A Lonely Hill*, and answer 'yes', 'no' questions. Instead of the students to read the chapter, the teacher read the chapter loudly while walking around the class. Students had no books to read. Some of the students were not paying attention to the teacher. The teacher made many grammatical mistakes and was not able to pronounce some of the English words correctly. This means that students were listening to wrong pronunciations. This teacher had diploma in Islamic Knowledge and not trained to teach literature at all. He was doing so because of shortage of literature teachers at the school. He had twenty eight periods per week. He did not have a lesson plan either which is wrong in teaching. This result is supported by Harmer. (1995) that learners need to get involved with new knowledge in order to consolidate their own understanding, but this cannot be done just through listening to information being presented clearly or logically by an expert. They will almost certainly need to make the knowledge their own.

Generally, classroom observations indicated that teachers failed to achieve their objectives when teaching. They taught things contrary to objectives and lesson plans. That meant that they were not competent in teaching literature in English effectively at the schools as expected. This kind of teaching will not motivate students to like learning the subject because they did not understand their teachers. Findings relate to those of

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Baker (1992) & Gardner. and Tremblay (1994) that learning will be slow and insufficient if learner's motivation is limited.

5. Conclusion

On the basis of research objective and findings it can be stated that students were motivated and had positive attitudes towards learning literature in English in the selected Zanzibar Secondary Schools. However, there were some of the problems such as shortage of literature teachers, reading books, difficult language used in the books, large class sizes, limited time for the students to read the suggested books, incompetent teachers, and the presence of untrained teachers who were teaching the subject without any training. Moreover, all teachers who were observed did not achieve the stated objectives at the classrooms. The fact that data from the study indicate earlier those students had positive attitudes; the mentioned problems might lower their motivation to learn the subject, hence, poor performance in the subject as shown in the statement of the problem. Learning resources are the hearts of any teaching; therefore, there is a need for the schools to be supplied with required and adequate reading books that will increase students' interests and engagement in reading. Since teachers were not teaching effectively, and some of the students did not like poetry, then there is a need for this genre to be introduced from primary schools as it is the case of Kiswahili in order for the students to be familiar with it before they join secondary education. This will allow room for the students to build interest and positive attitudes towards learning literature in general from the early stages and develop communicative skills while they are still young and, hence flexible.

Furthermore, absence of teachers' in-service training to raise the quality of teaching also contributed to low interest and motivation not only to the teachers but also to the students. This means that literature teachers were not frequently trained in order to cope with recent methods of teaching the subject that could motivate students to like the subject. This implies that most teachers are being left behind in teaching methodologies and strategies. They teach what they already know and how they know it which is weakness in educational context.

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