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**Investigating teachers' lived experiences
in teaching Literature in English in Ghana**

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2024

**Investigating teachers' lived experiences
in teaching Literature
in English in Ghana**

A thesis
submitted in fulfilment
of the requirements for the degree
of
Master of Philosophy
at
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by
ERIC ADJEI BAAH

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FOREWORD

This thesis is submitted posthumously. Eric Adjei Baah was enrolled for this thesis study from December 2018 until December 2023. Covid 19 border shutdown issues created a hiatus in his study, increasing his full enrolment time.

By the end of 2023, Eric had almost completed the thesis, due for submission by the end of January 2024. However, he died before that could be undertaken.

Eric sought to understand what affected Ghanaian Literature in English teachers' professional practices in successfully supporting positive learning outcomes for learners. To that end, he recruited a number of these teachers to seek their perspectives on their professional experiences in the subject.

He has contributed to the field of knowledge about Ghanaian secondary school teaching, by identifying important barriers for teachers and learners, even as teachers expressed their passion for the subject. To that end, I feel that small regional and national changes to education policy could improve teaching learning experiences in the subject. These might include:

- Reviewing the nature, range and scope of the set texts, changed on a five year basis
- Ensuring prompt text supply for borrowing within schools, rather than having to be bought by both teachers and students.
- Reviewing class sizes and the access classrooms have to digital technologies to support literature learning.

We dedicate this posthumous award of **MPhil** to Eric's family who joined him in New Zealand during the final year of completing the thesis.

Dr Noeline Wright
Chief Supervisor
January 2024.

NB: The Reference List is incomplete, and the thesis has been only generally proofread and edited.

Abstract

This thesis investigates the professional experiences of a group of Literature in English secondary school teachers in Ghanaian schools. At the secondary level, LiE is an elective (optional) subject, and so we could expect that those choosing it would probably do well. However, this thesis investigation arose from a concern about the persistent lack of quality of student achievement in this subject, as noted in the annual Chief Examiner' Literature in English report. These reports outlined challenges students face in responding to West African Secondary School Certificate Examination (WASSCE) Literature in English questions. I was curious about understanding what might be behind this persistent issue.

Though English is the official language and medium of instruction from the upper primary to the tertiary level in Ghana, English is a second language. This is important when considering the nature of texts mandated by the West Africa Examination Council (WAEC) Ghana every five years.

In order to investigate this Literature in English phenomenon, I recruited volunteer teachers from Ashanti Mampong Municipal, using phenomenology as the methodological framework. As part of the investigation, I reviewed teachers' perspectives about their professional lives through the lens of PCK, since teachers' knowledge is an important element in teaching specific subjects. I also sought to know more about their professional teaching conditions - both barriers and enablers.

The findings revealed teachers' great passion for the subject and what they thought it could provide for students' learning in terms of reading, critical thinking and writing skills. However, major barriers interfered with their good intentions:

- the unreliability of having mandated texts available in a timely manner

- the cost of texts to students and teachers, who must purchase them
- the language complexity and cultural, social and historical contexts of some set texts
- class sizes.

The findings implied that if texts were supplied in a timely manner, and offered for students and teachers to borrow rather than purchase outright, then teachers would not need to find their own workarounds to manage the lack of texts. Also if the West Africa Examination Council (WAEC) chose more contemporary and local texts, students might be more familiar with the language and contexts of the literature, and thus be more able to offer original perspectives. Teachers also had to manage large classes, making it difficult to meet students' specific learning needs. Such barriers are likely to mitigate against teachers using the kinds of co-constructive, student-centred pedagogical practices known to enhance learning and leverage teachers' PCK. Instead, they resorted to a range of teacher-centred pedagogies, especially when neither students nor teachers could access copies of the set texts.

Revealing these barriers to learning can inform WAEC as it makes the next set of mandated literature choices for the next five year term. Should the government also review the status of the subject and how learning materials are provided in a timely manner, this might also benefit both learners and teachers.

For participant teachers themselves, knowing their experiences -both positive and negative - are shared, may help them develop networks of professional support to mitigate the effects of access, class size, and text difficulty. In the end, these relatively small changes may be significant in positively altering the experiences of students and teachers in classes of Literature in English.

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Chapter One: Introduction

*unknown path...
the quest to learn teachers' experiences
in teaching Literature
—Adjei Agyei-Baah*

This chapter introduces my research study: Investigating teachers' lived experiences in teaching Literature in English (LiE) in Senior High Schools (SHS) in Ghana. The purpose of this study is to explore teachers' knowledge and pedagogy in teaching LiE in the Ghanaian SHS context. The chapter offers general background to my study starting with the statement of the research problem and what motivated my involvement in the study. This is followed by an outline of my professional background as a LiE teacher and poet in Ghana and its relationship to the topic of this study. From there, I describe the education system of Ghana and highlight LiE as an elective rather than required subject, and how it is structured at the senior school level. Further, I outline my research focus and aim using three research questions as a guide. The chapter ends with definitions of terms used in my study.

1.1 Personal experience leading to research

This research project is partly inspired by my experience as a Literature in English (LiE) teacher at Senior High Schools in Ghana. The challenge of teachers having to teach literary texts from both Ghanaian and English (British and American mostly) contexts was observed. The contrast is notable when, for instance, I compared LiE teachers who teach in English as their native language within English speaking contexts, such as New Zealand, Australia, United Kingdom and USA, with West-African-based LiE teachers for whom English is usually a second language (ESL).

Though English is the official language and medium of instruction from the upper primary to the tertiary level in Ghana, English nonetheless remains a second language. A consequence of Ghana's colonial past with Britain is that the LiE curriculum requires teachers to teach not just Ghanaian and African literature, but also British literature. Often, the texts chosen are ones like Horace Walpole's *Castle of Otranto*. I have long wondered why such a text that is unlikely to be a set text in British schooling, or, indeed, New Zealand or Australian secondary schools is a set text in Ghana. I have long thought that such a text may mean Ghanaian senior secondary students struggle to make sense of either its language or social/historical context. Thus, because a significant part of the LiE taught in Ghana senior high school is Western-based literature, teachers may struggle themselves to contextualise such materials in a manner that becomes relatable to their Ghanaian students. Perhaps this connects with my misgivings about students' success rates in this subject.

On the other hand, when the literary texts have an indigenous West-African background, such as works written by authors like Ama Ata Aidoo and Chinua Achebe, students can relate much more to the relatively familiar settings and events. It seemed that both teachers and students were more likely to be relaxed when texts were more familiar in their contexts. I therefore needed to better understand the dynamics operating in classrooms of LiE to discover what enhances students appreciating texts teachers must use within the subject Literature in English (LiE).

Further, in the course of my career, I had the opportunity to supervise some student teachers during their teaching practice in literature classrooms. I noticed that some of the teachers did not use few known approaches in teaching literature. While some teachers claimed to have been exposed to various pedagogies for teaching literature, others admitted to having no such background knowledge. This became an additional source of concern, given that a teacher's

success is dependent on their ability to demonstrate sound pedagogical knowledge in their subject of specialization. From there, I realised that examining how teachers acquire knowledge to teach literature and continue to develop themselves throughout their careers would be an important area of study.

In addition, in my position as a head of an English department, I noticed how different bachelor's degrees were the background of many teachers of Literature in English. Such degrees included BA English, B.Ed. English, BA Theatre Arts, and MA. English, and I became interested in the kinds of knowledge and pedagogy teachers used to inform their teaching of Literature in English. Therefore, conducting a study to learn teachers' ways of acquiring knowledge to teach literature from both teacher training and non-teacher training universities would provide insight into the diverse curricular content that forms the foundation for their teaching of Literature.

Lastly throughout my teaching journey, I also became concerned about the annual Chief Examiner' Literature in English report which outlined challenges students face in responding to West African Secondary School Certificate Examination (WASSCE) Literature in English paper 2 questions. The Report on several occasions highlighted students' weaknesses as 'poor knowledge of the texts', 'producing text commentaries', 'abject ignorance of texts' and 'inaccurate spelling of names of some characters' (Chief Examiner's Report, 2018, 2019, 2020) leading to students' low pass rate of Literature in final WASSCE Exams. Thus, I was keen to find out if there might be support which teachers need in teaching literature to be able to support students' learning.

Considering the issues raised, it appeared no research had been conducted into teachers' experience in teaching literature at the senior high school level in Ghana, even though similar research had been conducted in certain countries in Africa and elsewhere such as Botswana

South Africa, and Nigeria (Romylos, 2018; Sanoto, 2017; Ugwu, 2022) and elsewhere. Notably, the Nigerian-based studies had focused on methods in teaching literature (Ihejirika, 2014; Ogunnaike, 2002) teachers' attitudes toward literature (Labo-Popoola, 2010), dynamism in literature policy (Nwodo, 2011), difficult text for learning literature (Fatimayin, 2013), and challenges in teaching literature (Dahiru, 2020; Ugwu, 2022). My research seeks to identify potential challenges that teachers in teaching may face with the hope of offering suggestions to support them and their students.

1.2 Ghana Education Context

Ghana is situated in Sub-Saharan West Africa. It is an Anglophone country covering a land size of 92,098.9 square miles. The nation's population totaling 30.8 million consists of diverse multi-ethnic groups with English as an official language and medium of instruction (Ghana Statistical Service, 2021). The education structure of Ghana is influenced by the British. This is because Ghana was colonised by Britain and subsequently inherited their educational structure. The Ghana education structure is 2-6-3-3-4 representing, 2-year pre-school, 6 years of primary education, 3 years of Junior High School (JHS), 3 years of Senior High School (SHS), and 4 years of tertiary education (Ministry of Education, 2018). The secondary level, being the focus of my study is a three-year period of grades 10 to 12 (i.e. from senior high school year one to three). At the secondary level, LiE is an elective (optional) subject and taught with a set of texts recommended by the West Africa Examination Council (WAEC) Ghana.

The Area of study

Ashanti Mampong Municipal, one of the administrative municipals in Ghana lies on latitude 7°03' North and Longitude 1°02'44" west of the Equator. It shares boundaries with

Ejura/Sekyedumase Municipal on the North, Sekyere Afram Plains and Sekyere East District on the East and Sekyere South District on the South-West. It lies on the South-West of Ghana and North-East of Kumasi, the capital of Ashanti. The capital, Mampong, is 46.8km from Kumasi. It covers a total land area of 782 sq km (square kilometres) with a population of 75,367 and a growth rate of 2.7% (2000 population and housing census). In terms of education, the municipality is home to four senior high schools in both urban and rural areas providing a diverse setting and conditions under which participants teach (Mampong Municipal Education Office, 2019). The map below indicates the location of Ashanti Mampong Municipal with four schools within Ashanti Region of Ghana where participants in my study teach.

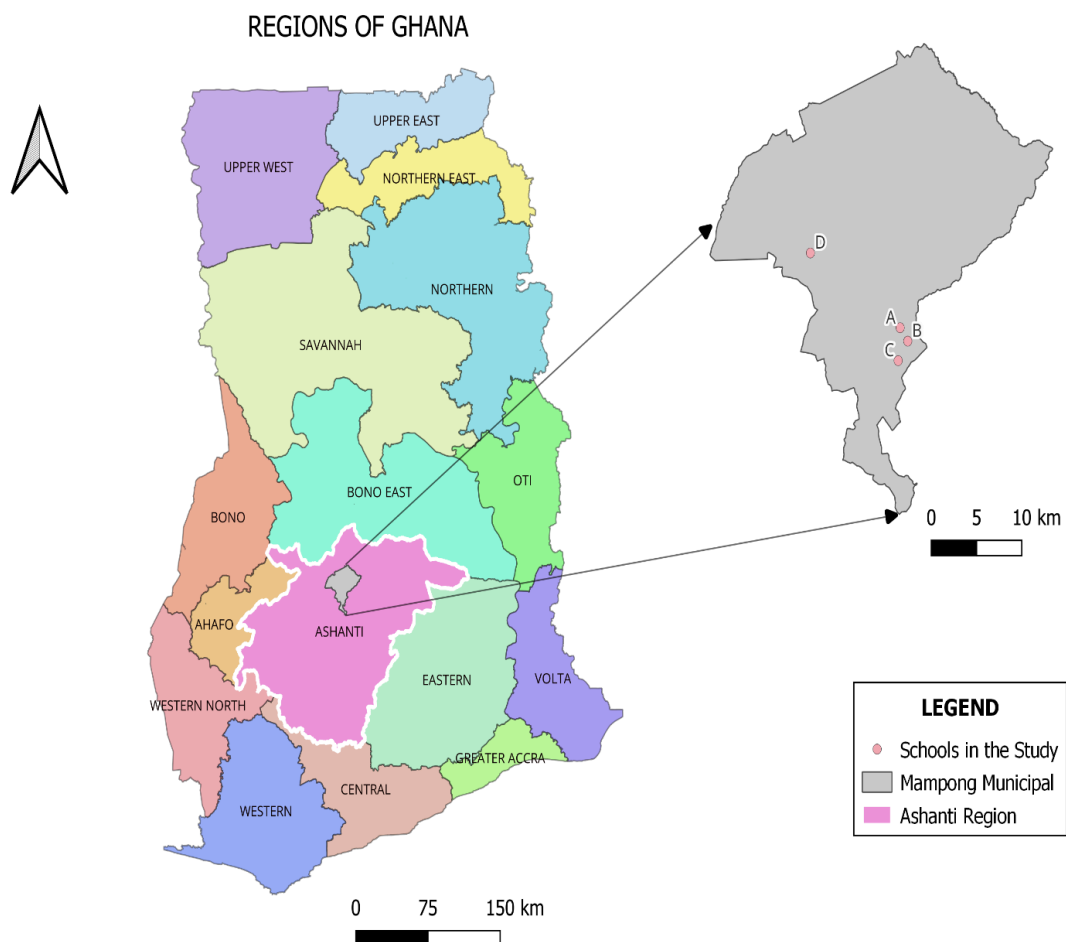


Figure 2-1. Map showing Ashanti Mampong Municipal with teachers' schools (Author's construct, 2023)

Teacher Education

In Ghana, LiE teachers must possess a bachelor's degree in English language, preferably with an education component from a University of Education. However, due to teacher shortage in a developing country like Ghana (Cobbold, 2015), teachers with degrees such as BA in Linguistics, BA in Theatre Arts, and BA Publishing Studies which has some connection with English and literature in English are allowed to teach LiE.

However, due to the diverse educational pathways provided by public universities, LiE teachers may hold various degrees, including a BA in English, a BEd in English, a BA in Theatre Arts, and a BA in Linguistics from Universities of Ghana, the University of Cape Coast, the University for Development Studies, Kwame Nkrumah University of Science and Technology (KNUST), and the University of Education were acknowledged institutions for training teachers for Senior High Schools. Considering this educational landscape and the heterogeneous background of teachers, it is imperative to understand the nature of knowledge teachers bring to support students in their learning of Literature.

Literature Curriculum

According to the SHS Literature curriculum, Literature was introduced with the rationale that “it encourages the desire and love for reading” which “directly leads to the enhancement of competency in the use of the English language” (Ministry of Education, 2010, p. ii). Since its inception, the literary texts comprise poetry, drama and prose, made up of African and non-African literature, selected from both local and international contexts. Notably, the non-African literary texts focus on English writers such as Shakespeare, Wordsworth, Blake,

Golding, Bysshe Shelley, Chaucer, Donne, and Bronte. A noticeable feature of these texts is their connection with a particular canon of British literature, notably historical, dead authors. The use of British literary texts in teaching Literature in English (LiE) is traceable to Ghana's history as a former British colony. The British also developed Ghana's curriculum documents (Ofori-Attah, 2006). The British Council has also been active in Ghana, promoting and strengthening activities that promote British English and culture, through influencing text choices.

At the SHS level, LiE is taught by English teachers who teach English and LiE as separate subjects. LiE as an elective (optional) subject is taught with a set of literary texts approved by the West African Examination Council (WAEC). These set of texts usually called the setbook are taught and changed every five years. Both teachers and students must buy these literary texts, generally called the 'setbooks' for teaching and learning because they are not resourced centrally. In contrast, the government provides free textbooks to teachers and students for teaching and learning of English language. The rationale for teaching literature is that:

Literature helps in [the] understanding of human nature and how [human] respond to the challenges of life given different cultural backgrounds. [Thus] the subject provides a variety of responses to human challenges and therefore helps to increase our appreciation of life through the literary texts..." (Ministry of Education, 2010, p. ii)

At the senior high school (SHS) level, while English language is a mandatory core subject for all students, Literature in English (LiE) is an elective or optional subject studied by those enrolled in the Arts program. In teaching LiE teachers have the responsibility of developing students' "literary skills and competencies" and, "love for reading". They are also responsible for helping students to make "critical and informed responses to texts" and develop an "appreciation for human nature" (Ministry of Education, 2010, p. ii).

In Ghana, a secondary school LiE teacher is deemed capable of teaching the literary terms, and the three key genres of literature (poetry, drama and prose). A LiE teacher in the context of this study refers to individuals who possess a bachelor's degree in English preferably with an education component. It is worth mentioning here that though a degree in English is preferred for teaching LiE at the senior high school in Ghana, due to the shortage of teachers, a characteristic of a developing country like Ghana, teachers with other degrees such as BA Theatre Arts, BA Publishing Studies, and BA Linguistics are allowed to teach.

During their preparation programme, beginner English teachers undergo a curriculum that seemingly equips them with knowledge for teaching both the language and literature domains. However, Uzun (2016) states that most ESL teacher training programmes adequately prepare a teacher in English Language, with some appreciation of Literature teaching. In the high school curricula, the teachers eventually teach English Language and Literature in English are taught as separate subjects. The senior high school Literature in English syllabus requires English teachers who possess a meta-cognitive understanding of Literature in English as a stand-alone subject, which is in contrast to the integrated form that they went through during their tertiary education. Researchers such as Fleming and Strevens (2015) and Gordon (2012) confirm this inadequacy as emanating from a general fallacy that English Language knowledge preparation is the same as for Literature teaching. The perpetuation of this fallacy lies not only in teacher preparation programmes but is also evident in the teacher knowledge models suggested for ESL teaching, which fail to include teacher knowledge for Literature in English as a standalone subject. Studies in ESL teacher knowledge "formulate a list of should know and should do" for teachers (Gordon, 2012, p.378). Teacher knowledge in Literature in English has been characterised by what Gordon (2012, p.378) calls its "fuzzy, nebulous and difficult nature" due to a lack of research in the area. The Ghanaian context in which this study drew from is no different from the situation

described by Fleming and Stevens (2015) and Gordon (2012) In Ghana, Literature in English at senior high school context focuses on the study of works by English authors from the Western tradition such as William Shakespeare, Dylan Thomas, John Donne, Gerard Manley Hopkins, David H. Lawrence, John Osborne, Emile Bronte, May Angelou, August Wilson, Oscar Wilde, T.S. Elliot and works of non-native English authors such as Wole Soyinka, Lade Worsonu, Leopard, Alex Agyei-Agyiri , Sedar Senghor, Agostinho Neto, and Oumar Farouk Sesay (Ministry of Education, 2010).

Literature in English also focuses on the works of non-native English authors such as Wole Soyinka, Lade Worsonu, Alex Agyei-Agyiri, Sedar Senghor, Agostinho Neto, and Oumar Farouk Sesay (Minsitry of Education, 2010). The subject emphasises the study of three literary genres, namely poetry, drama, and prose (Ministry of Education, 2010, p ii) states that the aim of teaching Literature in English is to develop learners' literary skills and competencies, love for reading, to make critical and informed responses to texts and appreciate human nature.

It is clear from the content and genre that the Ghanaian Literature in English syllabus requires the teachers to be able to teach English Language and Literature in English as separate subjects (Ministry of Education, 2012). However, the Ghanaian English teacher training programme at various universities provides teachers with an integrative form of teaching knowledge which does not distinguish between English Language and Literature in English as stand-alone subjects as required in the secondary school curriculum. Further, in teaching Literature in English in Ghana, teachers and students are required to buy the prescribed setbook to participate in lesson.

1.3 Statement of research problem and motivation

According to the senior high school (SHS) LiE syllabus, the major aim for teaching is to enable learners to “make critical and informed responses to texts in their forms, styles and contexts” and “develop further the literary skills and competencies...” and as well stimulate “their imaginative and intellectual response to the different texts” (Ministry of Education, 2010, p. 9). Presently, there appears to be paucity of studies on how teachers accomplish these aims when teaching LiE. This lack of investigation therefore raises an important question of whether teacher’s conduct their LiE instruction based on these aims in a way that reflects the syllabus outcomes, and more importantly if teachers receive support from their schools and the government.

Further evidence suggests that the Chief Examiner had raised examination-related concerns since the introduction of Literature in English (LiE) into Ghana’s SHS curriculum. Generally, these concerns seem to interrogate students’ response in LiE questions during their final West African Secondary School Certificate Examination (WASSCE). Specifically, the reports between 2018 and 2020, highlighted concerns around LiE students’ use of commentaries rather than text itself. Again, the reports raised concerns about student retelling plot of stories rather than focusing on major ideas in texts. Finally, the report further highlighted candidates either have no or inadequate knowledge of texts (Chief Examiner Report, 2018, pp. 15-27; 2019, pp. 26-38; 2020, pp. 154-162). As to why these challenges remain is still unknown, in spite of teachers’ efforts to help students learn literature. In light of this, the focus of this study, is to which seeks to investigate teachers' lived experiences relating to their content knowledge, pedagogy, and development to teach literature, would be beneficial in unravelling the situation.

1.2 Research objectives

My research aims to examine the lived experiences of teachers in senior high schools in Ghana who teach Literature in English. Specifically, the study intends to delve into the teachers' knowledge and understanding of Literature, their teaching approaches to Literature, and the factors that either help or hinder their teaching of Literature in English.

1.3 Guiding research questions

The following research questions guide the development of research instrument for gathering relevant data for the study:

1. What do teachers know and understand as Literature in English (LiE) in senior high schools (SHSs) in Ghana?
2. What pedagogical approaches do teachers use in teaching literature in English in senior high schools in Ghana?
3. What factors helps and hinder teaching Literature in English in senior high schools in Ghana?

I will be attempting to answer these questions through a phenomenological qualitative method which include interviews, observations, and document study with eight senior high school teachers.

1.4 Significance of the study

My study may be one of the first to examine teachers' lived experiences in teaching Literature in English at the senior high school level in Ghana. I hope that my research will

identify current challenges confronting teachers in their teaching of LiE and be able to offer recommendations to address the key issues and highlight best practices.

1.5 English Teacher Training in Ghana

Teachers of English at the Ghanaian secondary teach English and Literature in English (LiE). They are generally expected to have a bachelor's degree in English language preferably with an education component from a public university. On completion, they sit and pass a licensure exam before they can practice (The National Teaching Council, 2020). However, because of the various pathways offered by these universities, LiE teachers usually hold a variety of degrees such as BA in English, BEd. in English, BA in Theatre Arts, and a BA in Linguistics. Training teachers to teach at the secondary level had been the responsibility of the Universities of Education such as University of Education, Winneba, and the University of Cape Coast. It was until recently that other public universities such as University of Ghana, University for Development Studies, and Kwame Nkrumah University of Science and Technology (KNUST) were recognised to train teachers for senior high schools (Ministry of Education, 2017, p. 11)

1.6 The place of English and Literature-in-English in Ghana SHS

In the Ghanaian senior high school context, there is a clear distinction between English Language and as subjects. Both subjects are taught by teachers with a specialty in English, usually possessing a minimum of a bachelor's degree in English. However, unlike English Language, which is taught as a core or mandatory subject to all students because it is assumed that students must acquire a level of competence to well communicate effectively both at the national and international level. On the other hand, is primarily taught as an elective or optional subject to students pursuing the General Arts programme with the aim of

developing their literary skills and their ability to think critically to make informed decisions about situations.

The composition and grading schemes of both subjects differ drastically even though some basic components of are taught as an aspect of English Language. For example, English Language teachers are required to teach five African or non-African poems, an African or non-African novel and an African or non-African play. However, it is quite evident that the volume of literary texts and the depth of critical skills required for appreciating the Literature component of English Language is different from those of which require teachers to teach six African poems, six non-African poems; two plays (African and non-African each), two novels (African and non-African each), and a selected Shakespearean play. Thus, making the latter more demanding to teach in terms of volume of literary texts to complete with learners.

The rationale for the teaching and learning of both subjects as set out by the Ghana Education Service in the official syllabi also demonstrates divergences between the two subjects. According to the English Language syllabus of the Ghana Education Service, the main rationale for teaching English Language is usefulness as an “effective tool for socialization” (Minsitry of Education, 2010a, p. ii). The rationale stems from the important role English Language plays in the Ghanaian society. After centuries of British trade, and later, colonization of the Gold Coast (subsequently Ghana), the English Language had attained the dominating position of being declared lingua franca even after Ghana’s independence from the British. According to Anyidoho and Kropp-Dakubu (2008) English has become important for communication, politics and trade. The special place of the English Language is due to the multiplicity of ethnic languages and dialects in Ghana. There are at least forty-eight languages in Ghana; hence, the utility of English Language as a binding and converging point of communication. The teaching of English Language in senior high schools in Ghana,

therefore, is “crucial for students as well as all sectors of the population since it is the principal medium for teaching and learning, for official work and for international communication (Minsitry of Education, 2010a, p. ii). In teaching English Language at the Senior High School level, the teacher is expected to focus on enhancing the student’s fundamental language capacities in the areas of listening, speaking, reading and writing to “considerably to give students the confidence as they communicate in the language” (Minsitry of Education, 2010a, p. ii). However, the general aims for the teaching and learning of English Language at the senior high school (SHS) level acknowledges the teacher’s role of building upon what the students have already learned at the junior high school (JHS) level. Thus, it aims to reinforce students’ language skills and competencies, enhance their communication skills, and prepare them for post-secondary education and employment opportunities.

Comparatively, the syllabus states the rationale for teaching literature students thus:

Literature helps in our understanding of human nature and how we respond to the challenges of life given different cultural backgrounds. The subject provides a variety of responses to human challenges and therefore helps to increase our appreciation of life through the literary texts we read in different genres, periods and cultures.” (Ministry of Education, 2010b, p. ii)

In addition, the general aims of the syllabus are to guide students to:

1. develop further the literary skills and competencies acquired earlier in JHS and SHS Core or mandatory English classes
2. develop further their love for reading
3. make critical and informed responses to texts in their forms, styles and contexts

4. evaluate the different ways in which writers achieve their effects.

5. appreciate human nature in their imaginative and intellectual response to the different texts.

6. Appreciate the reactions of humans to critical and dramatic situation in life

Considering these two rationales for English and, English is seen as a dominating language and recognised as second language (L2), lingua franca, as well as the medium of instruction. English as British colonial language in Ghana influences in literature teaching in English. Firstly, is taught with English; all selected literary texts of study are written in English. It as well means that for a text to be studied in the Ghanaian context, it had to be translated from whichever original language of the text into English. One example is the study of negritude poetry written in French by African poets from former French colonies. Poems such as those of Leopold Sedar Senghor, David Diop and Birago Diop, whenever they are selected for studies in , the English translation is emphasized. The messages of these writers often revolve around social and political change, which aligns with the purpose of literature in enabling students to make critical and informed decisions about various situations. The prominent role of English is highlighted by the government provision of free textbooks for the subject. In contrast, literary texts on are left for teachers and students to buy. The government's provision of English Language textbooks makes a significant difference in the teaching of English and in Ghana's senior high schools.

Moreover, it is significant to note a convergence between English and Literature in English as subjects. English Language as a subject focus on aspects such as grammar, summary, comprehension, oracy, and composition, it also contains a component of literature, including poetry, drama and prose. This component comprises poetry, drama and prose. Students are

assessed through multiple-choice questions only. In contrast to , students are assessed by writing critical essays on selected texts of prose, drama and poetry, in addition, answer multiple choice questions mostly drawn from classic or canonical British and American literary works. Although teachers are consulted on text selection for teaching English and Literature in English, the final decision is made by the West Africa Examination Council, a sub-regional body. While the general aim of English is to prepare students for effective national and international communication, aims at teaching students to respond critically to texts and situations. Regardless of the aim of each subject, the ideal outcome requires teachers and students to be supported in terms of texts and other resources to achieve a successful learning outcome.

1.7 Perception towards Literature in Ghanaian schools

Ghanaians' attitude towards LiE at the secondary school level is reflected in the paradox of a well-known Akan saying that: “*brofo ye duru*”. Loosely translated as “*English is weighty!*” Ghana, being a former British colony, is among the Anglophone nations of Africa. Despite Ghana having around “50 non-mutually intelligible languages” (Anyidoho & Kropp-Dakubu, 2008, p. 142) English is the official language, and used as the medium of communication from the upper primary level to the tertiary level (Ministry of Education, 2018). Generally, proficiency in English is highly regarded in the Ghanaian society (Andoh-Kumi, 1997; Anyidoho & Kropp-Dakubu, 2008; Cobbold et al., 2009; Saah, 1986; Sey, 1973). There appears to be a perception that a person has to be proficient in English to read literature. In an effort to improve proficiency in English, Literature is introduced at the Junior High School (JHS) as an examinable component of the English Language syllabus (Ministry of Education Science and Sports, 2007, p. iii). The introduction of Literature is intended to

stimulate students' interest and prepare them for a smooth transition for further learning of Literature in English at secondary school level.

Despite its early introduction of Literature at the JHS level, there appears to be some apprehension among students regarding LiE. In Ghanaian society as a whole literature as a subject is perceived to be difficult subject area. Additionally, it is perceived that one should be a writer or should have passion for creative writing to be able to teach or read Literature-in-English. Through my teaching experiences and observation in classrooms, it struck me that teachers who openly express interest in teaching Literature tend to be book lovers, writers and text commentators. These are part of my interest in this topic– I need to understand this situation better.

1.8 Definition of key terms

To help readers understand the way I use these terms in my thesis, key terms are explained below.

Curriculum

In Ghana Senior High Schools, the goal of the Literature curriculum is to “help [students] in [their] understanding of human nature and [to] respond to the challenges of life given different cultural backgrounds” (Ministry of Education, 2010b, para. 1). In this research, I sought to know if teachers teach literature with this goal in mind or teach to meet other goals influenced by their context.

The research field has views about curriculum as follows. According to Nelson et al. (1992, p. 202) “the most common view of curriculum is a series of planned events and materials organized by professors and administrators that are intended to help students learn particular

knowledge, skills, and attitudes.” Armstrong (1989) defines it as “a master plan for selecting content and organizing learning experiences for the purpose of changing and developing learners’ behaviours and insights.” Hass (1980) maintained that a curriculum usually contains goals that teachers must guide learners to achieve. However, the extent to which these goals can be achieved, are potentially affected by teachers’ personal goals and values. This resonates with Nelson et al.’s (1992) position. They categorize a curriculum into “intended curriculum” and “actualized curriculum”. Such categories highlight that what is planned in to meet a curriculum is not always what may happen in practice. Being able to examine whether these phenomena play out in LiE classrooms, can aid my understanding of how this subject operates.

Lived Experience

The term “lived experience” is used in phenomenological research to understand how people experience either the same or different phenomena, and how they assign meanings to these experiences (Reid et al., 2005). According to Frechette et al. (2020) “exploring lived experience does not only allow the researcher to ascertain a series of events through time but also aims to elicit the meanings and interpretations that people attribute to these experiences” (p. 6). In my study, “lived experience” refers to the teaching and learning experiences of participants in their professional context and which informed their knowledge and teaching of Literature in English.

Literature in English

Literature in English (LiE) is one of the subjects offered at the Senior High School level in Ghana. It is taught as an elective or optional subject in the General Arts program. According to the Literature in English Syllabus, it comprises poetry, prose, and drama which are taught with a mandated suite of books, or “setbooks” provided to teachers and students by the West

African Examination Council (WAEC). The setbooks are completed within three years within six semester teaching periods.

Setbook

Setbook refers to a set of literary texts for teaching Literature in English. They comprise prose, poetry, and drama recommended by the West African Examination Council (WAEC). These texts are made up of African and non-African texts with diverse themes that may be of local interest, or international texts in the English language. Teachers and students must purchase the setbooks for LiE themselves.

Students

The term refers to individual learners at the senior high school level in Ghana from grade 10 to 12. These students are between 15 and 18 years old.

Pedagogy

According to some researchers, it is “the art and science of teaching children” (Knowles, 1970, p. 40), “methods of instruction or techniques of teaching” (Loughran, 2006), or “the theory of teaching” (Webb, 2013, p. 1). In modern times, pedagogy is commonly used to describe the art of teaching with an emphasis on the methods, strategies, and theories teachers use to organise lessons. I will use ‘pedagogy’ to refer to the methods and strategies used by teachers to facilitate learning and promote knowledge acquisition among students.

The West African Examination Council (WAEC)

WAEC refer to the examining body which conducts the West African Senior School Certificate Examination (WASSCE) for Senior High School students and awards the West

African Senior School Certificate. This is required as a qualification for entry into Ghana's tertiary institutions.

WASSCE

The West African Senior School Certificate Examination (WASSCE) is a standardized test administered to school candidates in the third year at the senior high school. It is conducted by the West African Examination Council (WAEC). Students who successfully pass WASSCE are awarded the West African Senior School Certificate. The WASSCE tests four core subjects, including English, Mathematics, Integrated Science, and Social Studies, in addition to three or four elective or optional subjects. Literature in English is one of the elective or optional subjects taught in the General Arts program.

1.9 The structure of the thesis

The thesis has six chapters. As a published poet, I start each chapter with a haiku (a three-line nature Japanese poem) to give the reader an idea of what a chapter is about. Chapter 1, as an introduction, outlines my teaching experience, research context, research objectives, problem statement, significance of study, and definitions of terms.

Chapter 2 presents the literature review, containing information about Pedagogical Content Knowledge (PCK) which will help me as a framework to examine teacher knowledge. The chapter also examines previous international and African studies on teaching literature with their relevance to teaching literature at secondary school level in Ghana.

Chapter 3 outlines the study's methodology, detailing the chosen research approach (qualitative research), research design (phenomenology), participant selection process (purposive sampling), methods of data collection (interviews, observation, and document

study), data analysis techniques (thematic analysis), and ethical considerations involved in the research process.

Chapter 4 reports on my findings regarding participants' knowledge and understanding of literature, their pedagogical practices and some contextual factors which have an impact on their teaching.

Chapter 5 discusses the findings under three broad headings of teachers' knowledge and understanding, pedagogical practices and contextual factors which affect teaching LiE. Chapter Six presents a conclusion, implication, limitations and contributions of this current study. Additionally, the chapter gives recommendations for further study.

1.10 List of Abbreviations

BEd	Bachelor of Education Degree
BA	Bachelor of Arts English Degree
BECE	Basic Education Certificate Examination
CAPS	Curriculum Assessment Policy Statement
CRDD	Curriculum Research and Development Division
CSSPS	Computerized School Selection and Placement System
ESL	English As A Second Language
EFL	English As A Foreign Language
GATE	Ghana Association of Teachers of English
GES	Ghana Education Service
HOD	Head of Department
ICT	Information Communications Technology
LiE	Literature in English
MoE	Ministry of Education
PCK	Pedagogical Content Knowledge
PD	Professional Development
WAEC	West African Examination Council
WASSCE	West African Secondary School Certificate Examination

Chapter Two: Literature Review

*clear morning...
on the path of others
to find my path
—Adjei Agyei-Baah*

2.1 Overview

This chapter examines relevant literature which helped me find a path to investigating the lived experiences of a small number of eight teachers who teach (LiE) in Ghanaian senior/secondary high schools. The chapter begins with outlining pedagogical content knowledge (PCK) as it is used to understand teacher knowledge and approaches to teaching LiE. Pedagogical practices and approaches of teaching literature are reviewed within international and local contexts to understand teachers' practices, and factors that help or hinder teaching this subject. A synthesis of the thoughts from literature and outstanding gaps are discussed at the end of this chapter before the RQs are identified. This literature review on teaching Literature seeks articles across a range of countries where English is taught as a second (ESL) or foreign language (EFL), particularly those which is similar to the context of Ghana.

2.2 Framing the literature

Pedagogical content knowledge (PCK)

Academic enquiry into understanding teachers' lived experiences can be understood from different theoretical perspectives. My study engages PCK as a lens to investigate teachers' practice in teaching Literature in English (LiE).

Teachers' PCK has been widely investigated in different subject disciplines and applied in different educational contexts since Shulman (1986) introduced the concept in the 1980s.

Shulman's work is subject to critique, but his recognition of the complexity of teachers' work remains an important reference point as I explore teachers' knowledge and approaches to teaching LiE. I am considering, for instance, Shulman's definition of PCK as:

the most powerful analogies, illustrations, examples, explanations, and demonstrations – in a word, the ways of representing and formulating the subject that make it comprehensible to others. Since there is no single most powerful form of representation, the teacher must have at hand a veritable armamentarium of alternative forms of representation. Some of which derive from research, whereas others originate in the wisdom of practice. (Shulman, 1986, p.9)

Further, Shulman (1986) identifies seven knowledge bases for effective teaching including pedagogical content knowledge. Pedagogical content knowledge is directly related to the other forms of teacher knowledge namely content knowledge, general pedagogical knowledge, curriculum knowledge, knowledge of learners and their characteristics, knowledge of educational contexts and knowledge of educational ends, purposes and values and their philosophical and historical grounds which are likely to contribute to the knowledge base teachers use to undertake their pedagogical classroom roles.

According to Shulman (1986), pedagogical content knowledge is centred on the knowledge that goes beyond subject content to include other aspects central to teaching. It describes teacher knowledge as surpassing content knowledge (CK). CK concerns the “amount and organization of knowledge per se in the mind of the teacher” (Shulman, 1986, p. 9). Thus,

although content knowledge is relevant to teaching, good PCK shows how aspects of content knowledge blend with teachers' knowledge and understanding of particular topics, problems, or subjects and how they translate that knowledge into activities designed to facilitate learners' understanding. PCK organizes complex ideas or concepts or skills into achievable tasks for learners and is concerned with integrating teachers' content knowledge and pedagogical knowledge in ways that make the challenge of learning new material or ideas accessible for learners. By this, PCK describes how teachers use their expertise to break down the difficulties and complexities in a particular subject of study into achievable steps.

PCK can basically be said to be the '*what*' and '*how*' of teaching and continues to remain a useful idea in understanding teaching practices and strategies. Shulman (1986) was concerned by the sharp distinction between content and pedagogy. Inadequate blends of content and pedagogy create gaps that may frustrate learners. This underscores the importance of going beyond the subject matter and reconstructing the relevant content in ways that the varied interest and abilities of students are met through appropriate presentation and delivery modes.

Over the years PCK has undergone several developments with additional contributions from later researchers. For instance, Smith and Neale's (1989) study on the construction of subject matter knowledge in science teaching which used ten primary teachers found various ways in which the orientations of subject matter affected the lessons of the teachers. They also found that it was important to address beliefs and orientations in addition to the substantive and pedagogical content knowledge during teacher training programs. It therefore suggests the relevance of considering the beliefs and orientations that teachers bring on board irrespective of the subject they teach. Veal and MaKinster (1999) also contributed by designing a taxonomy that showed the interrelationships between the conceptions of pedagogical content knowledge. They present the general PCK taxonomy which concerns

different broad disciplines of study such as mathematics, science or English and how they relate with various domain-specific PCK and topic-specific PCK within the broad discipline categories. Based on their PCK taxonomy, I relate the general PCK to Literature in English as the major discipline whereas domain-specific PCK will for instance be on prose, poetry or drama. Topic-specific PCK will involve the individual topics such as studying prescribed texts, literary terms among other topics that teachers have to handle in the class. These additions to the PCK concept have expanded its understanding and use in academic researches.

There have been more recent developments involving technological pedagogical content knowledge (TPCK) by Mishra and Koehler (2006). The concept of technological pedagogical content knowledge has built on Shulman's pedagogical content knowledge. It involves the interaction of technology and teacher content and pedagogical knowledge, and the conditions under which teachers can achieve high levels of TPACK integration (Koehler & Mishra, 2009; Mishra & Koehler, 2006). Expanding the concept of PCK to include technological knowledge has occurred through the need to account for the changes to pedagogical and content knowledge disrupted by technological advancements in education and the wider social fabric of our societies. The extent to which this advancement is important to my study may be revealed when I undertake my field work.

PCK has been widely used across a range of subject areas and disciplines. An example is a study from Hwang et al. (2018) which used 270 Taiwanese elementary school teachers to examine the value of content knowledge, pedagogical knowledge and PCK in professional development programs and found that teachers placed a higher value on acquiring pedagogical content knowledge through professional development programs because of its role in teaching. Although used among elementary school teachers, the study indicated the

implications of professional development on teacher knowledge and investigating how professional development influence pedagogical content knowledge will be essential in my study. Nind's (2020) study also concerned the use of pedagogical content knowledge concept in understanding the teaching of advanced social science research methods in the United Kingdom. Nind's findings showed that teachers' orientation to teaching demonstrated the combination of content and pedagogy using methods that enhanced the understanding of students. The use of pedagogical content knowledge in understanding teaching practices in other fields including science, geography and mathematics have been demonstrated through various studies in Ghana. Some of these studies have been reviewed as follows.

Owusu-Fordjour et al. (2022) used pedagogical content knowledge to not only understand how high school teachers teach integrated science, but also its impact on instructional practice in Ghana. Their findings revealed that teachers possessed varying levels of content knowledge which depended on their level of educational qualification and experience. Also, their content knowledge together with pedagogical knowledge had a role in productive instructions and students' understanding of what was taught. As found by Owusu-Fordjour et al. (2022) among integrated science teachers, investigating the lived experiences of literature in English teachers especially as it relates to their instructional practices will be relevant to understanding their pedagogical content knowledge as well.

PCK is likely to influence students' performance. For instance, in assessing the teaching practice of a group of junior high school social studies teachers in Ghana, Ghanney and Agyei (2021) reported that the teachers possessed a high pedagogical content knowledge which has positive influence on teaching and students' performance. According to Ghanney and Agyei (2021), adequate pedagogical content knowledge has a direct impact on teaching

practices, class management and students' performance which are very relevant to the teaching of literature in English.

Additionally, the inclusion of information and communication technology (ICT) tools such as computers and other digital applications in contemporary teaching has become essential which has influenced studies into understanding teachers' technological pedagogical content knowledge. An example is Andoh et al.'s (2022) study which assessed the technological pedagogical content knowledge of senior high school business teachers in Ghana. Their study showed that teachers demonstrated a good pedagogical content knowledge and made adequate efforts to improve upon it. They however, had limited TPACK. The extent to which teachers adapt ICT tools to support teaching and learning regardless of the subject they may be essential and will therefore, be worthwhile to find out the use of ICT in teaching literature in English from my study.

The findings from the above studies suggest the importance of good pedagogical content knowledge in affecting teaching and students' learning and academic achievement. It appears from the studies that if teachers have high pedagogical content knowledge, then teaching and learning is positively affected, regardless of subject. PCK as a concept is likely to provide valuable basis to how I can understand teachers' teaching practices in my study and review my findings. Using PCK in understanding English language and Literature teaching have also be done at various levels and different contexts of learning. The next section attempts to discuss the use of PCK in teaching as it relates to literature in English.

2.2.1 PCK in Teaching Literature

PCK has been identified as one of the main components of teaching expertise based on how teachers relate what they know about teaching to what they know about what they teach. As an integration of teachers' content and pedagogical knowledge, PCK is therefore about the

knowledge needed to practice teaching, regardless of subject. The adoption of pedagogical content knowledge in exploring teaching practices has been approached differently by the various scholars. Lessons from these studies have also been gleaned to support my study among teachers of literature in English in Ghana.

The question about knowledge-base of English and literature teaching has been a complex one necessitating enquiry in many international contexts. Yates et al. (2019) raise questions on the knowledge-base for teaching and teacher education within the field of English in the context of on the curriculum and standards for teachers. Their study focused on the literary studies in the wake of curriculum reforms in the Australian context. From the context of their study, Yates et al. found that current standards and regulations had omissions on the questions of knowledge-based expected to be brought on board for teaching by teachers. According to Yates et al. (2019), teacher knowledge about literary studies and English teaching required both conceptual and empirical works to understand what teachers know as subject or content and what they bring to the task of teaching. Their study suggests the consideration of teacher knowledge that includes in the first place the knowledge that can be understood from interactions and activities within the classroom given the dynamic nature of various classroom engagements. Additionally, the experiences and knowledge that teachers bring from outside the classrooms also have importance in teaching. Thus, the knowledge from the dynamic nature of classroom interactions should be recognized together with the experiences, beliefs and orientations which although are external to the classroom influence literary teaching. The extent to which teachers bring various knowledges to teach will come to light when I undertake my study.

The interrelatedness of the various knowledge including those from outside and within classrooms could contribute to the complexities of grasping in total the knowledge base of

teachers who teach English language and literature. The findings from a study which used 20 key literary studies academics who teach and research in secondary English curriculum from Australia found literary knowledge to be a dynamic, multi-layered concept which has the influence of curriculum decisions and trends and teacher professional preparations (McLean Davies, 2023). McLean Davies (2023) affirms the value of the various aspects that contribute to and influence literary knowledge and the making of English teachers and thus strengthen the need for cross-sectorial engagement between the various levels of education involved in teacher preparation and curriculum development as well as other related stakeholders for greater collaboration to inform practices that will enhance students' understanding of literary concepts and texts. The perspectives drawn from the Australian context suggest the need to investigate into what teachers know and how they teach their students what they know especially in areas where limited work has been done such as Ghana.

Similar perspectives for teacher knowledge and development as shown from the Australian context were shared earlier by Gordon (2012) from England on the complex nature of teacher knowledge especially as it relates to the literary domain of secondary English curriculum. Gordon's work set out to identify the acquisition and development of teacher knowledge among English teachers from the perspectives of the initial teacher preparation among postgraduate English teachers and argued based on the descriptions by mentors that the boundaries of English are not simple to defined. The study further indicated the importance of teacher knowledge that went beyond content knowledge to include the knowledge demonstrated by teachers which may not follow prescribed academic procedures. I infer from their findings that teacher knowledge herein includes but not limited to their content and pedagogical knowledge and how these knowledges are integrated for teaching. Other perspectives of teacher knowledge from other contexts are discussed.

The role of teacher education and learning opportunities for teachers of English and literature can have influence on their knowledge. Adel and Noughabi (2022) for instance used an interpretive qualitative design to investigate whether well-structured teacher education programs can improve the pedagogical content knowledge of pre-service English language teacher in Iran. The education programs were enhanced by offering teachers ways to present their lessons on subject matter effectively, review their pedagogical practices and opportunities for mentoring. The study by Adel and Noughabi found that enhancing teacher education programs with the above opportunities had positive influence on the pedagogical content knowledge of the teachers. This suggests that all learning and knowledge acquisition opportunities beginning with teacher education programs can contribute to improving teachers' pedagogical content knowledge especially when they are enriched with activities such as opportunities of reviewing their practices and having mentors. König et al.'s (2017) study on the role of opportunities to learn in teacher preparation for English as a foreign language which used quantitative approach to examine the relationship between learning opportunities and pedagogical content knowledge among English language teachers for secondary schools in Germany found that learning opportunities had a significant influence on the teachers' pedagogical content knowledge. Teachers were observed to have higher scores for pedagogical content knowledge after their training and other learning opportunities. This means that teachers' pedagogical content knowledge can improve when they take advantage of various learning opportunities. It may be helpful if I explore participant teachers' professional development opportunities and how they improve their pedagogical content knowledge in the light of such a finding.

Studies through the pedagogical content knowledge concept have identified practical challenges among teachers in some contexts. Melati et al. (2020) explored pedagogical content knowledge among English Language teachers in Indonesia and found that teachers

had some of these practice challenges including managing a heterogeneous class, low technological knowledge, definitions of curriculum and handling students with low interest in studying English Language. These practical challenges have the tendency of negatively affecting students' learning. By understanding teachers pedagogical content knowledge from my study, similar practice challenges may be observed. Using innovative ways and improving these practice challenges with understanding from the pedagogical content knowledge concept will more likely promote pedagogy and student learning. A cue is taken to consider challenges that could negatively affect teaching practices among teachers in my study. It will therefore, be revealing to observe how teachers in Ghana incorporate their knowledge into practices that promote student learning.

Hijazi and Al-Natour's (2019) Jordanian study identified inadequate English teachers' pedagogical content knowledge. Generally, their findings showed that this group of teachers did not have an adequate level of either subject matter knowledge or approaches to employ in teaching them. In some cases, the low level of pedagogical content knowledge may be influenced by the structure and provisions of the curriculum for training teachers. For instance, content analysis of the pedagogical content knowledge in the curriculum of Yemeni English as a foreign language program was low and of concern as the curriculum did not provide enough teaching skills for the teachers during training (Al-Jaro et al., 2017). They reported that English teachers' pedagogical content knowledge was insufficient and were challenged by inadequate curriculum provisions and the need to use their first language as a medium of communication, instead of immersing students in during English lessons. These concerns from the Jordanian and Yemeni studies are relevant in the Ghanaian senior high school context necessitating investigation. The use of first language for instance as a concern could relate to Ghana, since students have their various first language as their primary medium of communication especially at home and sometimes in the schools. Including these

considerations in my study will also enhance the understanding of teacher pedagogical content knowledge within the framework of the various first languages that pertain to students and teachers as well in Ghana.

Wu et al. (2019) used the pedagogical content knowledge model to examine the teaching practices of business English language teachers in China. Their study showed the interplay of teachers' knowledge on the purposes of teaching, curriculum knowledge, teaching approaches, and understanding students' knowledge. These knowledge domains of teachers appeared to be crucial in relation to teaching that made a positive difference to students' learning. The study further argued that it is wise for teachers to review their teaching practices and reflect on how their teaching could be improved by their awareness and use of the pedagogical content knowledge.

Bostancıoğlu and Handley (2018) study also contributed to the discussion on teacher knowledge among English Language teachers through the development and validation of an instrument for assessing their technological pedagogical content knowledge. Their findings support the position of integrating the various knowledge bases instead of approaching them separately. They also suggested the important contribution of using modern information and communication technologies to promote knowledge acquisition and understanding of languages. In teaching similar language-based subjects, their findings underscore the important contributions of relevant technological applications which when incorporated into teaching will more likely enhance students' understanding and achievements in literature studies. It will be relevant to investigate the use of ICT in teaching among the teachers in my study.

In some instances, the level of teachers' pedagogical content knowledge has been identified to mismatch their pedagogical practices in the classroom. Yelay (2020) for instance explored

PCK, beliefs and practices of English teachers in an Egyptian university and found that teachers' PCK was incongruent with their classroom practices. The teachers had limited commitment in effectively delivering knowledge during teaching and therefore, recommended a practical approach to teaching where the teachers use their pedagogical content knowledge to facilitate teaching and student learning. Although the study was among a small number of English teachers in a university, the findings which were based on teachers' pedagogical content knowledge, beliefs and practices may relate to the teachers at the senior high level especially as it concerned the practical demonstration of their pedagogical content knowledge. It will also be important to observe the relationship between teachers' pedagogical content knowledge and their classroom practices in order to identify gaps or any of such mismatch that may necessitate relevant attention.

Teacher pedagogical content knowledge has been related to teachers' experiences as well as their perceptions, beliefs and orientations as they have been observed to contribute to teaching and students' learning achievements. The next two sub-sections will review literature on teachers' experiences and their beliefs and orientations.

2.3 Literature curriculum in international contexts

The literature curriculum is essential for shaping students' literacy development and cultural understanding in international contexts. This literature review aims to explore how the literature curriculum is framed in different international contexts. The section begins with a definition of the literature curriculum and the importance of literature in international contexts. The review then delves into the literature/English curriculum in various international contexts, including the United Kingdom, Australia, and New Zealand.

The literature curriculum, internationally, refers to a range of texts used to develop students' understanding of literature. It can be either a stand-alone subject or integrated into the English curriculum, depending on the context. The literature curriculum is designed to provide students with a diverse range of literary texts and genres to read, , and interpret. The curriculum also aims to develop students' literacy skills, critical thinking, and cultural understanding through literature. In Ghanaian senior high schools, Literature in English is an elective subject in the Arts program.

One noticeable parallel across curriculums is that literary texts for teaching literature primarily consist of poetry, drama, and prose text. This trend is also reflected in the way many African countries, including Ghana, design their curriculums for teaching and learning literature. However, in countries such as New Zealand, Australia, England, and Ontario (Canada), teachers and students have the flexibility to choose texts to study literature. In contrast, teachers and learners in African countries such as Nigeria, Kenya, and Gambia do not have this flexibility and have to use a set of approved texts that they use over time.

Moreover, in teaching literature at the secondary level, schools provide teachers and students with texts. Countries such as the UK, Australia, and New Zealand engage in this practice, giving teachers and students more flexibility as they can agree on the texts they want to read. The use of multimodal texts for teaching literature is also different in African countries such as Ghana, where teachers and students mostly rely on literary texts. Literature curriculum in the UK, Australia, and New Zealand is distinct from African countries such as Nigeria, Kenya, and Ghana, where teachers and students have to use a prescribed set of texts, commonly known as set books, by an examination body. In the case of Ghana, the West African Examination Council (WAEC) prescribes the set books for learning Literature.

The Australian Curriculum Assessment and Reporting Authority (ACARA) defines literary texts as "written, spoken, or multimodal, and in print or digital/online forms." Given that literary texts are "dynamic and evolving," ACARA appears to be ready to incorporate innovative resources that may be useful in the future of teaching literature. This approach is in contrast to most African countries such as Nigeria, Liberia, Sierra Leone, Gabon, and Ghana that use an approved set of texts for teaching and learning literature, as prescribed by the West Africa Examination Council (WAEC).

Further the literature curriculum of many African countries including Ghana most use British and American texts as foreign literature.

2.4 Teachers' Experiences

The experiences of teachers arguably influence their knowledge and understanding of the subjects they teach. Teachers' experiences have in most cases been described in terms of the number of teaching years although the consideration of teachers' experiences as learners have been investigated. There has also been empirical attention to the lived experiences of teachers including those of the English language. This section will discuss related literature on teachers' experiences and how they influence their knowledge, teaching and student learning.

Teachers' experiences in addition to influencing their knowledge and understanding have been linked to how they teach what they know in order to achieve positive learning outcomes. An example can be cited from Ewetan and Ewetan's (2015) study in Nigeria which investigated the influence of teaching experience on academic performance of mathematics and English language students in public secondary schools. They performed a content analysis of 388 questionnaires from respondents and found teachers' experience which was measured in terms of number of teaching years to significantly influence the academic performance of the students in both mathematics and English language. The findings of Podolsky et al. (2019) corroborates that of Ewetan and Ewetan's (2015) study. Podolsky et al.'s study involved a critical review to determine whether the effectiveness of teaching improved as teachers gained experience in the United States. Their study found a positive relationship between teaching experience and student achievement. Bagheri and East (2021) also explored the factors that influenced teachers' cognition and practices among eight teachers in private English language institutes in Iran. They found teachers' experience as one of the factors that shaped teachers' cognition and listening practices in the classroom. Their study therefore supports the fact that teachers' experiences may more likely contribute to

their cognition which broadly includes what they know, think, believe as well as their practices. The findings from these studies suggest the consideration of finding out how the experiences of the teachers in my study influence their knowledge and their teaching.

Investigating the lived experiences of English language teachers broaden the scope of understanding their experiences in actions and decisions as it relates to their real-life situations. Although studies on lived experiences through phenomenology have increased, my search for such studies among teachers of literature in English in the Ghanaian context appeared limited. Furthermore, the phenomenological lens through which the lived experiences of teachers are investigated delves deeper into understanding the particular phenomenon and thus, uniquely identifies each study. The perspectives drawn from the few relevant studies on English language teachers' lived experiences will be used to inform my study in Ghana.

Protacio's (2022) study used hermeneutic phenomenology to identify, describe and interpret teachers' lived experiences in teaching English language to culturally diverse students in a university in Philippines. Although the study was conducted among ten university teachers, I relate their findings to the Ghanaian senior high school context which is usually culturally diverse and students are in preparation towards their tertiary education. According to Protacio (2022), teachers from their study demonstrated the importance of the English language to their students and how it affected their academic and future professional success. The study further showed how students were continuously exposed to the English language in order to build their vocabulary and develop their fluency as a result of teachers' consistent use of English. These findings suggest the need for critical observation into the lives of teachers in order to establish how they contribute to improving the literary skills of the student.

Protacio (2022) further identified teaching competence among the teachers which is relevant for student learning and achievements. The use of appropriate and careful application of teaching approaches for students to perform meaning tasks was observed. The teachers adopted strategies that were relevant to supporting the deficiencies of their students such as explaining insistently and modifying learning styles to meet student needs. The teachers were also observed to identify the inadequacies and challenges of their students which enabled the teachers to support their students in learning. My study can draw on this perspective to observed from the lives of the teachers on whether they identify the challenges and inadequacies of their students and how they support them to overcome such limitations.

Aziz et al. (2019) explored the lived experiences of ten English teachers who continued to teach in rural schools in Malaysia. Although the study focused on the causes of stress and how teachers coped in rural settings, the description of their lived experiences suggests relevant lessons among teachers who may be teaching students from senior high schools in rural settlements. Aziz et al.'s (2019) study found negative experiences and expression of dissatisfaction due to challenges that related to teaching in rural secondary schools. Challenges that fuelled the stress of rural teachers included the inadequacy of language and teaching resources and poor physical environment. The investigation into teachers' lived experiences by Ab Aziz et al. (2019) Aziz et al. (2019) further showed how the teachers' adopted various coping strategies at the personal, social, professional and institutional levels to manage the stress and challenges that confronted them. It will be worth knowing the lived experiences of teachers in rural secondary schools and how they cope with the varying situations in order to sustain student learning in my study.

2.5 Teachers' Beliefs and Orientation

This section discusses teachers' beliefs and orientation as it relates to how teachers teach what they know to their students. The beliefs and orientations are the various views held by teachers which are relevant to their teaching, instructions and knowledge according to Ferguson and Brownlee (2021) and they may include assumptions about themselves, their students, learning and knowledge (Fives & Buehl, 2016). I infer here that, the beliefs of literature in English teachers about themselves and their students as well as of their views of what literature is can inform their teaching and ultimately student learning.

It was expressed by Gilakjani and Sabouri (2017) during their literature review on teachers' beliefs in English Language teaching and learning that the beliefs of teachers had a significant influence of their conduct and classroom practice. In their study, they put forward that the beliefs held by teachers formed their subjective knowledge and were influenced by their experiences. Gilakjani and Sabouri (2017) indicated from their review that the beliefs of teachers were important determinants of their way of teaching, student learning and classroom decision making. They concluded that teachers' beliefs affected their teaching methods and contributed to the achievements of language learners. The findings of Gilakjani and Sabouri's (2017) study add weight to the need to investigate literature in English teachers' beliefs and orientations in my study and how they affect teaching and student learning.

Guerra and Wubben (2017) conducted a study on teacher beliefs and classroom practices among some elementary school teachers in the United States. Their findings on the beliefs of teachers about students from different populations showed that, teachers held deficit beliefs about their students especially as it related to the differences in their academic performances. In addition, although teachers believed they were culturally proficient during classroom

interactions, observational data showed otherwise. Although Guerra and Wubbena's (2017) study was among elementary school teachers, their findings suggest the need to investigate teachers' beliefs on teaching especially when the students are from different cultural backgrounds.

Kim (2021) also performed a systematic review to address teachers' beliefs and attitudes regarding English language learners. The findings from Kim (2021)Kim (2021) study showed that although teachers' beliefs differ based on the race and fluency of students, majority held negative beliefs and attitudes towards English language learners. The negative beliefs and attitudes of teachers were mainly based on the background and culture of the students and the unpreparedness on the part of the teacher. The study also showed that the beliefs and attitudes of the teachers were, however, influenced positively following interventions such as pre-service education and in-service professional development programs. The findings of Kim (2021)Kim (2021) appear to corroborate that of Guerra and Wubbena (2017) necessitating enquiry into how teachers' beliefs affect the teaching of literature in English in my study.

The perceptions, beliefs and orientations of teachers about literature and English language teaching also contribute to their pedagogical content knowledge which facilitates teaching and students' learning. Zengin et al. (2019) used a qualitative approach to investigate the perceptions of 101 English teachers on the use of literature in English language teaching and found positive perceptions among the teachers. The teachers who were from state secondary and high schools and universities in Turkey perceived literature to be beneficial for teaching English language, enhancing students' knowledge in vocabulary, cultural awareness and acquiring language skills especially in reading and writing. The teachers also understood literature as a means of using stories and poems to study and break down various literary

works as well as provide information among key figures used in those works. The findings of Zengin et al. (2019) are supported by that of Belete and Alem (2022) who employed both quantitative and qualitative measures to assess forty-three grade eleven teachers' perceptions and practice of using literary text in teaching in Addis Ababa, Ethiopia. According to Belete and Alem (2022), teachers perceived that literary texts such as stories, poems and other figures of speech were important in developing the students' language and linguistics ability as well as facilitating students understanding and contributing to the development of problem-solving skills. One deficiency found among teachers from Belete and Alem's (2022) study was that the teachers' perceptions were although positively correlated with their classroom practices, the relationship between their perceptions and practices was weak. Thus, in the attempt to find out what teachers know and understand, observing their classroom practices will be noteworthy in my study if there exist a harmonious blend between what they know and how they teach.

Teachers' knowledge, understanding, perception and beliefs of the subject they teach matters in relation to how they contribute to student learning. The study by Sanchez (2014) explored the impact of self-perceived subject matter knowledge on teaching decision among two English grammar teachers in Argentina. The study showed the influence of what the teachers knew on their teaching decisions. The findings of Watson (2015) agrees with Sanchez (2014) whose study explored the beliefs and practices of one English grammar teacher from England and found that what the teacher believed affected her teaching although several factors within the particular contexts were relevant. This underscores the need to examine how teachers teach literature in English which will be the focus of the next section.

2.6 Pedagogical Approaches to Teaching Literature

The way a teacher interacts with students is crucial as students are likely to experience quality learning when teaching practices match their learning needs and the challenges of the content and achievement goals. Ideally, pedagogical practices strive to engage students in interesting, challenging but achievable tasks, and make it easy for students to collaborate. Adom et al. (2021) argued that teaching strategies that centre on engaging and interacting with students in flexible learning environments that promote student skills in problem-solving and collaboration enhance quality learning. Guerriero (2013) asserts generally from an OECD report that pedagogical components that influence teaching and learning include the knowledge of classroom management, teaching methods, classroom assessment, structuring of learning objectives and learning processes, planning and evaluation and adapting to the diverse groups of students. Engaging and integrating various teaching strategies relevant to the structure of the learning objectives and processes with efficient methods of assessment are more likely to result in comprehensive teaching and learning among students. Teachers, however, adopt various approaches when teaching in order to ensure that knowledge is transferred to students. This section discusses the pedagogical approaches employed by teachers of literature in English.

Carter and Long (1991) presented the cultural, language and personal growth models which have informed later developments of literature teaching. The cultural model was based on the premise that literature embodies the culture of people and opens up learners to their own culture as well as that of other people. The language model stems from the fact that language makes up literature and its exposure enable the learners' acquisition of literary and linguistic competence. The personal growth model underscores learners' need to engage with literature text at the personal level where the feelings, ideas and response to the text are prioritized. These three models suggested by Carter and Long offer some strategic basis and focus for

teaching literature. For instance, the cultural model employed traditional teacher-centred practices where teachers are at the centre of pedagogy making use of the lecture method. Here, the learner does not have adequate opportunity of engaging the literature text personally. The personal growth model on the other hand, employs the learner-centred strategy allowing learners to engage the text by expressing their feelings, ideas and interpretations as it related to the text. The discussion shows that solely subscribing to a particular model could limit the level of quality learning students could experience and an integration of models would more likely be beneficial for teaching and student learning.

The three models suggested by Carter and Long also have relevance in the teaching of literature in English in Ghana. The culturally diverse nature of Ghana situates studying literature within the cultural model as various students come to the literature class with their diverse cultural experiences and differences. Senior high school students from various part of the country also bring their first native language which has various contextual meaning and influence on their study of literature texts and thus indicate the relevance of the language model within the Ghanaian context. Finally at the personal level, learners have the opportunity to engage and interact with the literature text based on their experiences, feeling, culture and understanding to facilitate their literary competence. It will be worthwhile to observe the adoption of the cultural, language and personal growth models in teaching in my study.

The systematic review by Fikray and Habil (2022) identified six approaches of teaching literature namely information-based, paraphrastic, personal-response, language-based, stylistic and moral philosophical approaches. Fikray and Habil's (2022) explanations on the six approaches are briefly discussed from the teacher- and student-centred learning perspectives. The teacher-centred approaches include the information-based and paraphrastic

approaches. Information-based which may also be known as the text-based approach involves the teachers' provision of information, knowledge, meaning and explanations to literature texts. The teacher takes the centre stage and acts as a reference in providing cultural and other information which may include the social, political, cultural and general background information of the text that is being studied. The paraphrastic approach, also a teacher-centred learning process allows the teachers to break down the literary text into less complex words for students understanding. It involves the use of paraphrases where teachers explain, translate, reword or elaborate on the words for easy comprehension to generate text interpretations from the learners.

The student-centred approaches include the language-based, personal response and moral philosophical approaches. The language-based approach as a student-centred learning process encourages learners to create language awareness and relate to how literary texts have been contextualized. As a student-oriented process, the language-based approach stimulates learners use of semantics, phonology and other tools to improve their performance in the language and facilitate the application of their literature skills. The personal response or the reader-based approach which is another student-centred learning allows learners to engage the text using their personal experiences, feelings, ideas and perspectives. Finally, Fikray and Habil (2022) explains the moral philosophical approach to dwell of the learners' understanding of the text to make moral and philosophical interpretations from the literature works. The classification of the approaches and their explanations provides further support for an integration of teacher-and student-centred approaches to achieve quality student learning as exclusively dwelling on a single approach may be deficient in achieve learning quality.

Across various studies, teachers' pedagogical approaches of teaching literature in English have differed. For instance, Mustakim et al.'s (2014) study on teachers' approaches in teaching literature among teachers in Malaysia used five primary school teachers and found that majority of the teachers had minimal incorporation of literary elements when teaching literature. They preferred the information-based and paraphrastic approaches of teaching literature and argued that it allowed the provision of information and knowledge on literary text to the learners. The information-based and paraphrastic approaches favoured by the teachers in Mustakim et al.'s (2014) study could be attributed to the fact that teachers taught students who were in the primary school level allowing teachers to prefer a more teacher-centred approach when teaching literature.

It would be expected for students at the senior high school levels and beyond to experience a more balanced pedagogy with student engagement when teaching literature. However, the findings from Ezeokoli and Igubor's (2014) study in Ibadan, Nigeria showed that pedagogical approaches to teaching literature in senior secondary schools were teacher-centered which mainly involved the use of lecture methods and teachers providing explanations to the text after they were read aloud in class. Teachers from their study did not vary their teaching methods in different situations which adversely affected students' performance and learning. A contributory factor to the preferred teacher-centred approach by some of the teachers observed from Ezeokoli and Igubor's (2014) study was the lack of text possession among students. It will be relevant to investigate generally the approaches to teaching in the light of other factors such as availability and use of literature texts among teachers and students as to whether this affects the pedagogical approach as well as student learning in my study.

Romylos and Balfour's (2018) study engaged six teachers in South Africa who were involved in teaching English literature to first additional language learners from Grades 10 to 12. Their

findings which were based on interviews, observations and analysis of documents revealed a tension between the reader-oriented and text-oriented approaches. The study showed that although teachers preferred the reader-oriented which is a student-centred approach. They were however inclined to focus on text-oriented approach as a result of the required forms of assessments and students' passing their examinations. The findings from Romylos and Balfour's (2018) study showed that teachers may be influenced by prevailing examination-oriented systems when teaching literature. It may be helpful if I explore the influence of such examination-oriented system on teaching practices in the light of this finding.

The review of the studies above suggest that teachers of literature use different approaches of teaching which may be influenced by the context and several other factors which will be the focus of the next section. The approach to teaching literature for instance can be influenced by the type of literature text to be discussed. McLean Davies and Buzacott (2022) provides an example from their study which explored from an Australian perspective how text selection and pedagogical practices mediate diverse students' engagements with 'difficult knowledge' in English. Dwelling on two cases, the teachers were found to encounter challenges as they tried to make meaning from dominant texts and decisions that related to the kinds of knowledge students encounter. Their study which was based on the teaching experiences of Maxine Beneba Clarke's essay of her growing up experiences of racism in Australia found the teachers having difficulty in teaching the text in a racially diverse class. The tension was created as the teachers tried to meet the needs of individual students with competing requirements. As a way of overcoming the difficulty and tension in teaching such difficult knowledge and texts, McLean Davies and Buzacott recommended a relational literacy paradigm which suggests how teachers and students can comprehensively view the intersection of a person's experience with that of the text where people actively engage the

text to draw out their meanings and implications for themselves and their society at large. Although the Ghanaian context may sharply differ from the context within which McLean Davies and Buzacott's study is situated as it related to racism, I infer from their findings that certain text that teachers may have to teach in Ghana could portray similar tension of meeting the needs of students with competing requirements or have contents that may be regarded as difficult knowledge. An understanding of how teachers deal with such difficult texts during teaching in Ghana will be revealed when I conduct my study.

Goodwyn's (2012) study on the status of literature which concerned English teaching and the condition of literature teaching in schools reported on three inter-related studies among in-service and pre-service English teachers based on their experiences and perceptions. He observed the negative outcomes of political policy in England and the distortion of the way teachers and students engage with literature. He argued that although literature in secondary schools in England remained relevant and highly valued, its true status had decreased due to narrow assessment objectives. There had also been a reduction in how teachers and students respectively approached teaching and learning literature in a creative and a more personal way even when they had to deal with lengthy and complex text. The concerns raised by Andrew Goodwyn suggest the need to understand the contextual factors that influence how teachers teach and students learn in schools taking lessons from the findings from England and my study provides an opportunity to contribute in that regard.

The perspectives of Lindell (2020) also suggested the idea of 'teaching in the gap' (p. 49) and 'teaching the risk' (p. 53) in her essay on embracing the risk of teaching literature. The views of Ingrid Lindell were based on the book by Gert J. J. Biesta titled 'The Beautiful Risk of Education.' On teaching in the gap, she argues that teachers of literature should be mindful of the gaps that may exist between them, their students and the texts in order to inform how

to teach and learn literature. The concept of teaching in the gap will need to involve students to contribute to understanding texts with their own experiences, attitudes and ideas and thus allows for reflection, reasoning, deliberation and interactions within the classroom which can enhance the understanding of difficult stories or texts. By these activities, Lindell builds the case of teaching and reading literature as a ‘qualitative activity with intrinsic value’ (p. 54). Ekholm's (2020) article on reading and teaching literature as writing argues for the kind of literature teaching that fosters understanding the text from a subjective and a more responsive point of view by students. These perspectives show that making the student part of the teaching and learning process when it comes to understanding literature is relevant. The students’ role in infusing their experiences and ideas into understanding the text will more likely enhance the teaching and understanding of literature. The way teachers involve the students in literary studies using their experiences and responses will be revealed when I observe their teaching practices in my study.

McConn and Blaine's (2022) qualitative content analysis of ten historical documents related to teaching of literature in the United States found changes of the standards paradigm for literature teaching at the secondary level showed a gradual decline in losing the aesthetic value and pleasure of studying literature. The influence of policy makers and professional leaders on the where emphasis had been placed on the teaching of literature was a concern from their analysis. It appeared from their analysis that the changes in the policies on literature teaching needed revision in order to make the teaching and studying of literature more of a qualitative activity leading yielding to the full awareness and understanding of cultural significance, quality and importance of literature among students. The perspectives of McConn and Blaine from the United States together with other scholarly works from the international space indicate the influence of policy and changes in curriculum on how teachers teach literature. Although my study will not specifically deal with these policy

issues, it will be revealing to observe from the lived experiences of the teachers how the curriculum in Ghana shapes their teaching.

Klu et al. (2014) performed a qualitative analysis of twenty lessons to determine the construction of poetry teaching in Ghanaian senior high school English language core textbooks. The analysis by Klu et al. showed that poetry lessons were supported with the multimodal approach where teaching was done using dramatization, drawing and gestures. However, only a few of the activities accompanying the twenty lessons employed the multimodal approach. Predominantly, poetry teaching was constructed as a way learning about literary terminologies through interactive and exploratory learning as well as engaging students' experiences. Their study recommended that teaching poetry in the senior high schools should employ more of the a multimodal and a student-centred approach in teaching. Ghana's Ministry of Education (2010) aims that teaching of literature in English will assist students to apply their knowledge and develop skills for critical thinking to be able to any type of literary work. With this aim, an integrative pedagogical approach of both teacher- and student-centred approaches will more likely influence quality learning when used among senior high students as teachers' efforts will readily be complimented by students' engagement with the literature texts. It will be revealing to observe from my study teachers' pedagogical approaches to teaching literature and how their approaches set out to develop the critical thinking skills among students to literary works and texts.

2.7 Factors that Influence Teaching of Literature in English

This section provides a discussion on the factors that hinder or help teaching and learning of literature in English. Teaching and student learning can be influenced positively or negatively by the interplay of several factors. These may be in addition to teacher knowledge, experiences and beliefs and include factors such as teaching and learning resources, class

size, professional development and use of information and communication technology. These factors are discussed below.

2.7.1 Teaching and Learning Resources

One of the components that enhance teaching has arguably been the availability and use of teaching and learning resources. Essentially, these materials which may be audio, visual or audio-visual aids are developed to enhance teaching, meet required standards and support teacher preparation and organization. According to Milligan et al. (2019) several assumptions on the influence of these materials on learning outcomes have been provided within various international contexts. Milligan et al.'s (2019) study from Rwanda and South Africa found that although teaching and learning resources play a role in teaching, their availability did not spontaneously guarantee their use for teaching as there were contextual enablers and barriers to using them. The findings of Milligan et al. (2019) suggest the need to consider both the availability and utilization of teaching and learning resources as important factors in my study.

Several other studies in various contexts, subject areas and levels of education have investigated the effects of availability and use of resources on teaching and learning. Adalikwu and Iorkpilgh (2013) for instance conducted a study among chemistry students in five senior secondary schools in Nigeria. The study employed an experimental approach of investigating the influence of using instructional materials on academic performance. Adalikwu and Iorkpilgh's (2013) study revealed that the chemistry students who were taught with the teaching and learning materials outperformed their counterparts who were taught without the materials, an indication of the positive influence of the materials on learning. Adjei et al. (2015) also found from their study on the impact of teaching and learning resources on teaching business management in three senior high schools in Ghana that using

teaching and learning materials facilitated students' comprehension of subject and made teaching easy by creating an enabling environment for pedagogy. The findings from the above studies suggest that teaching and learning resources may affect teaching and learning. Thus, even though the studies were not based on resources for literature teaching, the findings provide grounds to investigate the role of teaching and learning materials in my study.

Akowuah et al. (2018) used an exploratory case study of one of the senior high schools in Ghana with the aim of examining whether the use of mother tongue in teaching was exclusively the cause of their poor performance in English language. Their study revealed that lack of teaching resources such as textbooks was among the factors that contributed to the poor student performance in the English language. According to Oppong-Sekyere et al.'s (2013) study on factors influencing academic performance of junior high school students in English language in Ghana, several contributory factors one of which was the limited use of teaching and learning materials even when some of the resources were available. The findings re-echo the influence that availability and use of teaching and learning resource can have on teaching irrespective of the subject of study. Thus, it could be deduced that using literature-based resources such as texts for teaching literature in English will more likely enhance student learning. The findings of Ezeokoli and Igubor (2014), Dahiru (2020) and Ugwu (2022) from Nigeria relates to the availability and use of literature texts and other resources in teaching literature.

Ezeokoli and Igubor's (2014) study was a descriptive survey among secondary school teachers of literature in English which investigated the influence of text possession as a resource for teaching literature on teaching practices. The study found that nearly two-thirds of the students did not have the prescribed texts for studying literature. The study however did not include the investigation into the reasons for the low text possession. In Ezeokoli and

Igubor's (2014) study however, the possession or non-possession of prescribed literature texts did not necessarily influence how teachers taught the students as they adopted a more teacher-centred approach to teaching. Dahiru (2020) investigated the challenges of teaching literature in English in selected secondary schools in north-eastern Nigeria indicated that resources needed to teach literature in English were inadequate. Dahiru (2020) points out that socio-cultural factors and the unavailability of specialist teacher made teaching literature problematic, contributing to poor students' performance. In his conclusion, he outlines among other factors that the lack of available and appropriate texts and resources further contributed to the challenges of teaching literature in English among the senior high schools. Ugwu's (2022) study employed a mixed-method approach to investigate the challenges facing teaching of literature in English among fifty-one public senior secondary schools in Nigeria. Although the study found several challenges such as poor learning environment and inadequate infrastructure, teachers' workload, large class sizes, poor parental and wrong conceptions about literature, the most significant challenge was the lack of teaching and learning resources or textbooks for teachers and students which affected teaching and learning negatively. The inadequate teaching and learning resources for teaching literature in English as observed the studies echoes in the Ghanaian context and its consideration for investigation how they help or hinder teaching in my study will be worthwhile.

2.7.2 Class size

Class size refers to the number of students in the classroom. The standards for class sizes may vary from one country and context to the other. For instance, the average class size for OECD countries was 23 for lower secondary schools according to Filges et al. (2018) and could be higher or lower in different jurisdictions such as 32 in Japan, 19 in Korea or even below in countries such as Iceland and the UK. Ananga and Tamanja (2017) of the National Centre for Research into Basic Education on behalf of the Ghana National Association of Teachers and

the National Association of Graduate Teachers provided a research report on managing the effects of large class sizes on quality education in Ghana and indicated an ideal class size for senior high schools to be forty (40) students. The focus of the discussion here is to establish the influence of class sizes on teaching.

Small class sizes are more likely to have positive influence on teaching and student learning as was found by Filges et al. (2018). Filges et al.'s (2018) study was a systematic review of 148 reports from forty-one countries on small class sizes for improving student achievement in primary and secondary schools. Their study found that reducing class sizes had a positive significant impact on reading achievement although the study did not establish such impact on mathematics. The influence of small class size favouring reading achievement from their systematic review relates to the teaching of literature in English mainly as a reading subject. Their review however, had the limitation of using only a few studies for the meta-analysis. The meta-analysis was also restricted to lower levels of education due to the available data which could affect the overall impact of the review and analysis. Regardless of these limitations, the effect of small class size on reading was demonstrated from their study.

Other studies as have been discussed below may further substantiate the effect of class size of teaching especially within the Ghanaian context. Fenyi and Owusu's (2021) study in Ghana among four senior high schools used 22 English teachers to find out their classroom management practices, challenges and the importance of classroom practices to teaching. One of the key challenges that hindered good classroom management practices was when the class was large. In their report, the teachers explained that they had overpopulated classrooms with sometimes up to sixty or even eighty students in a class and encountered difficulties when handling such large class by a single teacher especially in the field of language teaching. Fenyi and Owusu (2021) argued that although effective classroom management is important

to teaching, teachers have to deal with the heterogenous characteristics of students with their different temperaments which can be very challenging when the class is large. Large class sizes made class management ineffective and negatively affected student learning.

Akoto-Baako et al.'s (2021) study engaged one hundred and forty-seven (147) teachers and headteachers in a mixed methods study to investigate the effects of increased enrolment on teachers in senior high schools in Ghana. Although their study was general and not specific to teachers of literature or English language, their findings provide valuable information worthy of consideration in this review. They reported that teachers' workload increased significantly with the increase in student population and were associated with health challenges among the teachers. There was also the challenge of poor classroom management and limited interaction with students which affected classroom instructions. Similar to the findings of Akoto-Baako et al. in 2021, Peter and Ligembe (2022) found negative effects of large class sizes on teaching and students' academic performance in Tanzania. Peter and Ligembe (2022) used both teachers and students to examine the negative effects of class size in secondary schools. The motivation for their study was because of the sharp rise in enrolment of more than 91% following the free-basic education policy in Tanzania in 2014. They argue that large classes resulted in inadequate resources and ineffective classroom instruction which had negative effects on students' learning and performance. Considering the introduction of a free senior high school policy in Ghana in 2017, similar situational context of enrolment increase has been observed and a cause to worry regarding large class sizes especially as increase in teachers and infrastructure has not been well advanced to cater for the sharp increase. The findings from the above studies suggest the difficulties that teachers in Ghana may encounter should they be confronted with large class sizes and therefore necessitate enquiry which my study can contribute to achieving.

2.7.3 Teacher Professional Development

The nature of the teaching profession requires continuous development in order to meet changing trends and new developments in their field of practice. Continuous professional development is essential as teachers use the opportunity to improve their skills and knowledge for effective teaching and student learning. Although a dearth on literature on continuous professional development among literature in English teachers in Ghana exist, a review and lessons on professional development from various contexts and levels will be harnessed to establish its influence on teaching and student learning.

Amponsah et al. (2021) study on the professional development among teachers used 352 in-service teachers from 310 schools to explore their pathways, motivation and coping strategies in Ghana. In using quantitative measures, the most occurring motivation factors for teachers to undertake professional development programs mainly include improving subject matter, curriculum and assessment knowledge. The study revealed that most of the teachers thought of continuous professional development as an important component of improving their teaching and facilitating student learning. The teachers were readily available to participate in such professional development programs. The study however, was limited in scope and did not consider the education and professional background of the teachers although majority (43.5%) of the participants were teachers at the senior high school level. Regardless of the limitations, their study provided evidence of the positive effects of continuous professional development on teaching and learning among teachers and can form valuable basis of enquiry among teachers in my study.

Osei-Owusu (2022) also conducted a study on the impact of professional development programs on teachers' knowledge and academic performance of senior high school students in Ghana. The survey which used 4,102 teachers extensively covered the southern, middle

and northern belts of Ghana to include 77 districts and 97 public senior high schools. The study concluded that professional development programs for teachers contributed significantly to both teachers' knowledge and student's performance. Teacher knowledge assessment from their study was based on the technological pedagogical content knowledge with a good fit test result from the confirmatory factor analysis. Although the study findings could be limited as a result of the reliance of self-reported measure, it uniquely employed quantitative measures to establish the influence of professional development of teachers on students' performance with teachers' professional knowledge as a mediating factor. The findings of Osei-Owusu therefore add to the fact that continuously developing teachers' knowledge can have significant influence on their pedagogy and student achievement.

Lessons can be drawn from the study of Hynds et al. (2016) from New Zealand on the impact of teacher professional development to reposition pedagogy for indigenous students in mainstream schools. Their study focused on how teachers could engage in culturally responsive teaching through professional development. In using a quasi-experimental design and a mixed method approach, the study explored the impact of Te Kotahitanga, which was a professional learning program for New Zealand secondary school teacher grounded in Kaupapa Maori research principles with the aim of improving professional teaching approaches. The study revealed positive impacts of the professional development program on students by making them culturally responsive in their teaching beliefs and practices. The findings suggests that a well-developed professional development program for teachers in any field of study can have tremendous impact of teachers' lives and their pedagogical approaches which are more likely to improve student learning.

The foregoing review underscore the importance of teachers' professional development in improving teaching practices and student learning. The review herein discussed were general

and not specific to professional development among teachers of literature in English and thus, might be significant if I investigate the professional development opportunities among literature teachers in my study and how such development opportunities may help or hinder teaching.

2.7.4 Information and Communication Technology (ICT)

Information and communication technology (ICT) has become relevant in contemporary education. This section of the review discusses the influence of ICT on teaching and student learning and how they relate to teaching literature in English. Bindu (2016) performed a literature review on the impact of ICT on teaching and learning which revealed noteworthy issues for consideration. The review for instance showed the considerable contribution of ICT in enhancing teaching and learning since ICT allowed a more learner-centred approach as compared to the conventional teacher-centred approach. Additionally, Bindu provided support for ICT's contribution to learning and noted that it increased access to information and learning materials for both teachers and students. He added that ICT enhanced learning environment, student motivation and their academic performance. Although Bindu's (2016) review covered the impact of ICT on teaching and learning in a general context and not specific to language or literature teaching, the findings can be related to the teaching in my study.

Smith (2014) argued from a study that investigated the ICT components of English courses in England that ICT had a place in teaching and learning English language and discussed the importance of considering how English courses relate to ICT. Although the study was conducted among university tutors of the initial teacher education program, the conclusion on integrating ICT into English courses is noteworthy for discussion. The findings however

suggested the need to make adequate preparations to make ICT use in English teaching and learning effective. Ammanni and Aparanjani (2016) have also written on the role of ICT in teaching and learning English language in which they identified computer assisted language learning, internet, electronic and audio books, mobile applications, webinars and audio-visual aids among others as some of the tools that can be harnessed for teaching and learning. They further showed that ICT increased the scope of English language teaching and learning.

Though ICT has been indicated to be an important factor in enhancing teaching and learning, a careful implementation and integration plan can foster how effective it contributes in achieving its intended purposes. Li (2022) study which sought to explore the ICT acceptance and literacy of English teachers in China during the outbreak of the coronavirus pandemic used 186 high school English language teachers in a mixed-methods online survey. The study found that the teachers had a good technological pedagogical content knowledge which showed their optimal readiness for ICT use. They were however confronted with challenges of integration specifically as it had to do with innovative learning. The study found that teachers were not very confident in integrating ICT fully for an online program which could have been overcome with adequate preparation and orientation. Ghavifekr and Rosdy (2015) suggested from their study on effectiveness of ICT integration among public secondary schools that equipping and preparing teachers with ICT tools and facilities was more likely to make ICT-based teaching and learning effective. Their study which used one hundred and one (101) teachers from ten secondary schools in Malaysia did not consider ICT integration from managerial perspectives as it related to strategic planning and policy making. If it had been considered, more elaborate recommendations could have been suggested from their perspectives. It however provides an opportunity to enquire during my study on how ICT has been integrated in teaching among teachers from the senior high schools in Ghana.

Soma et al.'s (2021) systematic review on the challenges facing the integration of ICT in Ghanaian education system may provide some insights into the local landscape. The government of Ghana has been spearheading the use of ICT in the education system through the ICT for accelerated development program. Although their findings showed that ICT could positively influence teaching and learning in Ghana, the lack of ICT infrastructure, high cost of components for ICT, challenges with internet and electricity power fluctuations hampered the integration process. There was also the challenge of inadequate teacher knowledge on use of technology which made ICT use a bit more challenging. These challenges notwithstanding, effective plans and road maps to scale up the ICT project in the country and training and equipping teachers and students to use ICT tools and infrastructure will readily improve the current situation (Soma et al., 2021). This is relevant because as the integration of ICT into Ghana's education system improves, the likelihood of its use in enhancing the teaching of literature in English by both teachers and students may more likely improve as well. The discussion resonates with the relevance of investigating the current state of ICT use in teaching literature in English in my study.

2.8.5 Examination-Oriented System

The education system in Ghana like many other countries have a structured examination system which plays an important role in teaching and student learning. An examination-oriented system is the type of system that mainly focuses on using examination results to determine the students' path. In this system, the students' academic progression and placements are basically based on the students' examination performance. This section of the review provides a discussion on the influence of the examination-oriented system of the teaching of literature in English

Although examination-oriented systems are of critical importance and contribute significantly to teaching, student learning and the overall education system, it appears to have some limitations which may sometimes adversely affect teaching and learning. Kneen et al.'s (2022) study on teaching was among one hundred and seventy (170) teachers in England and Wales. Their study found some limitations concerning the teaching of literature including the lack of diversity in the selected literature texts as they were highly male-dominated writers and characters. Another important finding was that the teaching of literature was growingly influenced by examination system which even had influence on the text that were selected for study. The texts were also taught within a period of six weeks irrespective of its length resulting in some of the text being taught in extracts. The findings of Kneen et al. (2022) from England and Wales are supported by Kiplagat et al. (2022) who used a descriptive research design to investigate the influence of the examination-oriented approach on students' performance in literature classrooms in secondary schools in Kenya. The report of Kiplagat et al. (2022) showed that teachers were influenced by the examination-oriented approach in their teaching due to the limited time they had to cover the literature syllabus. The teachers and students concentrated on areas that would make them get excellent results in their exams. The study concluded that the examination-oriented system promoted repeated memorization as their way of learning. The findings from Kiplagat et al.'s (2022) study showed that the examination system approach did not allow enough room for alternative approaches of learning literature which could enhance quality learning. The findings of Kneen et al. (2022) from the England and Wales supported by that of Kiplagat et al. (2022) within the African context suggest the influence of examinations systems on teaching and an enquiry into the Ghanaian context can be considered in my study.

The nature of teaching and learning will more likely require engagement, reasoning and interpretation of literature text to practical situations. A more holistic consideration and

balance of the examination system with the processes and application of education would readily enhance the teaching and learning of literature. Yung (2021) demonstrated for instance an innovation of teaching English language and literature in Hong Kong, China. The description of the communicative language teaching by Yung in the secondary schools included activities that enhanced students and teachers' motivation to use what they learn more meaningfully even within examination-oriented contexts.

Although the review in this section does not invalidate the role of examination in education systems, there should be a holistic approach to teaching that facilitates teaching and enhance students' learning, performance and even long-term achievements with what they learn. It will be noteworthy to find out the influence of the current examination-system on how teachers of literature in English teach in my study.

2.9 Summary, Outstanding Knowledge Gaps and Research Questions

The chapter has presented the review of relevant literature based on which the study's research questions can be drawn from. The review began with the discussion on the use of the pedagogical content knowledge concept in understanding the teaching in general and specifically on the teaching of Literature in English. The engagement with existing works from within and outside Ghana showed that good pedagogical content knowledge among teachers influenced teaching positively. Teachers who readily possess substantial knowledge on the content irrespective of the subject and use appropriate pedagogical practices will more likely influence learning and improve student performance. The use of teachers' pedagogical content knowledge in this study help to understand the teaching practices as well as classroom decisions and management of teachers of literature in English. The review showed the use of pedagogical content knowledge in understanding various subjects including mathematics, science, geography and social studies as used in earlier studies at the

international and local levels. Additionally, the pedagogical content knowledge concept has been used in understanding the teaching of English language and literature in various jurisdictions. However, from the review and to the best of the researcher's observation and search of existing scholarly works, there seemed to be a dearth of information on the use of pedagogical content knowledge in understanding teaching practices among teachers of Literature in English in Ghana making this study relevant in filling the gap and contributing to knowledge and literature especially as my study focused on the investigation into the lived experiences of literature teachers. Another observation from the review was the paucity of information on studies that had specifically addressed what teachers know and understand as well as their beliefs, orientations and experiences as teachers of literature in English. The availability of such literature in Ghana was found to be nearly non-existent. The inclusion of what teachers know and understand in my study will also contribute to filling this gap and add to the limited available studies in the international space.

Pedagogical approaches employed by teachers in teaching were also reviewed and showed that several approaches such as the information-based, paraphrastic, personal-response, language-based, stylistic and moral philosophical approaches are identifiable approaches used by teachers in teaching literature. These approaches were broadly understood as either a teacher-centred or student-centred approach. The integration of both teacher- and student-centred approaches were identified to be more likely beneficial for student learning and achievements. A critical synthesis of the various approaches suggests the need for teachers to be versatile in using the appropriate approach to teach various topics. Teaching literature in English is expected to employ varying approaches, methods and techniques that can facilitate understanding to the students. Teachers who readily vary their pedagogical practices and combine two or more approaches are more likely to make teaching of literature enjoyable and impactful.

Finally, the factors that help or hinder effective teaching of Literature in English could be context-specific. It however appeared from the review that existing works on the factors that influence teaching Literature in English in Ghana were inadequate. The study will contribute to providing context-specific factors and support the provision of evidence-based suggestions to facilitate teaching of Literature in English within the Ghanaian context and beyond.

The review has shown gaps as it relates to literature on the lived experiences of teachers who teach literature in English especially within the Ghanaian context. Thus, this study will focus on examining the following research questions;

1. *What do teachers know and understand as Literature in English (LiE) in senior high schools in Ghana?*
2. *What pedagogical approaches do teachers demonstrate in teaching Literature in senior high schools in Ghana?*
3. *What helps and hinders teachers in teaching of Literature in senior high schools in Ghana?*

Chapter Three: Methodological Framework

theories & frames—

getting to the roots

of issues

—*Adjei Agyei-Baah*

3.0 Introduction

This chapter addresses issues of methodology, ethics and analysis. The first section addresses aspects of methodology by outlining my methodological paradigm orientation. This also means addressing ontological and epistemological perspectives before explaining my interpretive stance. Next, I cover the research design, including the inclusion and exclusion criteria. The chapter also explains discusses achieving access to participants and outlines the important ethical rules I followed. I also cover my sampling strategy and sample. I have also presented and justified the methods of data collection which include in-depth interviews, observation, and document analysis. Additionally, the chapter explores how I d data using Colaizzi's (1978) seven-step process for phenomenological research analysis.

3.1 Philosophical perspectives: Overview of research paradigms

Debates about the nature of reality have led to two key research paradigms: positivism and post-positivism (Pease, 2020). In this section, I provide a broad overview of the positivism paradigm that underpins quantitative research that shows why it is unsuited to my chosen perspective.

Positivists believe in a single truth which involves scientifically hypothesized description of a phenomenon, contrasting with a post-positivist view that there are multiple realities and therefore, these multiple views are unlikely to be easily generalised (Cohen et al., 2011).

In my study, the goal is not to search for a generalization or to test for a particular objective knowledge, but to understand the context of the phenomenon under investigation. In other words, I want to understand the experiences of my participants in their professional environment of schools within Mampong Municipal of Ghana. An interpretivist research position seeks to uncover how different people experience similar situations based on their backgrounds, knowledge and contexts.

Interpretivism emphasizes the importance of understanding the subjective meaning and context of human behaviour (Scauso, 2020). In that regard, an interpretivist researcher seeks multiple ‘truths’ and the interaction of the knower with the known, looking for explication, understanding, and meaning rather than the cause and effect relationship common to quantitative research paradigms.

Interpretivists believe truth is revealed through social constructions, language, shared consciousness, and other social interactions. Interpretivists design research questions that seek to understand the how and the why – the qualitative questions. Such a philosophy underpins the research work and the work has been guided by the fact that knowledge is co-created and through social construction between the researcher and the participants. This is done through the interactions in the data gathering process; this is unique to the paradigm. It is unlike positivism which attempts to superimpose some known truths or realities on the respondents Corry et al. (2019) As an interpretivist, I believe that social reality is complex and multi-layered, and that human behaviour cannot be reduced to simple cause-and-effect relationships or objective measurements. Examining teachers’ lived experiences in the teaching of Literature in English might mean many different things to different teachers based on their backgrounds, context, origin and worldview. It is therefore important for me to have a wide perspective to accommodate different shades of opinions and experiences.

3.1.1 Ontological Stance

Ontology refers to the nature of reality and how it can be located. Heigham and Croker (2009) contend that people construct knowledge and meaning through their everyday experiences in this world. Ontology of interpretivism argues that each human being has multiple realities that are defined by existential conditions such as material, social, cultural and political contexts (Ejnavarzala, 2019). To me, teachers' lived experiences could be wide-ranging depending on their personal lives and backgrounds; consequently, this will have implications on how they will construct realities from their varying experiences. For example, even if two different people experience a same incident or event, their accounts may differ depending on the lens or frame they will use to interpret the incident. In this study though my participants are all literature in English teachers, the interpretation of their work experience may be different. From the foregoing, my ontological stance is that reality is varied and it is based on the background and context of the respondent.

For example, teaching in the Ghanaian contexts is fraught with the challenge of texts for learning, large class size and teachers.

3.1.2 Epistemological Stance

In this subsection, and in line with the interpretivism paradigm, I explain and justify my epistemological stance. Epistemology involves what constitutes knowledge or the various ways with which knowledge can be acquired. According to (Ejnavarzala, 2019) epistemology deals with how knowledge claims are made about a phenomenon. It focuses on how we know what we know, through construction of meanings based on our interactions with the world (Bhattacharya, 2017; Creswell & Creswell, 2018). Epistemology also considers the nature of the interaction between the researcher and researched through which knowledge is created (Lincoln et al., 2011). The following epistemological considerations underpin my research

approach and explains the way research questions are answered. My epistemological view is that knowledge is co-constructed by respondents and me. In other words, interpretivism considers the researcher to be an integral component of the research not just for seeking or collecting data but actively involved through deductions and inferences from data received. This also depends on the frame I used to decode messages obtained from respondents and the nature of follow up questions posed (also because I have been teaching for a while), that regard, I can hardly be entirely objective and removed from the research.

Further, creating knowledge from my research occurred through my interaction with the teacher participants who teach Literature in English in Ghanaian Secondary School context. It is my belief that individuals' lived experiences vary depending on how their experiences had affected them. Consequently, my epistemological position rests on the premise that my participants construct their own meanings based on their interactions with the world.

3.1.3 Phenomenology

My ontological, epistemological and interpretive philosophies guided me towards my adoption of phenomenology. Phenomenology is the study of human experience and of the ways things present themselves to us in and through such experience (Køster and Fernandez, 2021). The central purpose of phenomenology is to illuminate a phenomenon as perceived by the actors affected by it (Urcia, 2021). She contends that studying humans for example, this typically translates into gathering deep information and perceptions through inductive, qualitative methods such as interviews, observation, and discussions, and presenting it from the viewpoint of the research participants. Langdridge (2007) affirms phenomenology as a method of qualitative research that focuses on the human lived experience as a phenomenon of study. The 'lived experience' is understood as an experience from those who have lived through it and can talk about it. Thus, phenomenology in my research is making meaning of

participants' experience in teaching LiE. As I seek not only to understand individuals' experiences, but also to understand their experiences in relation to others and other things (Vagle, 2018). It appears that when we investigating anything phenomenologically requires understanding intentionality or how we meaningfully connect with the world (van Manen, 1997).

My phenomenological inquiry was grounded in the fundamental belief that a singular truth remains elusive, as 'reality' is inherently subjective, shaped by individuals' encounters, interpretations, perceptions, and conceptualizations of diverse aspects of a phenomenon. In contrast to the objectivist epistemology, which posits that knowledge exists objectively beyond human cognition (Husserl, 1900–1901/1970), phenomenological epistemology asserts that knowledge is intentionally constructed through individuals' understanding of their own reality (Sandbergh, 1997). In the context of my research, this implies that perceptions of 'truth' were contingent upon individual teachers' experiences, understanding, and perspectives concerning their instruction and learning of Literature in English (LiE). The main epistemological basis for phenomenological studies is lived experience, which is “experience as we live through it and recognize it as a particular type of experience” (van Manen, 1997, p. 177). This emphasis on lived experiences signifies a phenomenologist's intent to delve into "life as we live it," rather than what we think of it (van Manen, 2014, p. 39). Given that my study investigates teachers' knowledge and pedagogical practices, a phenomenological methodology aligns with my focus on teachers' conscious, lived, individual experiences. These experiences were my firsthand source of information (Moustakas, 1994). Embracing this epistemological stance also meant that I had to be constantly reflective and attentive to my participants' experiences and consciousness of the phenomenon of teaching LiE to senior high students.

Generally, there are two main positions from which one can engage with phenomenology. These are Husserlian's transcendental phenomenology and Heidegger's hermeneutic phenomenology (Cohen & Omery, 1994). Husserl's *transcendental* phenomenology seek to find essential core of a phenomenon as constituted in individuals' consciousness and vie, and Heidegger's *hermeneutic* phenomenology as an ongoing act of interpretation of meaning. My study adopts an interpretive phenomenological approach as I want to make meaning through the interpretation of individual LiE teachers experiences in their everyday life. My aim was not to capture the essential components of their lived experiences that transcendental phenomenologists would aim to achieve. This approach involved Habermas' (1984) "double hermeneutic" concept (p. 110) as it was a combination of my participants' views of their lived experiences and my attempt at understanding how they make sense of their professional life, filtered through my own understanding and experiences of being a secondary school Literature in English teacher and also as an accomplished poet in Ghana.

3.1.4 Researcher Positionality

In this present research, I considered participants to be 'insiders' and me to be the 'outsider'. However, as an experienced Literature teacher, I am also an 'insider', in that I am a researcher who shares a similar background with my participants. My insider/outsider position is a delicate one in this study, as it causes me to reasonably distance myself in order to effectively evaluate the phenomenon under study with greater emphasis on the respondents. This situation is noted by Maykut and Morehouse (1994) who observe that: "the qualitative researcher's perspective is perhaps a paradoxical one: it is to be acutely tuned-in to the experiences and meaning systems of others—to indwell—and at the same time to be aware of how one's own biases and preconceptions may be influencing what one is trying to understand" (p. 123).

On the other hand, Kanuha (2000) points out both advantages and disadvantages associated with the insider-outsider researcher position. While it may increase a researcher's understanding of their participants, the researcher may also be very close to the phenomenon being studied. Therefore, this helped guard against my presumptions and biases.

In this current study, my insider position as a teacher of Literature helped me to ask participants relevant questions relating to participants' lived experiences in teaching Literature. This also helped me posing relevant follow-up questions to elicit more answers from participants. However, I was mindful of my biases too as a teacher of Literature and made an effort to bracket my own experience (Dörfler & Stierand, 2021). Carpenter (2007) describes bracketing as the process which requires researchers to deliberately put on hold their beliefs and experiences of a phenomenon before and during the research process. On the other hand, Creswell (2007) argues the difficulty in bracketing oneself as "interpretations of the data always incorporate the assumptions that the researcher brings to the topic" (p. 83). To restrain my assumptions as an LiE teacher, I undertook a pilot test of my interview guide (see appendix) with non-participating LiE teachers to monitor how I might influence their responses to questions, and address those issues for the final set of interview questions. I was also keeping in mind Gearing (2004), who cautions researchers to be mindful of their constructions, perceptions, and assumptions to be able to arrive at the essence of the experience being investigated.

3.2 Guiding principles underlying the study

Husserl (1970) and Colaizzi (1978) are two scholars whose descriptive philosophical tenets underpin this study. From their perspectives, the focus of phenomenology is directed at understanding and making sense of the individuals' experiences in the world. Husserl believed that subjective information should be important to researchers seeking to understand

human motivation. He was of the view that human actions are motivated by what they perceive to be real. This thought I consider essential to discover experiences specific to participants. However, it requires that I (the researcher) restrain prior knowledge (Hamill & Sinclair, 2010) to meet scientific rigors of a qualitative study (Nonaka et al., 2022). This reflects the need to understand my participants' setting of teaching Literature in English in the Ghanaian context which impact their practice in diverse ways.

Further, both Husserl and Colaizzi recognise essences (i.e., what makes the phenomenon to be that very phenomenon) as important in understanding the lived experiences of my participants in teaching literature.

Husserl's phenomenology, with its focus on consciousness and suspension assumptions, provides a foundation for understanding how my participants subjectively experience teaching literature. By taking notice of Husserl's epoché, I could with effort set aside my preconceptions and biases about teaching literature as a researcher. This may allow for an undiluted account of participants' experiences, understanding, conceptions and perceptions in teaching literature, shedding light on the essential structures, meanings, and intentions underlying their pedagogical practice. Also, Husserl's emphasis on intentionality could help explain how participants engage with texts with students and their intentions behind these approaches in facilitating their instructional practices.

On the other hand, Colaizzi's phenomenological method of data analysis adds a practical dimension by structuring my investigation process. Colaizzi proposed a rigorous, step-by-step approach involving data collection, analysis, and extraction of significant themes or essences from participants' experiences. For my study, this method offers a systematic way to delve into participants' narratives, allowing for the identification of shared experiences, recurrent patterns, and the essence of teaching Literature in English. Colaizzi's methodical approach

also ensures that I (the researcher) can extract meaningful insights without misrepresenting or diluting my participants' experiences.

When applied together, these approaches allow for a comprehensive investigation into participants' experiences in teaching Literature in English. Husserl's emphasis on consciousness and intentionality complements Colaizzi's structured method would enable me to navigate the complexities of subjective experiences while maintaining a rigorous analytical process. This integration can help me uncover the nuanced insights into my participants' views of their lived experiences, and my effort to understand how they perceive their professional life, filtered through my background as a Literature in English teacher at the secondary school level.

3.3 Research Design

My study investigated teachers' lived experience of teaching Literature in English (liE) teachers teaching in Ghanaian Senior High Schools (SHSs). My study centred on understanding the lived experiences of eight (8) research participants working in SHSs in Mampong Municipal of Ghana.

The study explored teachers' experiences of Literature in English (hereafter literature) teaching, and the ways in which they negotiated professional development to facilitate their practice. The study used an interpretivist qualitative research approach to investigate teachers' lived experiences of teaching Literature in English in senior secondary high schools (SHS) in Ghana. The teachers' experiences were investigated with three research questions as follows:

(i) What do literature in English teachers know and teach as literature in SHSs in Ghana?

(ii) What pedagogical practices do literature in English demonstrate and believe in, in SHS classrooms in Ghana?

(iii) What factors help and hinder literature in English in SHSs in Ghana?

3.4 Inclusion and exclusion criteria

Moser and Korstjens (2018) submit that in phenomenological studies, it is preferable that volunteer participants meet predefined criteria. Criteria help the researcher ensure that the sample population is appropriate for the study. Prominent is participants' involvement with the phenomenon being investigated and their shared but individual professional experiences. Therefore, those chosen participants have first-hand knowledge of or experience with the phenomenon in question. (van Manen, 1990). My criteria are that participants:

- i. are teachers who teach English language
- ii. are teachers who have taught Literature in English before
- iii. have had at least two years' experience of teaching Literature.

3.5 Gaining access to participants

According to Shenton and Hayter (2004), one of the most fundamental tasks in conducting fieldwork in qualitative research is gaining access to the site. They explain access as the process of entry into a research site and to prospective participants. Creswell (2007) notes that one requires a combination of strategic procedures to get access to prospective respondents. Feldman et al. (2003) explains gaining access as a process of researchers building relationships with participants. According to Given (2008) the starting point in gaining access is obtaining ethical approval, which I did through the University of Waikato School of Education Ethics Committee. The ethics considerations and how I had access to participants are discussed in the section below.

3.6 Recruiting participants for the study

Eight Literature in English teachers (LiETs) participated in this study, with two teachers from each recruited from four senior high schools in Asante Mampong Municipal, Ghana.

Qualifications backgrounds of participant group

Pseudonym	Experience	Qualification
Kofi	10 years	B ED. English, University of Cape Coast
Yaw	9 years	B ED. English, University of Education, Winneba
Atta	10 years	B.A. Theatre Arts, University of Ghana, Legon
Addai	10 years	B.A. Publishing Studies, Kwame Nkrumah University of Science and Technology (KNUST)
Baidoo	2 years	B ED. English, University of Education, Winneba
Twum	12 years	B.A. English, Kwame Nkrumah University of Science and Technology (KNUST)
Ato	10 years	B.A. Theatre Arts, University of Ghana, Legon
Offei	2 years	B.A. English, Kwame Nkrumah University of Science and Technology (KNUST)

All participants are male except for Baidoo, the only female in this study. The recruitment of participants was conducted using purposive sampling. Purposive sampling is a non-probability sampling technique in qualitative research where the researcher makes a deliberate decision to recruit participants based on having knowledge about a phenomenon of interest (Creswell and Plano Clark, 2011). My eight participants fall within the 3-10 sample size recommended by Creswell and Creswell (2018) for a phenomenological study.

The recruitment of participants was made with adherence to ethical regulations. Bryman and Bell (2007) express that ensuring the privacy of potential participants is crucial during the recruitment process. Thus, from an ethical standpoint, it was not appropriate to contact potential participants (Literature in English teachers) directly without seeing appropriate gatekeepers. At the onset of the study, I contacted the Asante Mampong Municipal Education Directorate to facilitate connection with the headteachers in four senior high schools within the municipality to introduce my study to Literature in English teachers. I was given a letter by the Education Director of Mampong Municipal to headteachers of senior high schools in the municipality to offer me support to conduct my study in their respective schools. The headteachers on receiving the director's letter offered me the opportunity to meet Literature in English teachers in their schools after accepting my letter (see appendix 2) to conduct a study in their schools and signing a consent letter (See Appendix 3) afterwards. Letters to both the Municipal Director of Education and headteachers contained a brief overview of my study, including its purpose and significance and how participant teachers were to be involved in the study. Initially, ten participants received the consent form, but only eight of them returned the signed consent forms to participate.

Initially, I aimed to recruit eight participants, ensuring a proportionate mix of males and females from the four senior high schools within Mampong Municipal, with at least two participants from each school. Ten participants expressed interest, received a consent form, and were requested to respond within a week. However, participants were informed that their participation would be accepted on a first-come, first-served basis, as the study sought a maximum of eight participants. By the end of the week, coincidentally, eight participants had submitted their signed consent forms, making them the final participants for the study.

3.6.2 Maintaining confidentiality

According to Mehmood et al. (2016) many researchers see confidentiality, the nondisclosure of research respondents, as a hallmark of good research due to the perceived negative effects that could arise from revealing identities of research subjects. Thus, critical to confidentiality is the principle of the research respondents' privacy, including what they say, to enable them to more freely share their experiences with the researcher (Cree, Kay, & Tisdall, 2002; Gregory, 2003; Oliver, 2003). With this principle, according to Adu-Gyamfi (2015), I had the obligation as the researcher to ensure that no harm befalls any research participants regarding what they say about teaching literature and their schools. However, it was important to alert participants that total privacy could not be guaranteed (Adu-Gyamfi, 2015; Wiles et al., 2008; Wiles et al., 2008) as they would be interviewed and observed in their schools. As a result, it would be difficult to hide their identities completely since their colleagues would be around to know what is happening. However, I assured participants of steps put in place to protect their identity and schools as outlined in detail in the informed consent in Appendix 7.

Also, as measures to ensure the confidentiality of participants' information, I assured participants of a secure storage of their data and the use of a coding system to anonymise their identity during data analysis and future use of their data in publication.

Sampling size in qualitative research study is typically small in contrast to quantitative research (Boddy, 2016). For instance, Ray (1994) suggests that for groups, eight to 12 participants is ideal for phenomenological studies centred on discerning meaning from participants' experiences. With such a small sample, it is clear I needed to use caution when describing participants' information, to avoid identifying them and their schools. I therefore used pseudonyms and codes to safeguard their privacy.

Also, Gagnon et al. (2014) highlight how interview locations contribute to safeguarding or reducing the privacy of research participants, emphasizing the influence of space and place. Conducting interviews in a location preferred by participants represents one method of being cautious about their privacy and fostering open discussions. During the scheduling of interview appointments, I granted participants the flexibility to choose interview locations both within and outside their schools. Additionally, participants had the option to select a convenient time, especially if they preferred not to be seen while participating in the study. These choices were aimed at providing participants with a secure space for discussion, particularly in cases where they wished to avoid being noticed by their headteachers or colleagues. For example, Addai, who opted for an interview outside his school, expressed discomfort, particularly due to strained relations with his headteacher, making him apprehensive about conducting the interview within school premises. On the other hand, when participants chose to have their interviews in their schools, it was clear to their colleagues that a researcher was talking to them. In such cases, while what participants said was confidential, their anonymity could not be assured.

3.9 Data Collection Methods

In-depth interviews, observation and document analysis were the three key data collection tools I used to investigate the lived experience of participants. Data collection (interviews, observations and document study) started from January 2020 to March 2020. Setting the limit of data collection at three months related to being mindful of my participants, who teach semesters of four months' duration.

3.9.1 In-depth Interviews

In-depth interviews mostly involve face to face interactions between the researcher and the respondents. In phenomenological research, scholars maintained that interviews should be

open or semi-structured to give participants more room to talk about their experiences (Marshall & Rossman, 2011). Guerrero-Castañeda et al. (2017) contend that through open-ended or semi-structured interviews, a researcher can explore a phenomenon by allowing respondents to speak broadly on key issues whilst a researcher also has the flexibility to pose follow-up questions. Such an approach can result in deeper probing into research participants' lived experiences through participants reflecting on my questions (Gadamer, 1993; van Manen, 1990).

I used a semi-structured interview guide (see appendix 2) to interview participants for an average of one hour. The interview guide content focused on acquiring information on the participants' educational background, knowledge of subject Literature, pedagogical practices, and factors that helped or hindered their teaching Literature in English. My interview question schedule linked to my three research questions. Before these interviews, participants were reminded of the purpose of the study and the expected process the interviews were to take. Participants were given a sample of the interview guide in advance so they had time to think about their experiences to share during the interview itself.

A follow up interview after lesson observation in the classroom provided an opportunity to check on what I noticed differently in the classroom compared with what participants had previously told me in interviews. All interviews were conducted in English, recorded, and transcribed verbatim. Each interview lasted between 45-60 minutes.

3.9.2 Observation

Observation allows researchers to physically witness how participants respond during the phenomenon under investigation. Frechette et al. (2020) contend that phenomenological observation is fundamentally naturalistic in essence. In other words, it occurs in the natural

context of events, among the actors who would naturally be participating in the interaction and follows the natural stream of everyday life.

As a phenomenologist interested in the lived experiences of my participants, observation allowed me to witness my participants in their classroom settings, and to watch how they taught specific texts to compare what they said with what they did. My goal in conducting lesson observations was to gain insight into how participants teach literature as well as the nature of resources they received to support their practice. I observed participants for an average of 1 hour with an observation guide (see appendix 3) that sought to explore teachers' knowledge of literature, their methods/strategies for teaching literature, the teaching/learning resources available for their teaching, their assessment of students' learning and the classroom environment. These key items on my observation guide formed the basis of my research three questions which sought to investigate participants' knowledge and understanding in teaching Literature, and how they executed their pedagogical practices in their classrooms. This approach to observation is supported by Merriam (1988) who suggests that the primary determinant of what a researcher should observe is the researcher's purpose for conducting the study in the first place, which connects with the research questions for the study.

With my role as a participant observer with experience and background in the phenomenon I was studying, I was part of the social setting under study, and I had some opinions on the issues. However, as a phenomenological researcher, I was aware of my biases as a teacher of literature and did not ask questions during lessons. I sat at the back of the class with my observation guide sheet making note on events of the lesson. All questions and unexpected happenings which needed explanation in the course of a participant's lesson were noted down for checking in a post-observation interview.

3.9.3 Post-observation interviews

On the average, a 30-minute post-observation interview was conducted with participants after a lesson. The purpose was to review certain events and practices in a participant's lesson that I needed to know more about. Post-observation questions focused on a participant's:

- method of starting a lesson
- teaching approach, methods and strategies
- ways of framing questions
- peculiar questions asked during a lesson
- distribution of questions to learners during instruction
- ways of engaging with learners
- ways of encouraging learners' participation
- approach to managing a lack of texts for learning
- ways of dealing with absence of audio-visual aids
- ways of assessing students' learning
- documents
- management of large class sizes.

3.9.4 Document study

Document study is a qualitative data collection method to complement interviews about a phenomenon like teaching. Coffey (2014) notes documents cover a potentially broad spectrum of materials, both textual and otherwise.

According to Webb et al. (2000), documents can be thought of as the 'physical traces' of social settings. This can indicate the ways in which individuals, groups, social settings, institutions and organizations represent and account for themselves (Coffey, 2014).

Phenomenologically, “documents are at the heart of everyday social practice” of individuals, including teachers (Coffey, 2014). May (2001) maintains that documents have the potential to inform and structure daily and longer-term decisions of people. This study acknowledges the significance of teachers' documents, including lesson notes and other teaching materials, in providing insights into their experiences, provided that they are willing to share them with me. These documents may embody teachers' actions, interactions, and encounters within social settings (Coffey, 2014).

3.10 Ensuring research credibility.

Establishing credibility is crucial in research, as it indicates the extent to which the findings are derived from the participants' data (Guba, 1985). According to Tracy (2010), credibility criteria involve the level of trust readers place in the research data and findings. In qualitative research, it appears that credibility is the most significant indicator of trustworthiness. Credibility could be equated to reliability, consistency, and internal validity in qualitative research (Shenton, 2004). Lincoln and Guba, 1985) note that credibility can be attained using various methods, such as triangulation, crystallization, extended field involvement, and member verification. In my study, I employed triangulation by involving multiple participants and utilising various research methods (Yin, 2014). The recruitment of eight Literature in English teachers aimed to gain a deeper understanding of their experiences in teaching literature (Patton, 2014; Creswell, 2013). To enhance the internal consistency of the data, I used multiple research instruments (Yin, 2014; Shenton, 2004). Additionally, by collecting data over an extended period (from January 2020 to March 2020), I engaged in prolonged fieldwork to familiarise myself with the participants' contexts and gained a deeper understanding of their teaching experiences (Creswell 2013; Lincoln & Guba 1985).

Crystallization is another strategy to enhance research credibility. Crystallization involves immersing oneself in the data to obtain diverse perspectives and meanings related to a phenomenon (Lewis & Ritchie 2003). To achieve crystallization in my study, I thoroughly immersed myself in the data and presented a thick description of the participants' experience, based on an extensive and in-depth comprehension of the data (Creswell 2013; Ellingson 2009). Furthermore, I employed member checking to mitigate potential bias during data analysis and interpretation. By inviting the participants to review the accuracy of my findings and interpretations, I ensured their voices were accurately captured and their literature teaching experiences given prominence (Creswell 2013; Glesne 2006; Cohen & Crabtree 2006).

3.11 Trustworthiness

With this, I solely transcribed audio recorded interviews for analysis. Transcriptions and field notes were kept secured to avoid data damage, loss or privacy breach. Transcribed data were returned to teachers to check and make corrections accordingly. Triangulation of the data helped ensure reliability. Also, a pilot testing of interview guides was done to ensure its suitability for the study. Teachers were asked to check data and give additional inputs where necessary. The use of multiple methods of data collection helped to overcome the shortfalls that result from one investigation or one method (Denzin & Lincoln, 2017). I also conducted a pilot test of my interview guide questions with two non-participating Literature teachers to ensure its suitability.

3.12 Data Analysis

Data analysis involves the process of managing and making sense of the data gathered in the course of the research. To analyse data in phenomenology Creswell (2007) posits that individual experiences take a form of description in the real natural setting.

In analysing the interview data, I adopted Colaizzi's (1978) descriptive phenomenological method of analysing data because it requires a seven-step process of making sense of data in a more inductive way. This keeps each step close to the data. The end result is a vivid and all-encompassing description of the phenomenon under study, validated by the participants that created it. The end result is a concise yet comprehensive description of the phenomenon under investigation, validated by the participants who created it.

Colaizzi's (1978) descriptive phenomenological method of analysis I used to analyse my transcript data is presented below:

Step one: Reading and familiarizing with transcripts

This means reading and rereading each transcript (or reviewing interview recording) several times. This helped me comprehend each participants' experience as fully as I could. Thoughts, feelings, and perceptions arising from my insider position as a teacher of Literature were added to my reflexive diary. This helped to restrain my potential biases and allow me to study the phenomenon as genuinely experienced by participants.

Step Two: Extracting significant statements that pertain to the phenomenon.

Significant statements related to the participants' knowledge and understanding of literature, and their methods and strategies for teaching it and ways of professional development were extracted from each transcript. These statements were grouped by their participant ID number, transcript type ("I" for interview), page number, and line number. Samples of significant statements are presented below in a table.

[Table 3.1 Example of Extracted Significant Statements](#)

<i>Significant statements</i>	<i>ID No.</i>	<i>Transcript</i>	<i>Page No.</i>	<i>Line No.</i>
At University of Education, Winneba, when you do English, they infuse literature courses. And you will do not less than five literature related courses, as part of your course so when you come out, you are more or less like you've been groomed to teach Literature and then English Language, so you are prepared in a way. I remember, Introduction into African Literature, we did Introduction into world literature, and we also did Shakespearian studies, where we did a lot of Shakespeare's books and what have you, we also did introduction to poetry, there they introduced us to how to teach poetry, how to poem, what have you. So I think for my background, once you go through university education at Winneba, especially when you do B.ED English you would be able to teach literature.	2	B	5	23-25
You know, Literature is always about reading. So, I expect students to be able read the text. And in class I expect them to be vocal, share your ideas. we share so that we learn from one another. I expect them to get analytical mind. The mind that will help them to issues not just what we are learning in the text, but I expect them to be able to social issues which might confront them.	6	C	4	14-16
For me I prepare lesson notes but to be frank with you, I don't use it. I prepare but I don't use it. Because in Literature studies, we deal with Literature set books. so, I don't have to concentrate much on the lesson notes	5	D	5	18-19
Ever since I have been here, I have not had anything on in-service training regarding literature, but for language we've had a lot of them, and I think the reason is that they don't seem to get the experts for literature.	7	A	4	22-23

Step three: Formulating meanings from the significant statements.

The process of assigning meaning to significant statements is known as 'formulation of meanings,' and it is depicted in Table 3.2.

Table 3.2 Examples of Formulated Meanings from Significant Statements

<i>Significant statements</i>	<i>Formulated meaning</i>
<p>In fact, teaching Literature is challenging. Yes, the reason I'm saying that is students don't like reading. (ID. 2, Transcript D, pp no. 5, line 23).</p> <p>Well, it was a bit challenging teaching Literature for the first time, but I had no other choice. Well, challenging in the sense that, the idea that you have to read set books before you teach, was one of the things and you've do a lot of reading, that was a bit challenging. (ID 4, Transcript S, pp no. 8, line 24-25).</p>	<p>Participants are anxious about teaching of Literature. Teacher think students have not been reading texts to help support them in their teaching.</p> <p>Participants find literature teaching challenging, considering the number of set books they have to read with students. In addition, participants need to do a lot of reading on individual text to be able to teach successfully with students.</p>
<p>To be frank, with the challenges and frustrations I would love to teach English than to teach Literature. Students make good grades in English than in Literature. (ID. 6, Transcript R, pp no. 9, line 11-13).</p>	<p>Participant prefers teaching English to teaching Literature as students perform better in English than in literature.</p>
<p>I will love to choose literature, with a but, and my but goes back to what I told you earlier. If the school will agree with me, for us to get students that at the end of the day will be able to compose. (ID. 8, Transcript R, pp no. 10, line 17-18).</p>	<p>Participant feels discouraged since students are not able to create or compose personal work after being taught literature</p>
<p>I think the duration of changing the Literature set books should be extended. I will prefer the timeframe longer than the five years. (ID. 1, Transcript R, pp no. 15, line 8-9).</p>	<p>Participant think that the change of set books for teaching literature affect the teaching of the subject.</p>
<p>I think the number of set books be reduced. sometimes looking at the number of set books for the course, you may decide to rush so that you can tackle almost every area. (ID. 4, Transcript R, pp no. 10, line 14-15).</p>	<p>Participant has concern about the number of texts read in literature and the time given to complete with students</p>

Step four: Theme cluster and theme creation

To arrive at themes, significant statements with similar wordings and their formulated meanings were grouped together to form theme clusters (Colaizzi, 1978). Theme clusters involve statements or pronouncements from respondents that have similar thoughts or messages and all those that were related got further grouped into four emergent themes that best described the overall meaning of the participants' experience in teaching literature. The table below shows the process of merging related cluster themes to formulate emergent themes.

Table 3.3 Formulation of themes: Examples

<i>Formulated Meaning</i>	<i>Cluster meaning</i>	<i>Emergent meaning</i>
Participants' share their educational background for teaching Literature	Pedagogy and practice	Participants' educational background inform their knowledge and approach of teaching literature
Participants are anxious about teaching of literature.	Anxiety and apprehension	Participants need support in teaching literature
Participants have concerns about the set books and syllabus for teaching of literature	Participants want to be involved in selecting the set books to teach literature	Participants feel somehow abandoned on decisions which affect their practice.
Participants express a sense of inadequacy regarding ways to develop themselves professionally in teaching literature	Participants face challenge in in-service professional development	Inadequate in-service training and professional development challenges

Step five: an exhaustive description of the phenomenon.

At this stage, Colaizzi (1978) suggests to researchers to write a full and exhaustive description of the phenomenon, merging all the themes produced at step four. After merging the themes, I asked participants to validate them. This meant I was sure I had an accurate description of the phenomenon under investigation. I then reflected on the description to uncover the fundamental structure of their experiences. A brief excerpt from the description is shown below:

- An investigation into the lived experiences of literature in English (liE) teachers revealed a range of challenges described by participants. The analysis of the theme ‘concerns about preparation’ explained the insufficient preparation they receive in their Bachelor degree programmes in English to prepare them to teach literature. They described their experience of teaching literature as involving, despite the fact they did not cover enough literature courses to teach it as a stand-alone subject. Teachers described their preparation for teaching literature as focusing on content rather than methods of teaching literature. They also expressed preference for teaching English over literature if given the option, as they find teaching English language easier than teaching literature.
- In the theme ‘need for support’ participants described the frustration and challenges in teaching literature to students. Teachers describe that students have the perception that literature is difficult. Thus, they have to disabuse students’ minds and always encourage them to like literature. Teachers also describe instances where students hardly read texts to facilitate discussion in class. They explained that the only approach to help them complete the syllabus in time is to resort to reading and explaining texts to students. In the theme ‘concern about set books’, participants

described the challenges they face in getting texts to teach students. They described that whereas textbooks for English are supplied by government, teachers and students had to buy the set books to learn literature. Teachers described that these texts take time to be available at the market on approval. Further the set books are delayed by students' who due financial challenges could not buy on time.

- 'Concerns about professional development' formed a fundamental aspect of participants' literature teaching experience. Teachers describe that GATE conferences had not been consistent. Besides, few workshops they attended mostly focused on teaching English language rather than literature in English. Teachers expressed uncertainty about continuing their education because the Ghana Education Service does not recognise master's degrees for secondary school teaching.

Step six: a description of the fundamental structure of the phenomenon

This step is intended to remove extraneous or overgeneralized descriptions (Colaizzi, 1978). After undertaking this task, I revealed that the analysis depicted teachers as objects of frustration due to contextual factors such as inadequate teacher preparation, limited in-service training, difficult access to texts and difficulties with the nature of texts for teaching literature. All of these issues had an impact on their practice.

Step seven: Validating findings.

The seventh and final step of Colaizzi's (1978) method of descriptive phenomenological analysis is the validation of findings. At this point, I needed to go back to participants and find out from them if the descriptive findings captured their lived experiences. Participants' feedback centred on comparing their experience with the findings, using the following prompts as a guide:

1. Do the descriptive results relate to or reflect your experience?
2. Which aspects of your experience are missing from my description?

3.12 Summary

The chapter has outlined methodology, methods, ethics and analysis, while also outlining my own insiderness. The findings of the study are presented in the next chapter.

Chapter 4: Findings

This Chapter presents my findings. It highlights teachers' perceptions of the decline in the Literature-in-English (LiE) study in senior high schools in Ghana. The findings are presented based on the purpose outlined in Chapter 1. To achieve the set target, the following questions guided the study:

1. What do teachers know and understand as Literature in English?
2. What pedagogical approaches do teachers bring to teaching Literature in English in Senior High Schools (SHSs) in Ghana?
3. What factors help and hinder teachers teaching Literature in English in senior high schools in Ghana?

After the analysis, the data revealed six themes: Teachers' Beliefs, Benefits of Literature in English, Sources of Information for Teaching Literature in English, Teaching Methods, Professional Development and Challenges Encountered by Teachers of Literature in English. They serve as the broad categories in which the findings are given.

Theme 1: Teachers' Beliefs

The perception of teachers is critical in shaping knowledge, pedagogical decisions, and practices within the classroom setting. It is, therefore, essential to understand how teachers' belief influence their teaching. This section explores the diverse perceptions expressed by participants on the teaching and learning of LiE in senior high schools in Ghana. It delves into the participants' varied beliefs regarding their students. It also highlights the spectrum of perceptions concerning learners' abilities, needs, and potential. These beliefs comprised their perceptions of students, students' reception of LiE, teaching LiE, and the needed skills to excel in LiE.

Teachers' Beliefs about Students

Participants shared a common belief on their assessment of students in LiE. Many participants revealed that most students were apprehensive towards LiE, which could be attributed to several factors. For instance, Ato explained that some students worry about the number of texts they read in LiE, which they (students) believed limited their chances of getting good grades in the final West African Senior School Certificate Examination (WASSCE). In LiE, several texts are recommended for students to read for a comprehensive understanding of various themes and literary devices. Teachers, in their efforts to assist students in their understanding of LiE, supported them with notes and commentary texts.

It was also revealed that students' apprehension towards LiE was rooted in past records showing a higher pass rate in English Language compared to LiE. For instance, Ato and Kofi noted that students' apprehension has been passed down from continuing students to new students, making it challenging to instill enthusiasm for LiE. Consequently, some participants found themselves in the position of having to dispel these misconceptions before engaging students in meaningful LiE instruction. Ato emphasised that "some students simply do not like LiE, especially the Shakespearean text; they keep complaining that the language is old and difficult".

Another shared belief among participants revolved around the nature of LiE, which they considered to involve reading and analysing texts in advance of classroom discussions. However, participants frequently encountered a situation where a significant number of students had been able to read the texts or portions assigned to them before attending class. Consequently, the participants lamented the substantial time spent on in-class reading, which, in turn, hindered meaningful text analysis and discussion. Ato shared that:

You may be aware that in LiE, we teach five books and twelve poems over a three-year period. We expect students to read the texts before coming to class but they hardly read. This delays our efforts to complete the syllabus on time”.

The LiE curriculum’s extensive coverage (of two novels, three drama texts and twelve poems over three years) made it essential for students to read the texts in preparation. Ato reiterated that “still, the reality was that many students failed to read, leading to delays in syllabus completion”.

Participants also expressed concerns about how students come to learn LiE as a subject. They believed that some students lacked interest in LiE due to the perception that it was ‘imposed’ on them by school authorities instead of them making that decision. This perception was often attributed to the assigning of courses based on students’ performance in the Basic Education Certificate Examination (BECE) during their admission to the senior high school. Consequently, participants found themselves engaging with students who showed limited enthusiasm for collaborative activities aimed at enhancing the teaching and learning experience. As noted by Baidoo:

This lack of interest frequently translated into delays in the acquiring of required literary texts, further complicating the completion of the syllabus.

This, in turn, challenged teachers to shift their focus from nurturing an appreciation for LiE as a subject to a more pragmatic goal of ensuring students passed the WAEC final exams.

In contrast to the prevailing challenges, participants uniformly agreed that students exhibited a distinct interest in literary texts that resonated with their immediate contexts or current events in society. This intriguing aspect, while distinct from traditional LiE materials, offered a potential avenue for bridging the gap between student engagement and the subject matter.

Teachers' Beliefs about the LiE Syllabus

The participants' perspectives offer insights into the role of the syllabus as a guiding framework for instruction and the challenges it presents.

The Syllabus as a Guide

Participants uniformly recognised the LiE syllabus as a guiding material for preparing their lessons. It was emphasised that the syllabus is not to be followed verbatim but instead used as a reference material. For instance, in Ato's view, "the focal point of teaching LiE has often been the chief examiners' marking scheme, which outlines the criteria for student success". This was shared by others who reiterated that the syllabus outlines specific objectives, content, and teaching and learning activities for each topic/lesson. According to Baidoo and Twum, "the syllabus spells out the specific objectives/content that need to be carried out in a topic/lesson, as well as the teaching and learning activities to involve learners in." Offei counters a total reliance on the syllabus that:

"With the syllabus, you are not a slave to it. What I mean to say is that not everything in the syllable is a must-do or good for the class. However, there are times when you need to go beyond it and obtain external information for teaching purposes. Our syllabus information appears somehow scanty and sketchy."

However, some participants cautioned against becoming overly dependent on the syllabus, acknowledging that it may not contain all aspects suitable for classroom teaching, leading to the need for external information to enrich the teaching process. The consensus among participants was that the syllabus played a pivotal role in guiding their teaching methods.

Challenges Posed by LiE Syllabus

Participants expressed shared beliefs about the challenges posed by the LiE syllabus. A recurring issue was the change of set books every five years, which required teachers to adapt to new literary texts and teaching approaches. Teachers shared that though the syllabus serves as a guide for teaching, it equally poses a challenge to them, significantly when the accompanying LiE set books are changed every five years. Ato remarked that:

“It has been a challenge for me since I have to switch from reading one set of books to a new set of books to be able to teach. It’s as if when you are gaining mastery in teaching a particular set of texts, then it suddenly changes, and you return to square one.”

Yaw also reported that:

Occasionally, the phase-out of a setbook leaves me with two different set books to teach. An instance is where I find myself teaching final third-year students with old set books and first-year students with new setbooks. I will say this is one of the most difficult times teaching LiE.

Also, there have been prevalent concerns regarding the suitability of certain texts selected for the study of Literature in English (LiE) in terms of language complexity and its relation to the socio-cultural background of learners. Though participants recognised the need to study foreign literary texts, they were however concerned about language difficulty for students and a setting that could stimulate students’ interest. A mention was made of Shakespeare’s *Othello* and Walpole’s *Castle of Otranto* which participants mention took a considerable time to read with students. However, participants recognised the relevance of these texts to foster appreciation of Western literary canons, foster critical thinking, explore universal themes, and equip students with the intellectual rigor required for academic and personal growth.

Further, contextual constraints, such as the pressure to complete the prescribed set and prepare students for their final exams, posed challenges. For instance, participants pointed out that late admission of first-year students often resulted in syllabus backlogs, compelling teachers to teach in a rushed manner. These challenges participants believed when addressed could enhance their teaching of LiE to students.

Calls for Syllabus Revision

Some participants believed that a revision of the LiE syllabus was necessary to enhance the teaching of literature. A participant highlighted an issue where the English language syllabus at the Junior High School level integrated English and literature, treating literature as a supplementary subject. Additionally, the emphasis on English language over literature in the assessment of students at the Basic Education Certificate Examination (BECE) at the junior high school level resulted in inadequate preparation for LiE in senior high school. It was recommended to allocate more time to the teaching of LiE and advocated against the removal of double periods from school timetables, which limited the engagement time with students. Also, there was the need to develop a teacher guide for LiE to address varying interpretations of texts presented by commentators in their commentary books.

Teachers' Perceptions on the Internet, Commentary Books, and the WAEC Literature in English Marking Scheme

The participants' perspectives provide insights into their reliance on these resources and their impact on their teaching practices.

Participants recognised the role of the internet's significance as an indispensable resource for LiE teaching and preparation. Ato emphasised the internet's role in facilitating the understanding and interpretation of literary texts. He reported searching the internet for

commentaries on diverse views on texts being read to be fully prepared for the classroom. He explained, “the internet provides me with diverse interpretations to a text”. Twum also shared a similar experience, highlighting the internet as a means to obtain reviews, particularly for non-African poems and prose. He reports “before I teach a text or a poem, I search the internet for commentaries on diverse reviews to prepare for lessons”.

Addo’s perspective added a new dimension to the internet’s use. According to Addo, he used the internet to find videos on the setbook to support teaching of LiE. This allowed him to engage students through multimedia content to enhance their (students) understanding of texts taught. Addo, in addition to using the internet for searching for materials, emphasised its use class. He remarked using his smartphone to share scenes of play or prose with students in class to stimulate their interest. He said, “I have showed scenes from Shakespeare’s’ *Othello*. and Oliver Goldsmith’s *She Stoop to Conquer*, with students to stimulate learning.

Participants also reported using the internet on their smartphones to support teaching. They reported that using their smartphones they were able to provide a visual representation of the text, offering students a tangible and vivid portrayal of characters, settings, and themes. According to Ato, using his smartphone, he was able to show students the setting from August Wilson’s *Fences* to provide a glimpse of racism and discrimination as faced by blacks in the United States in the 1950s. Similarly, Atta used his smartphone to provide the setting to Wordsworth’s poem *Daffodils* since his Ghanaian students were not familiar with daffodils.

Importance of Commentary Books

Participants valued commentary books as an important resource for teaching LiE. These texts provided in-depth analysis and interpretations of literary texts, making them essential for both teachers and students. They believed that commentary books played a crucial role in the appreciation of literary works, offering a more profound understanding of the subject matter.

The commentary books were authored by experienced LiE teachers and examiners. Also, participant teachers used commentary books to facilitate discussions and enhance students' engagement with the novels or dramas being studied. Assigning students to read portions of the commentary in conjunction with the primary text aided their preparation for class discussions. However, Baidoo, reported on the laxity of the Curriculum Research and Development Division on validating all commentaries before being sold to teachers and students. She explained,

Some text commentaries are full of typographical errors and misinterpretation. Sometimes too, commentators just copy and use materials directly from the internet without organising them well for teaching and learning.

The Role of the WAEC LiE Marking Scheme

Participants recognised the importance of the WAEC LiE Marking Scheme as a guiding document for teaching and assessing student learning. They emphasised its important role in serving as a guide for students' responses to questions. Additionally, the marking scheme was considered a document that teachers and students could not overlook, as neglecting it would affect students' performance. It was found that the marking scheme guided participants in setting questions and grading students' tests, thereby ensuring alignment with the expectations of the Chief Examiner.

Participants reported that apart from the syllabus, the marking scheme is a key document, as it carefully details how students should respond to questions as required by the Chief Examiner. According to Ato, a teacher who overlooks it does so at their disadvantage. Similarly, Addai explained that "the marking scheme guides him in setting questions for students and grading their tests". He added that "this vital document brings me closer to what the chief examiner expects of students so as to pass the final WAEC exams". Yaw also

reported that the marking schemes “provide clues to read the chief examiner’s mind about possible questions next in line for the next examinations.” How the participants conveyed difficulties related to the marking scheme, specifically highlighting its stringent adherence. They found it limiting as it didn’t offer flexibility to acknowledge students’ answers which were right but fell outside the parameters defined by the chief examiner’s marking scheme. Kofi reported.

The marking scheme is much more or less like whatever is there is what students have to produce. I think there should be flexibility to accommodate students’ responses to questions which are right and yet not found in the marking scheme.

Some participants also expressed concern about frequent revision of the marking scheme, particularly on marks allocation to sections of question. Baidoo expressed her frustration at the rate at which the marking scheme is revised in terms of how marks were allocated:

I keep guiding students as to the areas they should give attention when responding to questions today, only to get to class the next day and tell them something different, all because of how marks are allocated on the marking scheme has changed.

Approaches in Teaching Literature in English (LiE)

Participants used several approaches to facilitate teaching LiE to students. Participants shared their beliefs and experiences, shedding light on the key factors that influence LiE instruction.

Timely Availability of Set Books

The data revealed that the timely availability of set books was a crucial factor in carrying out successful LiE instruction. Participants, for instance, highlighted the challenge posed by students not having texts in class for learning a particular genre. He explained:

Delays in obtaining the recommended texts had a negative effect on the teaching literature, making it an arduous task for me.

It can, therefore, be stated that the timely availability of prescribed texts has a positive impact on teaching LiE. Baidoo agreed that the success of his best-performing students can be attributed to their early access to the setbooks. Additionally, the proactive approach of his headmistress, who occasionally acquired the books for students and later recovered the costs from parents, facilitated a smoother educational journey for both teachers and learners.

Passion for Reading

A recurring theme among participants was the belief that a genuine passion for reading played a pivotal role in teaching LiE. Participants remarked that teachers who lacked a passion for reading might encounter significant challenges when teaching LiE. Sharing their personal experiences, Baidoo shared her personal experience of cultivating a love for reading from a young age, which translated into finding joy in teaching LiE. Offei revealed that commitment to reading and critiquing literary texts also made the process of teaching LiE more manageable. He contrasted this approach with fellow teachers who solely engaged with the setbooks, emphasising the benefits of broader literary exploration. Offei stated:

Teaching LiE had been restricted to classroom text reading and discussion. It is high time teachers take their students outside the classroom. For instance, teaching poems like the Awoonor's *Anvil and the Hammer*, I took students to the blacksmith shop to witness the blacksmith striking metals hot on the anvil, and sculptors chipping wood to reveal images as captured by poets in their poems.

Ato adds that many students pass subjects such as history, geography, biology, and physics “not because their teachers were supermen but because their teachers frequently visited sites

and historical places related to the subjects with their students, leaving permanent images on students' minds to recall, and a similar thing could be done in teaching LiE.

Collaborative Teaching

Participants acknowledged the value of collaborative teaching in enhancing LiE instruction. They acknowledge that consulting with colleagues is beneficial, especially when teaching poetry. Another added that discussing poems with fellow teachers allowed for diverse interpretations and enriched teaching approaches. Some participants supported the idea of peer-to-peer teaching, highlighting the advantages of observing their experienced colleagues as they taught LiE. Another approach was the significance of creating a LiE teachers' WhatsApp group, which provided a platform for participants sharing challenges and insights. Peer discussions and collaboration served as effective tools for addressing the complexities of teaching LiE.

Passion for Creativity

Participants emphasised the importance of nurturing creativity in teachers and learners to facilitate effective LiE instruction. It was emphasized that teachers should possess an intrinsic appreciation for creativity to inspire learners to appreciate literature. Another highlighted the need to activate students' creative sensibilities for engaging and lively LiE classes. A participant shared that "this approach enabled him to explain the works of other authors and instill a love for literature in students".

Theme 2: Benefits of Literature-in-English

The study revealed teachers' experiences and beliefs about teaching Literature in English. These themes offer a nuanced perspective on the multifaceted benefits of this subject, extending beyond the classroom into real-life skills and competencies.

Enhancing Argumentation Skills

Teachers recognised Literature in English (LiE) as a means for developing students' argumentative abilities. Literary texts allow students to inhabit the minds of diverse characters, each with distinct opinions and behaviours. These encounters frequently culminate in debates and conflicts, where students are challenged to defend their viewpoints.

Ato explained that:

Most of the literary texts read with students have a tragic ending. We often feel sorry for the principal character, especially when his or her flaws lead to his or her demise. However, these notable flaws become a source of contention as students debate whether a character deserved the fate that befell him or if other unseen forces could be blamed. For example, in Ola Rotimi's play 'The Gods Are Not To Blame', students argued whether the principal character Odewale's fate of becoming blind should be attributed to himself or to a curse from the gods.

Kofi, on the other hand, mentioned character appreciation as one of the critical aspects of LiE, in which students are asked to analyze a character based on his/her behaviour and role in a play or prose. He emphasized that "there are no right or wrong answers; all that is expected of students is to provide a convincing argument of support from the text." Thus, LiE becomes a means of improving learners' argumentation skills.

Atta added that there are instances where students are to justify their preference for a particular character in a play or novel as part of WASSCE questions as a basis for students to learn argumentative skills.

Baidoo also shared her experience as a patron of the Debating and Drama Club:

From my experience as a patron of the Debating and Drama Club, I had observed that the majority of the club's students were from LiE class. I believe that LiE as a subject serves as a preparatory ground for students to learn how to argue, which perhaps explains the dominance of LiE students in the Debating and Drama classes.

Through this process, students acquire valuable skills in constructing and presenting persuasive arguments, a skill set highly relevant in both academic and real-world contexts.

Fostering Enhanced Writing Skills

LiE also enriches students' writing skills. Students are equipped with an extensive vocabulary and a deeper understanding of language when they are exposed to various literary works.

For instance, Baidoo and Twum maintained that students' exposure to several texts improves their use of the English Language. Baidoo explained that "students gain an understanding of how English language is used to create stories in texts". Twum added that they then "apply that understanding to speaking very good English in real life."

Atta and Yaw also indicated that when students read literature written in English, it gives them the ability to express themselves in writing, which leads to a demonstration of strong language skills. For instance, Atta noted:

I had students who could not express themselves well in English when they enrolled in the Literature in English class. As we read the various texts for at least a year, their writing skills improved tremendously. So, I usually recommend to my colleague teachers who complain about their students' inability to express themselves well to read our recommended set books to enhance their language skills.

Yaw affirmed this as a strength of Literature in English. He retorted that:

“You see, all the texts are written in English Language. Therefore, as students read them over and over again, they learn to grasp how to present their own ideas in correct English than students who are not reading Literature, and that has become the hallmark of Literature in English students”.

Offei and Kofi also pointed out that, as learners read many texts, they ‘improve their vocabulary’ of English and enhance their confidence and competency in English. Offei noticed this development often among his students. Kofi recounted an experience that shaped his confidence:

Personally, I know that studying Literature helps in the acquisition and improvement of writing skills. Before studying Literature in English as a student, I had problems with expressing myself very well in the English Language. But as I was exposed to a lot of reading materials, I acquired a lot of vocabulary which enabled me to make sense of text easily and as well express myself or state things clearly.

This linguistic proficiency serves as a springboard for students to express themselves effectively through the written word. As they immerse themselves in the world of literary expression, students develop the ability to craft coherent, articulate, and engaging written pieces.

Promoting Improved Comprehension Skills

The impact of LiE extends to students’ comprehension abilities. Students are encouraged to delve into the intricacies of themes, diction, literary devices, and authors’ intentions when they engage with a variety of literary texts. Offei, for instance, reported that during drama lessons, he assigns students to read different portions of the text and then allows them to

come up with questions for the class. He added that this practice of brainstorming and interrogation stimulates students' minds to make sense of the text and thereby sharpens their comprehension skills.

According to Kofi, LiE assists students in making sense of the text that is presented to them. He emphasized that in drama classes, students read as characters and thus become a part of the text, which improves their understanding. Also, he watches videos on the set books with the students, which helps them understand the text even more. For example, he shared an experience in which he watched the film "Sarafina" with his students. The movie shed light on the atrocities meted out to Black South Africans during the apartheid regime to aid students' understanding of the poem "Nightfall in Soweto" which also highlighted the brutalities of the apartheid regime. According to him, using this method, they could transfer events from the film's setting to the poem's for better understanding.

Ato allowed students to read portions of poems. He stated that:

"I ask students to read and appreciate specific stanzas of a poem. I have realized that even students who initially had difficulty with comprehension had improved as a result of studying more closely."

Yaw reported that a LiE lesson is comparable to a comprehension exercise. This is so because students read the texts and answer their corresponding questions to show that they understand the texts. There is always a positive change in the comprehension abilities of students as they continually read and answer questions on assigned texts.

Twum and Atta revealed that in the process of appreciating several literary pieces, Literature in English students inculcate the skill of comprehension. This skill is further enhanced in learners when several literary works are appreciated. Further, the discussion session provides

an opportunity for students to ask questions and receive responses, which, in addition, helps learners improve their comprehension skills.

Students, therefore, sharpen their comprehension skills by analysing and discussing these aspects. Active participation in the interpretation of texts develops their abilities to understand, synthesize, and engage deeply with written material.

Inspiring Creative Composition

Participants believed LiE serves as a source of creative inspiration. After studying different genres of literary works, students are often inspired to embark on their creative journeys. Assignments that encourage them to compose their narratives, poems, or essays not only unleash their creativity but also provide a platform for them to develop and refine their creative writing skills.

Yaw and Baidoo believed that after teaching literature to students, they should be able to compose personal literary works. According to Yaw, “the story-like nature of all literary pieces builds in students the skill of putting together pieces that make sense”. As a result, “students have the opportunity to learn artistic creation from other writers”, Baidoo added.

Some participants mentioned that writers display the capacity to weave together fragments of their experiences into literary works such as poetry, drama and prose. Atta and Twum believed that literature enables students to put together pieces of their experiences into literary writings. Atta mentioned that “students, after appreciating these literary texts of writers, equally get the ‘inner call’ to write their experiences”. As a result, “every Literature in English student possesses the innate ability to create intelligible and engaging literary works”. Twum added that “this ability to compose is developed and honed by Literature in English students as they read and appreciate a variety of literary works”.

In Kofi's view, "writing intelligible pieces is a 'skill' that is mastered and improved through practice". Literature in English, therefore, provides an opportunity for learners to learn different skills from different authors to compose and develop with time. Offei added that "Literature in English empowers learners to be able to visualize the picture presented by other writers mentally. It also inspires them to come up with their own stories". This creative outlet nurtures a sense of authorship and encourages students to express themselves through the written word.

Cultivating Critical Thinking Skills

Critical thinking is a hallmark of Literature in English. Through the exploration of literary texts, students are encouraged to question, analyse, and evaluate the content. LiE empowers students to ask the 'why' questions, fostering their ability to dissect complex issues and situations. This analytical approach to literature extends into other aspects of life, equipping students with the skills to make informed decisions and engage thoughtfully with real-world challenges.

Ato recalled that "LiE empowers students to ask the 'why' questions. By answering the why question, learners bring out ideas which solve problems. Many poems were written because the writers were never satisfied with the status quo". Similarly, Addai emphasized that "the problem-solving skills of learners are developed as they study Literature in English. Everyday problems and solutions are exhibited in literary writings". When learners are exposed to such writings, their ability to handle similar problems is enhanced. Atta supported that "LiE teaches students the value of taking note of details". According to him, understanding literary work demands "rapt attention from students (in order not to miss important details), and this skill is crucial for developing critical thinking". These underscore that LiE is not merely a subject of academic study; it is a comprehensive educational

experience that equips students with a diverse skill set, ranging from argumentation and writing prowess to comprehension and critical thinking abilities. The value of these competencies extends far beyond the classroom, enriching students' lives and preparing them for success in various domains.

Theme 3: Information Sources

Diverse Learning Materials

Teachers highlighted the wealth of diverse learning materials available within the realm of Literature in English. These materials include an array of literary works such as poetry, prose, and drama from different cultures and periods.

Kofi and Yaw explained that commentary books sold in bookshops contain information on subject content and serve as a guide for teachers during preparation to teach Literature in English. Similarly, Ato and Atta believed that the set books and other reading materials provided essential details on the subject. These materials complemented the information provided in the syllabus. Atta and Kofi reported that the set books were the basis for determining the examination questions of the WAEC. Further, Yaw and Baidoo maintained that their self-prepared pamphlets become 'readily available information' (Yaw) for a lesson, as they capture notes and activities in 'simple terms' for students' teaching and learning (Baidoo). LiE, therefore, encourages a broadening of horizons, facilitating the exploration of different worldviews, perspectives, and cultural contexts by exposing students to these varied sources.

Integration of Multimedia

The incorporation of multimedia resources enhances the learning experience in LiE. Teachers employ audiovisual materials, including films, audio recordings, and digital resources, to

supplement traditional text-based learning. These multimedia resources provide students with a multi-sensory approach to understanding and appreciating literary works, making the subject more engaging and relevant to their lives.

Designing Interactive Lessons

Teachers invest considerable effort into designing lessons that promote active student participation and engagement. They create opportunities for students to interact with the texts through activities like character role-playing, discussions, and debates. These interactive lessons foster a deeper understanding of literary concepts and themes while simultaneously nurturing students' analytical and critical thinking skills.

Providing Varied Assessment Methods

In LiE classrooms, assessment methods extend beyond traditional tests and exams. Teachers employ a range of assessment tools, including creative assignments, group projects, and presentations. This diversity of assessment methods allows students to demonstrate their comprehension and creativity in ways that align with their strengths and preferences.

Theme 3: Sources of Information for Teaching

Teachers draw upon various sources of information from Literature in English (LiE) to instruct their students effectively. This theme explores how teachers gather the necessary knowledge and materials to enhance their teaching methods and provide students with a comprehensive educational experience.

The Curriculum

The curriculum serves as the cornerstone of any educational program. For LiE teachers, it is a vital guide that dictates what topics to cover, how to structure their lessons, and how to assess

their students. Participants recognized the official curriculum as the fundamental source of information for teaching LiE. Participants relied on it to outline the scope and content of the subject, the learning objectives to be achieved, recommended teaching methods, and criteria for evaluating students' performance. This reliance on the curriculum was not just a matter of adhering to educational guidelines; it was a means to ensure that they provided their students with a comprehensive and standardized LiE education. By consulting the curriculum, teachers could align their teaching strategies with the expected learning outcomes, creating a coherent and systematic approach to instruction.

The curriculum also played a crucial role in helping teachers define terminology, clarify objectives, and structure their lessons effectively. For example, a participant referred to consulting the curriculum during lesson preparation to gain insights into what to teach and how to teach it. Another participant emphasized that the curriculum set the tone for a clear definition of key terminologies, objectives, teaching methods, and evaluation criteria. This reliance on the curriculum as a foundational source of information ensured that teachers remained aligned with the established standards, making it easier for them to meet the learning needs of their students.

Furthermore, participants found the curriculum an invaluable document in specifying activities to be carried out when teaching specific topics. In the case of teaching prose, a participant elaborated on how the curriculum guided her to focus on crucial elements such as character, setting, plot, point of view, and mood within the text. It served as a blueprint for structuring her lessons in a way that was both comprehensive and aligned with the prescribed educational objectives.

It was revealed that consulting the curriculum was critical because it played a significant role in assessing students' learning outcomes. Participants underlined that the curriculum was not

only a guide for in-class teaching and learning activities but also served as a document for evaluating the overall learning achievements of students. Teachers often used the curriculum as a reference when assessing their students' progress, ensuring that their evaluation methods were consistent with the established learning objectives. This comprehensive use of the curriculum highlighted its paramount role as a source of information for effective LiE instruction.

West African Examination Council (WAEC) Exams Marking Scheme

The West African Senior High School Certificate Examination (WASSCE) is a standardized test conducted by the West African Examination Council (WAEC) and is a vital assessment for high school students in Anglophone West African countries. In Ghana, success in the WASSCE is often a prerequisite for tertiary education. What sets this examination apart is the pivotal role played by LiE teachers as examiners in marking LiE examination scripts. Participants emphasized that the WAEC marking scheme significantly influenced the content and focus of classroom teaching, providing an invaluable reference for ensuring that their students were adequately prepared for the WASSCE.

The WAEC marking scheme is a critical tool in shaping the topics and content covered in LiE classes. It was pointed out that the marking scheme helped some participants to focus on the most important examinable aspects of each topic and enabled them to deliver relevant content to students. This focus on the marking scheme ensured that students were well-prepared for their exams, increasing their chances of success. The practical role of the marking scheme in teaching literature helps them “prepare students for questions that required a deep understanding of literary characters”, as noted by another participant. By comparing the information in the marking scheme with the content of his lessons, he could “guide his students on how to assess characters effectively and obtain full marks in their responses”.

The influence of the WAEC marking scheme extends beyond content delivery; it also had a significant impact on the grading of students' performance. A participant highlighted the importance of concentrating on examinable aspects to optimize students' performance. He revealed that:

“The marking scheme played a vital role in grading students' work, ensuring that the assessment criteria aligned with examination standards. The marking scheme provided valuable guidance in setting questions for students during semester examinations. It became a reliable reference for preparing students for their final examinations, further reinforcing its role as an essential source of information for teaching LiE.”

This relates to the fact that even though the grading of various aspects of LiE is challenging, the marking scheme enhances the identification of the high-value aspects of the subject that students need to master. Thus, the marking scheme is instrumental in determining the emphasis of teaching and assessing students' progress.

Moreover, participants regard the WAEC marking scheme as a valuable resource for preparing students for the WASSCE. A participant shared how closely studying the marking scheme allowed him to predict questions in the final exam, to the delight of his students. By aligning his teaching strategies with the marking scheme, he ensured that students were well-prepared for the actual exam, thus increasing their chances of success. He emphasized that:

“the marking scheme essentially “dictated” how questions should be answered and how marks were awarded. As a result, teaching students what to know and teaching them how to respond to questions were considered two distinct yet interconnected aspects of effective LiE instruction.”

the marking scheme 'dictates' how questions should be answered, and how marks are awarded. So, teaching students to know is one thing, and teaching them how to respond to questions is quite another thing. So how can the teacher do away with the marking scheme?

Texts

Textual materials serve as another significant source of information for teaching LiE. These materials encompass several resources, including prescribed set books, internet sources, videos, commentary materials on set books, and teacher notes. The texts are also crucial in enhancing the depth and breadth of LiE instruction.

According to the participants, they use these books to prepare their lessons, making them the foundation upon which classroom teaching was built. The materials provide additional information on the content and become indispensable guides during lesson preparation. The commentary books offer valuable insights, interpretations, and critical s, enriching the learning experience for both teachers and students. Thus, commentary books are an essential resource for teachers, enhancing their comprehension of the texts and their ability to convey the literary nuances to their students.

Further, participants leverage internet sources to access articles and reviews of prescribed books. This has been especially useful when teaching non-African prose and drama, where internet sources provide valuable supplementary information and different perspectives. The internet has, therefore, served as a dynamic resource that complemented the materials available in physical form.

Moreover, some participants revealed that they have sought out materials from local universities and libraries. Most of these resources contain relevant materials on the content

needed to teach in class. Also, the materials act as extensions of the curriculum, providing in-depth insights and perspectives that help teachers go beyond the prescribed curriculum and offer students a richer understanding of LiE.

Set books are a cornerstone in determining the examination questions set by the West African Examination Council. These books hold significant weight in shaping the examination content, making them a focal point for teachers. Some participants emphasised the importance of set books in determining examination questions, noting that “set books have become the reference point for preparing students for the WASSCE, as the questions are often derived from the content of these books”. Teachers, therefore, ensure that students are well-acquainted with these set books to increase their chances of success in the examination.

In some cases, teachers take the initiative to create their own teaching materials. Some have developed teacher-created pamphlets or notes designed to simplify and clarify information for their students. These materials serve as readily available information for lessons, capturing essential notes and activities in a straightforward format. By creating their teaching materials, teachers aim to enhance students’ accessibility to key information, thereby improving the learning experience.

Peer-to-Peer Support

Peer-to-peer learning and support among teachers are crucial in enhancing teaching practices. This approach involves sharing knowledge, experiences, and resources with colleagues to deepen their understanding of specific LiE topics and improve their instructional methods.

Teachers often turn to their peers for guidance and support, especially when faced with challenging topics. For instance, Offei highlighted the value of consulting colleagues, mainly when dealing with the complexities of teaching poetry. He recounted that:

“Poetry, as a genre, can be intricate and filled with symbolism, making it a challenge for some teachers. In such cases, engaging in peer-to-peer discussions allows teachers to draw on the diverse ideas and expertise of their colleagues.”

These discussions, consequently, facilitate a better understanding of the subject and boost teachers’ confidence in teaching it.

Peer-to-peer support extends to various aspects of LiE instruction, including the exchange of practical methods and strategies. When certain teaching methods yield unsatisfactory results, teachers seek advice from their colleagues on alternative approaches. A participant explained that she occasionally consulted colleagues in other schools to gain insights into successful teaching methods for specific aspects of LiE, especially when students frequently struggled with particular topics. She added that “colleagues gladly assisted her in addressing these challenges”. These exchanges with fellow teachers aim to improve instructional practices and ultimately benefit the students.

Ato shared his experience in teaching a topic which he has less knowledge about:

I contact my colleagues in other schools ahead of time to give me more information about a topic I’m not ‘comfortable’ teaching. That’s how I get more information to teach under such situations. And sometimes too, we conference in a group of three or four to have discussion on the phone during the weekends.

I inquired further to see if there were any other areas in which participants consulted their colleagues aside from teaching poetry. Some participants admitted that they had also sought advice from their colleagues on practical methods and strategies, particularly when an earlier method had yielded little or no results. For example, Baidoo indicated that:

I occasionally consult with my colleagues in other schools on their successful teaching methods for specific topics in LiE. This I have done primarily in teaching poetry and topics I have heard students often complain about, and they gladly assist me in that regard.

In the digital age, social media platforms like WhatsApp have become a convenient means of sharing ideas and resources among LiE teachers. It was revealed that there are WhatsApp platforms exclusively for LiE teachers, where they could share ideas on content and topics which needed elaboration. The platforms also facilitate the sharing of commentary materials and other relevant texts on LiE.

Atta explained, “I find this platform most convenient as there are people always around to share thoughts with and as well get colleagues who will help you to locate materials when need be”. As noted by a participant, the convenience of this digital medium allows teachers to engage in discussions, share thoughts, and access resources more readily. Such platforms create a collaborative environment in which colleagues can help one another locate materials and exchange valuable insights.

Another effective way for teachers to support each other in teaching LiE is through department meetings. For instance, Addai recounted the meetings of their department to facilitate the teaching of Literature in English. He explained that:

“Periodically we meet as department teachers and share ideas on areas of the subject in which each of us is comfortable or uncomfortable in handling. Here colleagues, especially the seasoned ones offer practical advice and approaches that I find useful. This boosts my competence and confidence in teaching the subject areas that are difficult for me”.

These meetings provide a platform for teachers to share ideas, experiences, and successful teaching methods. More experienced teachers often offer practical advice and approaches to colleagues facing challenges in certain areas. The collective knowledge and insights shared during department meetings help improve the competence and confidence of teachers, particularly in teaching complex subjects.

Sharing their experiences, some participants elaborated on how they reached out to their colleague teachers and department heads when confronted with challenges related to non-African poems. They specifically highlighted the invaluable assistance received from seasoned examiners of LiE. These colleagues not only provided guidance but also enriched their colleagues' knowledge and instructional strategies.

Peer-to-peer support and collaboration serve as a dynamic source of information and professional development for LiE teachers, enhancing their teaching practices and ultimately benefiting their students. The combination of official guidelines, marking schemes, textual materials, and peer support contributes to a rich and informed teaching environment, enhancing both the learning experience and outcomes for students.

Theme 4: Teaching Methods - A Comprehensive Discussion

In the teaching of Literature in English (LiE), participants use several teaching methods to ensure effective learning experiences for their students. These methods serve as the pedagogical approaches that allow teachers to engage students and facilitate their understanding of the subject matter.

The Lecture Method of Teaching

The lecture method, a traditional and didactic approach, was commonly used when participants were faced with the task of introducing unfamiliar or complex subject matter. In

such instances, teachers take on the role of knowledge transmitters, while students assume a more passive role as listeners. This method serves as a foundation for building a solid understanding of the topic.

Participants revealed that the lecture method allows instructors to provide comprehensive details without interruptions, ensuring that students have a clear foundation on which to build their comprehension. Atta justified the use of this teaching method as he claimed that there was no institutional support for the utilization of “cost-effective but effective teaching methods like field trips”. Addai appeared comfortable with this approach and explained that:

“You see, because of the unavailability of reading materials for most of my students, I am burdened to read very wide and present the details on a topic to these learners. So, in the long run, I become the repository of the content, delivering everything in the text to the students”.

The approach is useful when exploring foreign texts with settings or cultural elements that might be foreign to the students. This method allows for the efficient and straightforward delivery of content without the need for extensive resources, making it a realistic choice in certain educational settings.

A participant also explained that the scarcity of reading materials among his students necessitates that he assume the role of a knowledge repository. In such cases, the lecture method becomes a means to provide comprehensive subject matter coverage directly from the texts. This becomes especially relevant when students do not have ready access to extensive reading materials.

According to the findings, the method is efficient when there is a substantial volume of content to cover within a limited timeframe. It enables teachers to allocate time strategically across different facets of the topic, ensuring that no critical aspects are omitted.

Some participants use the lecture method to stimulate students' interest in a topic, motivating them to explore it further on their own. The fluidity of lecture sessions can be alluring, encouraging students to delve deeper into the subject matter. Additionally, this method acknowledges that not all students will grasp every aspect of the lecture, prompting some to seek additional resources independently.

The lecture method, therefore, serves as a foundational teaching approach when dealing with unfamiliar or complex subject matter. Its attributes include maintaining control in larger class sizes, enabling post-lecture summaries for reinforcement, breaking down complex topics for easier comprehension, adapting to resource constraints, and offering instructors control over the pacing and content of instruction. Furthermore, it can catalyze student-driven exploration, encouraging further reading and independent learning. For instance, according to Atta,:

“I use the lecture method when I want to stimulate my students to do further reading and learning. You know because I am able to flow very well during lecture periods, students are always enticed to know more about the topic I teach. Others will not also grasp everything you say, so they go to the library and do further reading”.

The Discussion Method of Teaching

The discussion method of teaching stands as an interactive and structured approach to exploring shared concerns between students and teachers. This method fosters critical thinking by encouraging students to interpret, analyze, and critique information. Observations of classroom discussions revealed that teachers guide these exchanges to cultivate a deeper

and more informed understanding of the subject matter. While the majority of classes maintain a sense of organization during discussions, a few encounter disruptions, with noise occasionally interrupting the flow.

During these discussions, students engage in an exchange of ideas, with their understanding of concepts being subject to criticism, acceptance, or refutation, often leading to the establishment of a collective comprehension of the topic by the end of the session. This interactive environment contributes to the liveliness of the class. An interesting observation was the use of group discussions, which usually consisted of 3 to 6 students, varying based on class size. These groups were assigned portions of a novel or poem to work on, and they subsequently presented their findings to the entire class. Following the presentations, the class engaged in further discussions guided by the teacher. These discussions aimed to conclude themes and literary elements or devices within the text.

In some cases, some students chose not to speak when called upon. Additionally, in specific classrooms, discussions primarily occurred between the teacher and only a handful of students. Moreover, it was evident that some students felt intimidated by their more vocal peers, which deterred their active participation. The participants confirmed their use of the discussion method in teaching Literature in English, citing its effectiveness in promoting critical thinking and knowledge exchange.

Benefits and perspectives on the discussion method

Some participants highlighted the advantages of the discussion method in teaching. It was emphasized that this approach allowed teachers to listen to the perspectives of even quieter students in class, which significantly enriches the learning experience. The method's ability to tap into diverse viewpoints, stimulating the learning process was underscored. This was

likened to the Akan adage “two heads are better than one”, emphasizing that learners achieve a deeper understanding of the topic by engaging in discussions.

Also, students benefit from this method in terms of absorbing and recalling details. It was noted that students could assimilate topic details more effectively through discussions because they are more likely to remember aspects of a topic that had been thoroughly discussed. This enhances students’ participation skills. Therefore, there is a need for students to prepare adequately when attending lessons that involve discussion.

Further, some participants found the discussion method to be invigorating and engaging. Its significance in revitalizing LiE classes, often scheduled during the day’s last period when students might be fatigued, was highlighted. The interactive nature of discussions countered fatigue and encouraged participation.

The discussion method, therefore, stands out as a dynamic teaching approach that encourages critical thinking, knowledge exchange, and a deeper understanding of the subject matter. While its organization and structure are essential for success, occasional disruptions may occur. The benefits of this method include enabling quieter students to express themselves, promoting the absorption and retention of details, enhancing participation and involvement, and enlivening the classroom environment. It is a method that teachers use strategically when faced with limitations in reading materials.

The Field Trip Method

The field trip method, an effective tool in education, is characterized by guided excursions to settings beyond the confines of the traditional classroom. Participants noted that these excursions provide learners with firsthand exposure to various experiences, including natural phenomena, historical landmarks, and cultural monuments. As revealed by a teacher, the use

of this method involves meticulous planning, as they often assign pre-field trip reading assignments to students, inculcating background knowledge about the site they are about to visit or outlining specific aspects they should focus on during the trip. It is intended to kindle students' interest, fostering curiosity that makes the field trip an educational adventure rather than just an outing. Teachers employ a multi-faceted approach to teaching, combining the field trip method with other methodologies, such as the discussion method. The field trip is not merely a solitary activity; it enhances a comprehensive learning experience.

There are several benefits of the field trip method in academia. It was revealed that field trips provide an avenue for creating meaningful, integrated, and captivating instruction to expose learners to real-world experiences, bridging the gap between theory and practice.

According to a participant, "this approach is a remedy for demystifying complexity, as field trips bring a tangible dimension to otherwise elusive concepts". Additionally, field trips become a feasible alternative when the expenditure involved is within reasonable bounds.

The data revealed that field trips serve as a potent antidote to monotony in the learning environment. When conventional classroom settings become dull, there is the need to shift the learning landscape to an outdoor context. Field trip sites, thus, provide materials that seamlessly align with the student's interests, facilitating the comprehension of a particular subject or lesson.

Participants revealed that the field trip method is lauded for offering students first hand exposure to concepts. "It emphasizes the significance of the first-hand experience, which leaves an indelible mental imprint on students" as noted. By visiting local historical sites, teachers integrate the materials gathered from these sites into instruction, providing students with a concrete understanding of the subject matter. Some teachers revealed that they

leverage field trips to familiar historical sites when teaching literary works related to colonialism and slavery.

The field trip also offers students the opportunity to enhance their understanding through tangible, real-world experiences. Some teachers underscored the significance of exposure gained through field trips, asserting that it deepens students' analytical thinking capabilities. Yaw and Ato posited that the field trip method of teaching provided students with first-hand ideas which left a mental picture in their minds. According to Yaw:

During the appreciation of literary pieces on colonization and slavery, I visit local historical sites with my students and draw on materials from these sites into the instruction. This provides students with firsthand ideas on the topic and leave a lasting impression on their mind.

As Ato emphasised:

I take my students to familiar historic sites like the Gambaga slave market, the Cape Coast castle when teaching literary works on colonialism and slavery. The picture depicted in the mind of students after this trip enhances their understanding of the topic.

The field trip method is, therefore, a vital educational tool that bridges the gap between theory and practice, abstract and concrete, and monotony and excitement. By aligning educational objectives with practical experiences, teachers enhance their students' engagement, understanding, and retention of subject matter.

The Set Induction Method

Effective communication between teachers and students has always been a significant challenge in educational contexts. To address this challenge, LiE teachers employ the set induction teaching method as a strategic approach. This method is designed to ignite students' curiosity and motivation, creating an atmosphere that energizes, directs, and sustains their attention throughout the lesson. Set induction is achieved through a variety of devices and techniques. During my observations, teachers skilfully employed short stories, summaries of background information on literary pieces and authors, creative writing assignments, rewards for exemplary performance, and thought-provoking questions to enhance students' interest.

The observations align with the teachers' responses, confirming the widespread use of the set induction method in Literature in English classrooms. Teachers provided insightful comments endorsing the efficacy of this approach. Baidoo reported that:

Before I introduced the first poem I ever taught in class called "Cage bird" by Maya Angelou, I asked each student to write a short poem to be appreciated by the entire class. I gave them the topic they should write on "Why birds love to migrate." We discussed their work thoroughly before coming to the poem. This action was meant to keep them focused on the make-up of poems so as to help them appreciate the poem we were about to study.

Providing students with background information or a summary of a literary work is another valuable approach mentioned by participants. The practice of offering students a synopsis of a prose piece, which significantly heightened their curiosity, was shared by a participant. To intensify their focus, he artfully created an element of suspense, making students eager to delve deeper into the material.

Several teachers also leveraged relatable stories to capture students' attention and engagement. For example, a participant recalled how he tapped into the topical 'Woyome' scandal, which was dominating public discourse while introducing the book "Harvest of Corruption" by Frank Ogodo Ogbeche. By linking current events with the upcoming literary work, the teacher effectively grabbed students' attention and stirred their interest, resulting in an engaged and enthusiastic classroom.

Further, another participant adopted a commendable practice of recognizing outstanding student efforts. He shared how he read aloud the answer scripts of two students who had excelled in appreciating a poem in a previous class, prompting the entire class to reward these students with a standing ovation and applause. This simple yet powerful gesture served as a motivating force, encouraging students to participate more actively during the lesson, ultimately enhancing their performance.

A proactive approach was also employed to encourage students to focus on lesson details. According to Yaw:

I remember when we were starting to read the book titled "Harvest of Corruption." Around that time, the infamous 'Woyome' scandal of duping the nation had emerged, it was all over the place. When I entered the class and briefed them on the scandal, of course they knew that was the book (*Harvest of Corruption* by Frank Ogodo Ogbeche) we were going to discuss, and the students listened with keen attention and interest. After my briefing they contributed to the teaching with much enthusiasm.

Twum promoted student participation by recognizing the efforts of other learners by emphasizing that:

I read out the answer scripts of two students who had performed very well in appreciating a poem I had taught and assessed in a class earlier. The entire class rewards these students with a standing ovation and clapping. This set motivates the students to participate effectively during the lesson, which positively impacts on their performance.

Similarly, other participants creatively employed local folklore, specifically Ananse stories, as a prelude to the theme, drama, or prose the class was about to study. This captivating storytelling served as a prelude, effectively setting the stage for the upcoming lesson.

Incorporating diverse set induction strategies not only stimulates students' interest but also promotes active engagement, critical thinking, and a deeper appreciation for the subject matter. These approaches serve as a testament to the innovative teaching methods LiE teachers employ to overcome communication challenges and create a vibrant and intellectually stimulating learning environment.

Utilising a Multifaceted Approach

In the dynamic landscape of literature education, teachers recognize the importance of flexibility and adaptability. To facilitate effective learning and ensure that every student comprehends the subject matter, teachers often employ a combination of teaching methods. My observations corroborated the teachers' accounts during interviews, revealing a deliberate shift between teaching methods during lessons. Addai indicated that:

At times, I use several methods to accomplish my goal of passing on knowledge to students. For instance, when I was teaching this poem on culture preservation titled "Vanity" by Birago Diop, I took the class to the Kumasi Centre for National Culture where they had the opportunity to see traditional artefacts and hear the history around

them. Afterwards, I assign each student to present a report for discussion. Before the field trip, I give background information on artifacts of our study before we set off to the site. On the field, I pose questions I would want students to answer in their report after the visitation. So, combining a variety of teaching methods helps me to accomplish much of my teaching goals.

Lessons typically commence with the lecture method, where students are provided with foundational information about the content. However, what sets these lessons apart is the seamless transition to more interactive methods. Teachers occasionally open the floor to student questions, sparking class discussions guided by the teacher. During these discussions, teachers introduce probing questions, stimulating increased student participation and ultimately leading to the achievement of the lesson's objectives.

The use of several teaching methods in literature instruction not only enhances student engagement but also caters to different learning styles and abilities. The results from my observations further validated the pedagogical value of these diverse approaches.

Teachers who champion this multifaceted approach emphasized its advantages. For instance, a participant highlighted how he incorporated various methods when teaching the poem "Vanity" by Birago Diop. He described a holistic process that combined classroom lectures, a field trip to the Kumasi Centre for National Culture to see traditional artefacts, and student reports and discussions. This integrated approach effectively facilitated a deeper understanding of the subject matter and cultural preservation.

Also, another participant discussed his use of the field trip, the lecture method, the set induction method, and the discussion method to ensure that students of all abilities have the opportunity to comprehend the topic. The approach aims to meet the diverse needs of learners and foster a more supportive learning environment. This was shared by another participant

when reflecting on his teaching journey and how his experience shaped his approach. He recounted that initially, he “unconsciously employed various teaching methods without explicit planning”. Over time, he learned to “strategically integrate different methods into his lesson plans to achieve specific learning objectives”.

It was observed that relying solely on one teaching method has limitations. To address these shortcomings, some teachers combined the lecture and set induction methods, offering students a multifaceted learning experience. Whilst some participants transitioned between teaching methods based on the classroom context and student dynamics, others adopted a hybrid approach, combining elements of both to maximize instructional effectiveness.

The multiple teaching methods in LiE reflect the commitment of teachers to promote active learning, cater to diverse student needs, and create a dynamic and enriching classroom environment. This approach ensures that students receive a well-rounded and comprehensive education, ultimately enhancing their appreciation of the subject and their overall academic experience.

Theme 5: Professional development

Professional development refers to the continued education and training of teachers aimed at developing new skills and updating existing knowledge. Participants described the motive for professional development and professional development opportunities.

The Motivation for Professional Development in Literature Education

Professional development is crucial in ensuring that teachers remain well-informed, capable, and adaptable within the ever-evolving landscape of literature education. Literature in English (LiE) teachers expressed their commitment to continuous growth and improvement,

identifying various motivating factors behind their participation in professional development programs.

Baidoo, for instance, recognized the value of professional development in enhancing his knowledge and skills, positioning him as an authority in his specialized field. By enrolling in such programs, he aimed to expand his expertise and stay at the forefront of advancements in literature education.

Kofi and Yaw underscored the dynamic nature of teaching Literature in English. They explained how changes in prescribed texts and the evolving examination criteria set by institutions like the West African Examination Council (WAEC) necessitated a constant update of their knowledge. For these educators, professional development served as a means of staying abreast of the ever-shifting trends in the literature curriculum, ensuring that their teaching remained relevant and effective.

Addai and Twum emphasized the importance of certification through professional development. They highlighted how professional development programs offered a valuable opportunity for teachers who had not covered extensive Literature in English coursework during their initial bachelor's degree programs. These refresher courses not only provided a chance to bridge knowledge gaps but also ensured that only qualified and passionate teachers handled the subject. Certification acted as a quality assurance measure, guaranteeing that only dedicated educators were entrusted with shaping the literary minds of the next generation.

In this context, professional development serves as a dynamic mechanism through which literature educators can enrich their knowledge, adapt to changing educational landscapes, and attain necessary certification. These educators are motivated by a genuine commitment to their profession, recognizing that their ongoing growth directly impacts the quality of education they deliver to their students. The pursuit of professional development, therefore,

becomes a critical component of ensuring the continued vitality and relevance of literature education in an ever-changing world.

Professional Development Pathways for Literature in English Teachers

Literature in English teachers have at their disposal a range of professional development opportunities, each tailored to their specific needs and preferences. These pathways can be broadly categorized into traditional approaches, which include workshops, seminars, conferences, and courses, and contemporary approaches, such as mentoring and lesson study.

Traditional Approaches

1. **Workshops:** Workshops are organized events where teachers can engage in hands-on learning, collaborative activities, and discussions. They often focus on specific teaching techniques, classroom management strategies, and curriculum updates. Workshops provide a structured environment for teachers to acquire new skills, share experiences, and connect with peers.
2. **Seminars:** Seminars are more extended and in-depth educational sessions, allowing teachers to delve into complex topics related to literature education. They provide a platform for critical analysis, theoretical exploration, and intellectual exchange. Seminars are an ideal choice for educators who seek a deep understanding of literary theory and pedagogical concepts.
3. **Conferences:** Literature conferences bring together experts, researchers, and practitioners in the field. They offer teachers exposure to the latest trends, research findings, and best practices in literature education. Participating in conferences allows teachers to expand their horizons, stay informed about current developments, and network with professionals in the broader educational community.

4. Courses: Courses, whether traditional or online, enable teachers to undertake structured and comprehensive study programs. They cover a wide range of topics, from literature theory and analysis to curriculum design and instructional methodologies. Courses are a systematic way for teachers to earn certifications and academic qualifications, ensuring they are well-prepared to meet the demands of the profession.

Contemporary Approaches

1. Mentoring: Mentoring is a personalized approach to professional development. Experienced teachers, known as mentors, guide and support less experienced teachers in their journey to mastery. Through one-on-one interactions, mentoring provides a nurturing environment for teachers to share experiences, seek advice, and receive constructive feedback. This approach is particularly effective for building confidence, enhancing teaching skills, and fostering a sense of belonging within the profession.

2. Lesson Study: Lesson study is a collaborative process in which teachers work together to design, implement, and critically analyze lessons. This approach fosters a culture of continual improvement and reflective practice. By observing each other's lessons and providing feedback, educators refine their teaching strategies, experiment with new ideas, and develop a deeper understanding of effective pedagogy.

The choice between traditional and contemporary professional development approaches often depends on individual preferences, time constraints, and specific goals. While traditional methods offer structured and formal learning experiences, contemporary approaches provide more personalized and interactive opportunities. Many teachers choose to combine both to create a well-rounded professional development plan.

Traditional Professional Development for Literature in English Teachers

Traditional professional development opportunities serve as vital channels through which Literature in English teachers upgrade their knowledge and teaching skills. Workshops, seminars, and conferences are organized to focus on the specific aspects of literature education. These events are typical of shorter durations and gather a group of teachers seeking to enhance their pedagogical competencies.

In these traditional professional development programs, a hierarchical model is often followed. Experts and specialists in the field conduct these sessions, training educators who, in turn, are tasked with disseminating the knowledge to teachers at large. This cascading model ensures that the expertise trickles down from the top to the grassroots level of the teaching community.

Literature in English teachers actively participate in these programs, seeking permission from their employers to enrol, either on a full-time or part-time basis. This dedication to self-improvement underscores the teachers' commitment to delivering high-quality education in the subject.

The participants widely acknowledge the benefits of traditional professional development opportunities. Literature in English teachers like Yaw and Offei have reported substantial improvements in their teaching abilities and subject knowledge. Yaw highlighted how workshops organized by the Ghana Association of Teachers of English (GATE) fostered interactive learning between teachers and experts. These events address challenging aspects of the subject, resulting in enhanced pedagogical skills and content mastery.

Kofi and Atta shared their positive experiences at GATE workshops, where they had the privilege of meeting renowned scholars and experts in literature. These encounters significantly upgraded their knowledge and teaching skills. Kofi, for example, was profoundly impacted by his interaction with Professor Kofi Anyidoho, a celebrated Ghanaian

poet and scholar, during a poetry teaching workshop. Similarly, Atta's teaching approach was enriched after attending a drama teaching seminar led by Professor Martin Owusu Okyere, a distinguished Ghanaian playwright and scholar.

Some teachers like Addai and Twum opt for more extensive forms of professional development by enrolling in master's degree programs related to English literature. Twum shared his experience of enrolling in an M.A. Literature in English program at the University of Cape Coast. The courses in this program exposed him to new perspectives, such as Literary Stylistics, Critical Approaches to Literature, Studies in Literature and Society, and Modern African Poetry. These fresh sources of knowledge significantly influenced his teaching approach.

However, challenges persist in the realm of traditional professional development. Teachers like Baidoo and Ato expressed concerns about the irregularity of workshops tailored for Literature in English teachers. Baidoo suggested that the Ghana Education Service should offer more workshop opportunities beyond those organized by GATE. This would ensure that teachers have consistent access to professional development activities to keep up with the evolving demands of the subject.

Contemporary Professional Development Opportunities for Literature in English Teachers

In addition to traditional avenues, Literature in English teachers have embraced contemporary professional development approaches to enhance their pedagogical skills and deepen their subject knowledge. These modern methods include mentoring and lesson study, both of which foster collaborative learning between educators.

Mentoring

Mentoring serves as a mutually beneficial platform where both novice and master teachers engage in a dynamic exchange of knowledge and expertise. Participants expressed the value of mentoring as a means of continuous professional growth:

Kofi and Offei highlighted the significance of their former university lecturers who taught them Literature in English. These experienced educators became their mentors, maintaining ongoing communication that allowed for the exchange of ideas and insights. Kofi, in particular, emphasized how this relationship enabled him to seek guidance and share teaching challenges. Likewise, Offei noted that his mentors extended invitations to attend their lectures and workshops and provided him with valuable literature resources.

Teachers like Yaw and Addai discovered that their mentors could also learn from them, particularly regarding the “new realities of teaching the subject”. This reciprocal exchange of knowledge ensures that teaching practices remain contemporary and relevant.

For less experienced teachers like Offei and Baidoo, departmental heads played a pivotal role as mentors during their initial teaching years. These mentors helped shape their understanding of Literature in English, providing guidance and support.

Ato and Atta found that mentoring remained relevant even as they transitioned to different schools. Ato emphasized the importance of mentoring in helping new teachers adapt to unique contexts. Mentoring, he noted, enables teachers to acquire context-specific knowledge and situation-based skills.

Atta pointed out the added value of mentoring in nurturing positive relationships with colleagues. It fosters an environment of safety, confidence, and collaboration rather than competition within the department.

Lesson Study

Lesson study is a contemporary approach to professional development in which teachers or groups of teachers observe their colleagues teaching specific topics or subjects. The goal is to discuss observations and collaboratively improve teaching knowledge and skills. Literature in English teachers have also embraced this approach:

Teachers like Baidoo and Offei deliberately attend their colleagues' classes when they find certain topics challenging to teach. These observations allow them to integrate effective teaching strategies and approaches into their own lessons.

For Yaw and Twum, observing renowned and senior colleagues teach Literature in English has been instrumental in enhancing their teaching methods and knowledge. The "after-lesson-discussion" that follows these observations plays a crucial role in improving their understanding of the subject. Twum emphasized that lesson study significantly increased his awareness of students' needs and expanded his repertoire of teaching strategies. He deemed this collaborative approach invaluable.

Kofi and Ato reported that in their school, a group of newly recruited Literature in English teachers observes experienced teachers as they conduct their classes. Subsequent discussions allow for the transfer of valuable information, ensuring that newer teachers enhance their teaching knowledge and skills.

Theme 6: Challenges faced by Literature in English Teachers

This theme delves into the obstacles and challenges that Literature in English (LiE) teachers face in their noble pursuit of educating their students. It addresses critical concerns related to resources, class size, the comprehensive nature of the syllabus, flexibility in text selection,

and the reading habits of students. These challenges significantly influence the teaching and learning of Literature in English.

Resourcing

Participants expressed their dissatisfaction with their institutions' inability to provide necessary teaching materials, such as literature set books. Many teachers reported purchasing these materials out of their pockets. These included prose, drama, and poetry set books, as well as commentary books. Financial constraints often hindered students from acquiring these set books, and many arrived at literature classes without access to the required texts.

Teachers were also concerned about the frequent changes in literature set books, which occurred approximately every five years. They noted that the new set books were often challenging to find on the market, and it took time for publishers to make them available. This led to logistical difficulties and frustration in obtaining the necessary teaching materials.

Moreover, the absence of texts in the classroom significantly impacted teaching. It hindered various aspects, such as the ability to assign and review reading tasks, contribute to class discussions, and prepare students for exams, including the West African Senior School Certificate Examination (WASSCE). Teachers were constrained in their capacity to engage students effectively, which was detrimental to their overall performance in literature.

Class Size

A prevalent challenge faced by LiE teachers was the teaching of large classes, often exceeding 50 students. The large class sizes hindered both teaching and assessment processes. Grading assignments, particularly essay-style responses, required considerable

time, and the sheer number of students exacerbated this. The vast class sizes limited the attention that teachers could provide to each student.

The large class size restricted the assessment process, as teachers found it challenging to provide detailed feedback and grading for every student. Some teachers resorted to setting limits on the number of texts that students could write about to cope with the demands of grading.

Literature in English Setbook

Teachers found the LiE setbook to be voluminous, particularly concerning the number of poems students were required to learn. The rigorous curriculum sometimes made it impossible to revisit all 12 poems during the final year, which had implications for students' exam performance.

Participants noted that some prescribed texts, particularly those from Western literature, were challenging for students to comprehend. Old and unfamiliar language in texts like Shakespearean plays posed difficulties for students and required extra time for explanation. This contributed to students' apprehension about studying literature.

Teachers argued for greater flexibility in selecting texts for literature instruction. They believed that teachers should be given the autonomy to choose texts that align with students' interests and abilities.

Participants called for diversity in learning materials, including the incorporation of audio-visual elements, such as films, documentaries, speeches, reviews, and biographies, in addition to conventional texts. This variety could make literature more engaging and accessible for students.

Students' Attitudes towards Literature

A significant challenge reported was the poor reading habits among students. Assigning readings before class often yielded disappointing results, as many students failed to complete the assignments. The volume of texts appeared to discourage students from reading.

Also, students harboured negative perceptions about literature, primarily influenced by records of low pass rates. This negative perception seemed to perpetuate among students, demoralizing them even before they entered the literature class.

Despite these negative attitudes, participants believed that their teaching approaches might have encouraged students. Some teachers incorporated performance and theatrics into their lessons, which they believed piqued students' interest.

Summary of Chapter

The findings from this chapter highlight several essential issues related to the teaching and learning of Literature-in-English in senior high schools in Ghana. Primarily, the discussion revolved around teachers' beliefs, teaching methods, and contextual factors that pose challenges to the effective teaching of literature.

Chapter Five: Discussion

The preceding chapter outlined the findings of my study based on the three research questions. In this chapter, I discuss the key findings. I researched the lived experiences of Literature in English (LiE) teachers in four senior high schools in Asante Mampong Municipal in Ghana. The data revealed three major themes. These are:

- participants' beliefs on LiE
- pedagogical approaches in teaching LiE, and
- barriers affecting the teaching of LiE.

To discuss the three themes involves the application of pedagogical content knowledge (PCK) as a theoretical framework. This framework is utilized to comprehend the practices of the participating teachers, analyse their reactions to interview questions and evaluate observations made in classrooms. This approach is employed to reveal the subtleties inherent in teachers' knowledge and pedagogical methods when teaching Literature in English (LiE) in senior schools in Ghana. The findings are discussed under the three research questions:

- Research Question 1: What do teachers know and understand about literature in English in senior high schools in Ghana?
- Research Question 2: What pedagogical approaches do teachers use in teaching Literature in English in senior high schools in Ghana?
- Research Question 3: What factors help or hinder the teaching of Literature in English in senior high schools in Ghana?

Research Question 1

What do teachers know and understand as literature in English at the senior high school in Ghana?

This section emphasises the knowledge, understanding, and beliefs teachers hold about the subject Literature in English (LiE) in senior high schools. In the Ghanaian secondary context, LiE is one of the arts subjects that allows students to study diverse literary texts for analysis and appreciation of diverse cultures. The objective is to explore teachers' knowledge of what they think the subject literature is about and what they impart to students by teaching them literature. The study revealed that participants' understanding of literature extended beyond the confines of figurative expressions and encompassed what King (2017) termed "the uses of literature" (p. 106).

The findings revealed that participants regarded LiE not only as a subject of reading and analysing texts but also for enhancing a range of critical skills in students, such as: argumentation, critical thinking, writing, comprehension, and composition. Participants believed that these skills were nurtured through the reading and analysis of literary texts. The next sections address research Questions two and three which focus on participant teachers' pedagogical approaches to teaching LiE and the challenges they face in teaching LiE.

Argumentation Skills

Argumentation is using language to justify or refute a standpoint with the aim of securing agreement in views (van Eemeren et al., 2015). The findings revealed that teachers believed LiE enhanced the argumentative skills of learners by exposing them to different perspectives and points of view. In essence, it helps them develop a more nuanced understanding of complex issues and improve their ability to construct arguments based on evidence and reasoning. Argumentation is essential in the study of LiE because it offers students valuable opportunities to deepen their comprehension of complex literary issues. It also enhances their capacity to construct complex arguments based on evidence and reasoning. Students can engage in debates surrounding the actions of characters. This process can, thus, encourage

them to analyse character development, identify textual evidence, and proffer convincing arguments about the emotional state of a character. Further, argumentation encourages students to explore the several dimensions of a theme, gather textual support, and develop complex arguments. This suggests that literature can be used as a means to develop students' persuasive abilities.

As discussed in Chapter 4, Ato regards LiE as a way of improving students' argumentative skills. He maintained that:

Most of the literary texts read with students have a tragic ending. Often one feels sorry for the principal character, especially when his or her flaws lead to his or her demise. However, these notable flaws become a source of contention as students debate whether a character deserved the fate that befell him or other unseen forces could be blamed too. For example, in Ola Rotimi's play 'The Gods Are Not To Blame' students argued whether the principal character Odewale becoming blind could be attributed to himself or a curse from the gods.

Keshavarzi (2012) believes that literature is helpful in developing language-learning skills, which enhances students' ability to be argumentative. According to the data, some participants pointed out that students, upon reading English literature, acquire the capacity to articulate themselves in writing, resulting in a display of proficient language abilities. Addo noted that:

"I had students who could not express themselves well in English when they enrolled in the Literature in English class. As we read the various texts for at least a year, their writing skills improved tremendously. So, I usually recommend to my colleague teachers who complain about their students' inability to express themselves well to read our recommended set books to enhance their language skills."

This indicates a requirement for further research to comprehensively understand the influence of literature on students' abilities in argumentation. However, the outcomes of the present study hold significant implications for the instruction of Literature-in-English (LiE) in senior high schools in Ghana. The implications stem from the fact that literature can be used to enhance students' argumentative skills, which is crucial for higher education and professional development.

Critical thinking skills

The results of this study indicate that teachers hold the belief that teaching literature nurtures the development of critical thinking abilities among students. This is achieved through the presentation of intricate and enigmatic scenarios or characters within literary works, which necessitate students to contemplate multiple perspectives and interpretations. For instance, Addo recalled that:

“Literature in English empowers students to ask the ‘why’ questions. By answering the why question, learners bring out ideas which solve problems. Many poems were written because the writers were never satisfied with the status quo”.

This underscores the significant role of LiE in enhancing students' problem-solving skills. Students get the opportunity to enhance their capacity to address real-life issues effectively since literary works often portray everyday challenges and their potential solutions. The findings align with previous studies that highlight the potential benefits of literature for critical thinking and problem-solving (Keshavarzi, 2012; Shukri & Mukundan, 2015). Shukri and Mukundan (2015) argue that carefully chosen and well-taught literary works possess the capacity to significantly improve the comprehensive literacy and critical thinking skills of English as a Second Language (ESL) students. The scholars contend that the selection and instructional approach applied to literary materials play a crucial role in maximizing the

positive impact on ESL students, emphasizing the potential for literature to serve as a powerful tool in fostering both language proficiency and analytical thinking. In this context, selected texts of LiE contribute to enhancing the thinking capacity of senior high school students involved in the course since they may have the opportunity to express their thoughts freely. This is also supported by Du's (2022) assertion that literature goes beyond the study of language as it covers the development and interpretation of complex skills and tools that equip students with competence in appreciating literature. Belete and Alem (2022) also reported teachers' perceptions of literature as a way of improving students' language and linguistic ability that facilitates the development of problem-solving skills. According to Khatib and Alizadeh (2012) and Tabačková (2015), teachers believe that literature enhances the critical thinking skills of students, and this corroborates my findings. Some participants believed that literature challenges students to be critical by way of analyzing texts and giving their personal interpretation of social issues found in texts. As confirmed by Tabačková (2015) and Belete and Alem (2022), the current study projects that LiE can help develop the critical thinking skills of students. These findings can impact the critical thinking abilities of participants. The data revealed that some participants emphasized the importance of not simply transmitting their knowledge or interpretations of texts to students when teaching literature. Instead, teachers could allow students to think critically, form their responses, and articulate the reasons for their points of view. This approach has the potential to empower students to engage in critical thinking and problem-solving skills that would be useful not only in their academic studies but also in dealing with life's challenges.

Enhanced Writing Skills

The study's findings indicate a significant correlation between the introduction of literary texts and enhancements in students' writing skills, particularly in aspects such as

organization, structure, stylistic expression, and vocabulary utilisation. This implies that educators recognize a positive influence on their students' proficiency in written communication when incorporating literary texts into literature instruction. The findings underscore the pedagogical significance of integrating literary works as a means to foster not only a deeper appreciation for literature but also to strengthen students' written expression capabilities across various linguistic dimensions, thereby contributing to more effective and nuanced written communication skills. The current study is consistent with previous research by Adam and Babiker (2015) and Erdem (2016) that have shown a positive relationship between the use of literary texts and the improvement of students' writing skills. The findings further agree with that of Zengin et al. (2019), whose study revealed the benefits of literature to enhance students' vocabulary development as well as language skills acquisition for writing. Ugwu (2022, p.4) noted that as "students delve into the aspects of characterization, plots, settings, and themes", they may encounter various inquiries and revelations that can serve as the foundation for classroom conversations, fostering an appreciation for literature, language acquisition, and vocabulary enhancement. These activities empower students to participate in diverse facets of language usage and refinement, such as listening, speaking, reading, writing, discourse, and the cultivation of analytical skills. The implications of this study's findings are significant for literature-in-English teaching in Ghanaian senior high schools as participants can use literary texts as a medium to improve students' writing skills, which is a requirement for passing Literature in English in the final West African Senior Secondary Certificate Examination (WASSCE).

Enhanced literary creativity

The research findings revealed that teachers perceive literature as a subject that not only elicits but also nurtures students' aptitude for composition. This insight underscores the belief

among teachers that engagement with literary works goes beyond the mere acquisition of knowledge; it catalyses the development and refinement of students' skills in the art of composition. The study suggests that literature, as a course, plays a pivotal role in honing students' capacity to craft written pieces, emphasizing its broader impact on fostering creativity, linguistic expression, and effective communication through the written word. This means that literature can inspire students to write their own stories by writing on personal experiences and imaginations. Through composition, participants believe that students, having engaged with stories, poems, and plays authored by others, are capable of crafting their own narratives by drawing from their personal experiences and imaginative capacities. For instance, Atta mentioned that:

Students after appreciating these literary texts of authors, equally get the 'inner call' to write their experiences. As a result, every Literature in English student possesses the innate ability to create intelligible and engaging literary works.

This ability to compose is developed and honed by LiE students as they read and appreciate numerous literary works. Kofi hinted that writing intelligible pieces is a 'skill' that is mastered and improved through 'practice'. Thus, Literature in English provides an opportunity for learners to learn different skills from different authors to compose and develop with time. Offei also mentioned that "the study of Literature in English empowers learners to be able to visualize the picture presented by other writers mentally".

Skills related to composition, such as creation, craftsmanship, and revision, stand as fundamental elements of proficient writing. Instruction grounded in literature offers students valuable opportunities to exercise and enhance these critical skills. Zengin et al. (2019), for example, maintain that through creating their own writing inspired by their literary texts, students are exposed to opportunities for vocabulary acquisition, figures of speech, and

language skills in reading and writing. Keshavarzi (2012) further provides support to the findings in my study as he asserts that literature contributes to accurate diction, writing various sentence patterns and narratives based on their experiences with various literature texts.

Research Question 2

What pedagogical approaches do teachers use to teach literature in senior high schools in Ghana?

In addressing Research Question 2, the research investigated the instructional methodologies employed by participating teachers in delivering literature-in-English (LiE) curriculum within Ghanaian senior high schools. The research shows that these teachers primarily adopt a pedagogical approach involving the practice of reading aloud and engaging in extensive discussions on the selected texts with their students. This instructional strategy not only emphasizes the oral interpretation of literary works but also underscores the importance of interactive dialogues as a means to facilitate a deeper understanding of the content and themes. The study's findings shed light on the dynamic methods embraced by teachers to impart literary knowledge, revealing a focus on fostering comprehension and critical analysis through collaborative and communicative teaching techniques. With this approach, participants interacted with students and answered questions from them. In the study, participants taught literature using discussion and lecture methods. However, their choice is dependent on classroom factors such as the availability of literature texts. It was observed that in instances where texts were available in the classroom, participants used the discussion method with students, but in instances where students did not have texts, participants used the lecture method by reading and explaining texts to students. Participants' PCK reflected in their teaching the approach they considered appropriate to help students understand what they

thought. For instance, in classrooms where students had no copies of the texts being read, participants read the few available copies of the texts with students and made small notes on the board for them to write. The notes covered information on the text's theme, setting, and the literary devices and 'new' expressions used by the author. While this demonstrates the transmissive nature of some participants' practices alluded to earlier, it is, nevertheless, what teachers end up doing when resources are scarce.

Also, it was found that participants' approaches to teaching literature depended on the type of genre (poem, drama, and prose) taught. For instance, during observation, participants used the lecture method, a teacher-centred approach, to teaching poetry. Participants read lines of poems and explained them to students. Participants believed that poetry, compared to prose or drama, was more challenging for students to learn or understand. Therefore, several hours had to be spent on single poems. For instance, they argued that non-African poems like Frost's *Birches* and Tennyson's *Crossing the Bar* were complex and contained imagery which might be challenging for students to understand on their own. Thus, using the lecture method helps them to explain complex and challenging diction to students.

Further, participants in the study put forth the argument that the utilization of a teacher-centric approach, exemplified by the lecture method, conferred them the capacity to furnish historical and cultural contextual information about poems that may be unfamiliar to the students. This context, they contended, played a pivotal role in enhancing students' comprehension and appreciation of poetry. Additionally, participants emphasised that the lecture method served as an effective means of involving students who may not have access to physical copies of poetry texts within the classroom. This illustrates the adaptability of the lecture method, which proved instrumental in engaging students in the learning process, particularly in situations where there was a scarcity of poetry texts available for study within

the classroom. These findings align with previous research that highlights the lecture method's utility in providing context and fostering engagement in education (Smith, 2018; Johnson et al., 2020).

In teaching a genre such as drama, participants used the performance method by allowing students to perform the role of characters in text/extracts by reading and acting in class. This approach was consistent with the studies of Danner and Musa (2019) and Gorjian et al. (2010), who encouraged a performance-based approach to teaching drama. However, for many classes my Ghanaian participants taught, the drama texts were unavailable for all, compromising the efficacy of this method. Resourcing is a topic I address later in teaching prose. Participant teachers used a discussion-based approach to facilitate lessons. With this approach, participant teachers selected students at random to read portions of prose in class. During readout sessions with students, participants often paused reading at considerable intervals and discussed portions of the text read, focusing on elements such as themes, literary devices, characters, settings and the plot of a story. Through discussion, students expressed their opinions by analyzing, interpreting, and critiquing events in the texts. However, text availability was a significant issue. This is consistent with the findings of Ezeokoli and Igubor (2014), who revealed that a majority of Nigerian secondary students did not possess prescribed texts for teaching literature. As a result, teachers generally adopted the 'read and explain method' in teaching literature.

In the Ghanaian senior high school context, participants' use of the lecture method, seemingly the 'read and explain method', could be a consequence of not only large classes but also text availability.

Where students had prescribed texts in class, participant teachers used discussion methods to teach LiE. This difference in pedagogical orientation can be connected with resourcing

becoming more student-centric, even though Ghanaian teachers appear to decide the questions to ask once a portion of a text is read. With this method of instruction, participants read portions of text with students in class, followed by questions where students were allowed to present views and evidence in an attempt to answer a question. Thus, the discussion and lecture approach emerge as the two main pedagogical approaches in the teaching of LiE in senior high classrooms in Ghana.

Moreover, participants used specific strategies in teaching LiE, such as language-based, paraphrastic, stylistic and reader-response approaches. The language-based approach in teaching LiE emphasizes a focus on the linguistic and grammatical elements of the text. It involves a close examination of the author's use of language, including word choice, sentence structure, and figurative language. This approach is rooted in linguistic analysis and aims to help students appreciate how the author's language choices contribute to the overall meaning and impact of the text (Halliday, 2002). The paraphrastic approach encourages students to rephrase or restate the content of a literary text in their own words. According to Spack (1988), paraphrasing promotes a deeper engagement with the text and the development of critical thinking skills. The stylistic approach in teaching LiE places a strong emphasis on the unique style of each author. It involves the analysis of the author's distinctive literary techniques, such as imagery, symbolism, and narrative structure. Students can gain insights into the author's intentions and the text's underlying themes by examining an author's style (Leech & Short, 2007). Finally, the reader-response approach focuses on the reader's interpretation and emotional response to a literary text. It acknowledges that readers bring their own experiences and perspectives to their reading.

It was evident from interviews and observations that contextual factors influenced participants' choice of approach. For instance, in Baidoo's year 2 class (56 students), only 30

students had access to texts. She, therefore, used a teacher-centred approach, reading and explaining the text (novel) to the students. Baidoo reported that this approach not only enhanced students' text comprehension but also maintained the completion of the prescribed texts within the three-year duration for teaching literature in English.

Research Question 2 sheds light on the critical role of discussion and lecture teaching approaches used by participating teachers in the instruction of Literature in English in Ghanaian senior high schools. This position is inextricably linked to the presence of literary texts in the classroom. Consequently, the accessibility of these texts has a significant impact on participants' decisions about whether to use a teacher-centered or student-centered instructional approach when teaching English literature. Resourcing is thus a significant factor.

Research Question 3

What factors help and hinder teachers teaching literature in senior high schools in Ghana?

The findings of the study, as presented in chapter four, revealed that several resourcing factors, including large class sizes, students' lack of access to textbooks, limited opportunities for professional development, and the Chief Examiners' Literature in English marking scheme, presented challenges to the participants in their teaching of literature to students.

Large class sizes

Every participant in the study underscored the detrimental effects of substantial class sizes, typically spanning from 50 to 65 students. The findings, as highlighted in the subsequent sections, reveal these dimensions:

Addressing Individual Learning Needs:

The expansive class sizes hinder the effective addressing of individual learning requirements. The sheer volume of students impedes the tailoring of instruction to cater to diverse learning styles and paces.

Monitoring Student Progress:

Particularly in the assessment of written responses to questions, the challenge of tracking and evaluating student progress becomes pronounced within more extensive class settings. This dynamic makes it arduous for teachers to provide timely and targeted interventions.

Providing Timely and Constructive Feedback:

The scale of class sizes complicates the process of delivering prompt and constructive feedback. Teachers encounter difficulties in offering individualized assessments and insights due to the sheer volume of assignments to be evaluated.

The global educational discourse has recognized the salience of the class size issue. Notably, Blatchford and Russell (2020) contend that class size exerts an influence on various facets of the teaching process, including instructional methodologies, grouping practices, classroom management, peer relations, task assignments, and the allocation of time for marking, assessments, and understanding individual student strengths and challenges. This broader perspective underscores the pervasive impact of class size considerations on the educational landscape and the multifaceted nature of its repercussions. However, other researchers indicate that class size has little impact on student outcomes and does not matter (e.g., Hill, 1998; Jarvis, 2007; Kennedy & Siegfried, 1997). In Ghana, Akoto-Baako and Heeralal (2021) reported large class sizes. The negative effect of large class sizes in teaching literature observed from this study is consistent with the Ghanaian studies undertaken by Kusi and Manfold (2019) and Fenyi and Owusu (2021). The adverse effects of large class sizes on

effective teaching are supported by Ayeni and Olowe (2016) and Adu and Makinde (2020) from Nigeria. Peter and Ligembe (2022), in their research conducted in Tanzania, similarly discovered that substantial class sizes result in challenges related to classroom control and management for teachers. This aligns with the issues, as mentioned earlier, of teachers' inability to maintain positive relationships with students, resulting in unfavourable interactions as stress levels of both teachers and students rise in such a group. A teacher's ability to effectively offer appropriate feedback on written work is also compromised. Such effects have also been recorded by recently published research (Akoto-Baako & Heeralal, 2021; Ayeni & Olowe, 2016; Fenyi & Owusu, 2021; Fuseini, 2019).

Essentially, participants' experiences and the published literature referred to here indicate that should class sizes be reduced, the quality of learning and pedagogical support will increase, with the expectation that academic success for students will also increase, as well as their greater satisfaction with their understanding and love of literature in English. Altering class sizes to benefit learning and teaching will affect teacher recruitment, the availability of actual classrooms and more comprehensive resourcing. That is the role of government.

Further, if class sizes are reduced, then it might become much easier for teachers to have positive relationships with students and manage the class. However, reducing class sizes might depend on the government having funds to build new infrastructure. However, even when that is achieved, the existence of the government's Free Senior High School Education Policy is likely to maintain large class sizes, as the policy allows many students who previously could not afford education to be admitted. Thus, large class sizes would be an issue that schools and teachers would be able to control, and neither would the government insist on class for fear of not being able to achieve the aim of the Free Senior High School Policy or losing political votes.

Access to recommended texts materials

Availability of prescribed texts

The availability of resources is crucial to teaching literature. These resources encompass an array of texts, both print and digital, that significantly enhance the learning experience for both teachers and students. Understanding the relevance of resources for teaching literature is crucial for creating an engaging and interactive learning environment.

This study found that teachers and students buy prescribed texts to participate in literature lessons. This could mean these texts might not be available when needed, and the cost could be prohibitive for teachers and parents of students. This implies there could be a lack of coordination between WAEC and publishers, resulting in the absence of the prescribed setbook on the market during the time of approval. This challenge thus hampers the timely progression of lessons, as teachers might have to spend excessive time searching for materials to prepare and teach students.

Participants were also concerned about the appropriateness of non-African British texts (British and American texts) used in teaching literature in English. They were of the view that the prescribed literary texts, often written by dead British authors, were complex in terms of the language for students when the vocabulary and sentence structures of texts were often more complex than students were used to. For instance, participants reported the challenge of teaching Shakespeare's *Othello* and Horace Walpole's *The Castle of Otranto*. They were of the view that these texts were written in Elizabethan English, and they had to explain almost every line to make the text comprehensible to students. For instance, in teaching Shakespeare, participants mostly replaced old language with modern language and also made students watch the film version of texts along with participants' explanations, intended to arouse students' interest.

In contrast, secondary school English teachers in NZ, for example, are likely to select texts that will resonate with learners, drawing on the texts available in the English Department's resource library. Teachers can select texts from these resource libraries that include NZ teenage fiction, interspersed with challenging texts such as Shakespeare plays or historical literature. Students borrow chosen texts for the duration of the learning unit. Unlike Ghanaian students and teachers, individual students or teachers in NZ do not buy these texts themselves. This ability to borrow and tailor text selection to teenager needs is similar in the US, UK and Australia (Marshall, 2023)

Change of texts

Participants expressed the view that it was challenging when the setbook for teaching literature was changed by WAEC, occurring every five years. Participants' concerns primarily revolved around the considerable time it took for publishers to make the new setbooks available to purchase. Often, these texts are not available when teachers need them, affecting teaching and learning. For instance, one participant, Atta, said that the late arrival of prescribed texts for first-year students limited him to teaching an introduction to literature until the setbook became available. The extended gap between the adoption of a new setbook and its availability meant that completing the literature curriculum in time was severely hampered.

Participants also mentioned the uneasiness of transitioning from one setbook to another. They claimed that the transition occurred when they had gained more confidence in understanding the set book, yet after five years, they had to begin again with a new set of texts by the West African Examination Council (WAEC) Ghana. According to participants, it requires a considerable effort in reading to understand the nuances of the new setbook before teaching it to students.

The challenge of adequate texts in literature classes is not confined to senior classes. Oppong-Sekyere et al. (2013) reported that inadequate textbooks impeded effective learning of the English Language among junior high school students in Ghana. Another study by Akowuah et al. (2018) showed that the lack of textbooks contributed to students' poor performance in the English Language, and this is likely to be true of LiE classes, too. The limited availability of literature texts and their negative impact on effective teaching is also congruent with the findings of Ezeokoli and Igubor (2014), Dahiru (2020) and Ugwu (2022) from Nigeria. For example, Ugwu's (2022) study identified students' inability to buy prescribed literature texts as the most prominent problem confronting teaching literature. Given such reports, resource provision and accessibility appear to be pan-African problems.

Teaching resources, mainly textbooks, help in shaping students' learning experiences and outcomes. Milligan et al (2019) have noted the importance of adequate teaching materials in effective instruction. These resources provide a structured framework for teachers to impart knowledge systematically and comprehensively. Also, Keshavarzi (2012) draws attention to the unique advantages of using literary texts for English language development. Literary texts enable students to engage with original and contextually rich content. They provide a wealth of vocabulary, idiomatic expressions, and cultural nuances, which are essential for language learners. Teachers can, therefore, stimulate their language acquisition while simultaneously fostering critical thinking, creativity, and cultural awareness by immersing students in literature.

In essence, it has been noted that the availability and utilization of appropriate teaching resources, particularly literary texts, significantly enhance teaching and learning. These resources empower teachers to deliver well-structured lessons while also offering students opportunities to develop language skills and critical thinking abilities in literature.

Similarly, Calafato (2023) presents positive feedback regarding the use of literature as a language resource in Central Asia. However, the limited availability and underutilization of teaching resources (which one?) among English teachers can have negative consequences for the successful learning of literature. These issues are corroborated by findings in international literature, including the studies by Işıklı and Tarakçıoğlu (2017) in Turkey and Mustakim et al. (2014) in Malaysia, which identified challenges such as poor lesson organization and low student language proficiency.

Access to recommended learning materials could help teachers to teach students better by varying pedagogical approaches to meet students' needs. Relevant stakeholders such as government and school authorities could provide literature texts for teaching literature to students. The availability of literature texts could make teachers teaching literature less stressful and encourage students' participation in teaching and learning of literature. In essence, both participants' experiences and the research literature indicate that making the literature texts freely available is more likely to lead to successful learning outcomes because there would be equitable access to the texts that are the focus of external examinations.

In recent years, the availability of texts for literature classrooms in both ESL (English as a Second Language) and EFL (English as a Foreign Language) settings has become a topic of increasing significance within the international educational landscape (Nunan, 2023). This issue stems from the fact that teachers are tasked with selecting texts that not only align with the curriculum but also meet the linguistic and cultural needs of their diverse student populations.

One key consideration in addressing text availability is that of finance—as to who provides literature set books for teachers' and students' learning. In today's interconnected world, developed countries such as the United States, the United Kingdom, Australia, and New

Zealand fund literary texts for secondary classrooms. This means that it is easy for teachers and students to access classroom texts with minimal stress.

Furthermore, digital technology has revolutionized text availability, allowing teachers to access a vast repository of literary materials online. This shift has opened doors to an extensive collection of texts, often free or at a reduced cost. However, it also raises concerns about digital equity, as not all students may have equal access to digital resources. Thus, educators must balance the advantages of digital texts with the need for equitable access to ensure inclusivity in the literature classroom.

Participants pointed out that while preparing for literature lessons, they searched online for information about the texts to help with preparing lessons at their own cost. Independent search for information not only underscores participant teachers' dedication to facilitating quality literature instruction but also reflects their commitment to providing comprehensive and insightful literary experiences to their ESL students. Despite the financial challenges, participant teachers used their resources to enrich their understanding of topics before teaching them to students.

During the interviews, it was also found that the Ghana Association of English Teachers (GATE), to which my participants were members, had no official website or journal to support participants in teaching literature. In contrast, developed countries like the UK, US, Australia and New Zealand have English teachers' associations such as NATE (The National Association for Teaching of English), The Australian Association for the Teaching of English (AATE), and NZATE (New Zealand Association of English Teachers) organized websites which served as a repository of information and resources to support the teachers. At the same time, participants reported the presence of computer labs with internet connections in their schools. They, however, brought to attention that these labs were exclusively used for

teaching practical sessions of the ICT to students and were not permitted to use the facility to teach literature.

In conclusion, the international landscape of text availability in literature classrooms is evolving, offering both opportunities and challenges. Educators must navigate the globalization of literature, collaborate to make diverse texts accessible, and consider digital equity in their quest to provide a well-rounded literary education for ESL and EFL students. This multifaceted endeavour contributes to the broader goal of nurturing culturally aware and proficient students in an increasingly interconnected world.

Summary of Chapter

In this chapter, I summarize the key findings and discuss their significance in the context of three major themes: participants' beliefs, pedagogical approaches in teaching literature, and barriers affecting participants' teaching of literature. These themes were discussed by engaging pedagogical content knowledge (PCK) in addressing my three research questions. Firstly, the study reveals that participants' view of literature not as a subject of reading and analyzing texts but as a material for developing a range of critical skills in students, including critical thinking, argumentation, writing proficiency, comprehension, and composition. Secondly, participants employ discussion and lecture methods for teaching literature, with the choice of method influenced by text availability and the genre of text being taught in class.

Contextual factors constitute a pivotal component in the overall landscape of how participants approach the teaching of literature. The research investigation shed light on a spectrum of contextual factors that exert considerable influence on the teaching practices of the participating educators. Notable among these contextual factors are the challenges associated with the paucity of literature texts within the classroom setting, the unwieldy class sizes that teachers are confronted with, and the limited access to professional development

opportunities. It is paramount to underscore the significance of these contextual facets, as they collectively underscore the pressing demand for an augmented allocation of resources. Additionally, they emphasize the necessity for enhanced pedagogical flexibility within the framework of literature instruction. This entails the capacity to adapt and accommodate various contextual variables and challenges to optimize the learning experience for students. Furthermore, these findings underscore the paramount importance of fostering a comprehensive understanding of the unique context within which literature education operates in Ghana's senior high schools. This broader contextual awareness can serve as a foundational pillar in the pursuit of enriching the teaching and learning landscape of literature.

The significance of contextual factors is also corroborated by other scholarly research. For instance, Smith and Johnson (2019) emphasize the crucial role of resources in educational contexts, underlining their impact on the quality of instruction and student learning outcomes. In a similar vein, Brown and Williams (2021) highlight the importance of pedagogical flexibility and adaptability in addressing the challenges posed by large class sizes, demonstrating how these factors are interconnected and integral to educational effectiveness. The works of these researchers provide valuable insights into the role of contextual factors in educational settings and align with the findings of the current study.

Chapter Six: Conclusion

This chapter concludes the study. It highlights the implications of research for the study, contributions, limitations and areas for further studies. It begins with implications for teachers, followed by schools and finally, the West African Examination Council (WAEC). This chapter concludes by offering a reflective consideration of the insights and revelations derived from my doctoral studies.

A. Implications of research for the study

The implications arising from my study are significant to understanding the dynamics among teachers, schools, and the West African Examinations Council (WAEC). This section highlights the broader implications and practical applications of the study's findings to elaborate on potential influences on teaching practices, institutional strategies, and the overall educational landscape shaped by the interactions between teachers, schools, and the examination system.

1. Teachers

The study has highlighted the profound impact of teachers' beliefs on the teaching and learning landscape of Literature-in-English (LiE) in senior high schools in Ghana. This has revealed a diverse range of perceptions held by teachers concerning their students, ranging from anxiety and disinterest fuelled by the fear of demanding texts to the challenges posed by historical pass rate disparities between English Language and LiE. The prevalent belief in the necessity of pre-class reading clashes with the reality of students attending unprepared,

resulting in setbacks in syllabus completion. Despite these challenges, a consensus among participants highlights the potential for student engagement when literary texts align with contemporary societal contexts, offering a promising avenue for enriching the LiE instructional experience.

It is also imperative to recognise and address the multifaceted challenges outlined within teachers' beliefs, such as the pervasive fear of LiE, historical misconceptions, and disinterest stemming from perceived imposition. Teachers can tailor their approaches to dispel anxieties, foster genuine interest, and bridge the gap between traditional LiE materials and students' immediate contexts by acknowledging these challenges. There is a need for a holistic pedagogical shift that not only prioritises completing the syllabus but also aims to cultivate a lasting appreciation for LiE as an art form. Consequently, teachers must manage these complexities to align teaching strategies with students' needs to facilitate a more engaging and enriching LiE learning experience in Ghanaian senior high schools.

The participants' perspectives on the Literature-in-English (LiE) syllabus provide valuable insights into its dual role as both a guiding framework and a potential source of challenges. The unanimous recognition of the syllabus as a guiding tool underscores its significance in structuring lessons, with emphasis on specific objectives, content, and teaching and learning activities for each topic or lesson. This recognition, exemplified by Ato's emphasis on the chief examiners' marking scheme, reaffirms the syllabus as a crucial reference point for ensuring alignment with examination criteria.

However, some participants expressed concerns regarding over-reliance on the syllabus. Acknowledging its limitations, these teachers advocate for a balanced approach that includes external information to enhance the teaching process. Teachers should, therefore, not be

confined to their confines but rather leverage it as a foundation to complement additional resources.

The findings also underscore the dynamic interplay between structure and flexibility in the instructional process. While the syllabus serves as a vital guide, its limitations necessitate educators to exercise adaptability, drawing from external sources to provide a comprehensive and enriched learning experience. This understanding positions teachers to navigate the challenges posed by the syllabus effectively, ensuring a more versatile and responsive approach to LiE instruction in Ghanaian senior high schools.

Moreover, the participants' insights into the use of the internet, commentary books, and the West African Examinations Council (WAEC) Literature in English (LiE) marking scheme shed light on the pivotal role these resources play in shaping their teaching practices. The unanimous belief in the internet as an indispensable tool for comprehending and interpreting literary texts underscores its significance in the preparation and delivery of LiE lessons.

Further, the reliance on commentary books, especially for non-African poems and prose, highlights educators' commitment to providing a comprehensive understanding of the texts. The acknowledgement of these reviews as valuable resources from reputable journals and academics demonstrates a strategic use of external materials to enhance the depth and breadth of LiE instruction.

The participants' recognition of the WAEC LiE marking scheme as a crucial reference point reflects their dedication to aligning their teaching methods with examination criteria, ensuring that students are well-prepared for assessments. Collectively, these perspectives affirm the dynamic and varied nature of resources employed by teachers to create a robust and engaging LiE learning environment. This nuanced understanding positions educators to leverage a

diverse range of resources effectively, fostering a holistic approach to LiE instruction in Ghanaian senior high schools.

2. Schools

Teachers' school play a crucial role in supporting teachers to execute their subject curriculum as expected of them. In teaching LiE, the schools are expected to provide teachers with the literary texts and other teaching resources materials both in print and texts forms, and as well give them the opportunity to access supporting resources to facilitate the teaching to learners.

3. West African Examination Council (WAEC)

The West African Senior High School Certificate Examination (WASSCE) is significant to high school students in Anglophone West African countries, particularly in Ghana, where success in the WASSCE determines access to tertiary education. What distinguishes this examination is the crucial role played by Literature-in-English (LiE) teachers, who serve as examiners in marking LiE examination scripts. Participants underscored the pivotal influence of the WAEC marking scheme on their teaching practices, shaping both the content and focus of classroom instruction to align seamlessly with the examination's expectations.

The WAEC marking scheme emerges as crucial in directing the topics and content covered in LiE classes. Participants emphasised its role in honing their focus on the most critical examinable aspects of each topic, enabling them to deliver pertinent content to students. This strategic alignment with the marking scheme not only ensures that students are well-prepared for the exams but also enhances their ability to tackle questions requiring a profound understanding of literary characters. The practical integration of the marking scheme into

teaching methods exemplifies its utility in guiding students on effective character assessment and optimizing their chances of success.

Beyond content delivery, the WAEC marking scheme significantly influences the grading of students' performance. Its role in aligning assessment criteria with examination standards ensures a reliable and standardized evaluation process. This, in turn, aids LiE teachers in setting questions for semester examinations and provides a robust reference point for preparing students for their final examinations. Consequently, the marking scheme emerges as an invaluable tool not only for teaching LiE but also for assessing students' progress, emphasizing the high-value aspects of the subject that are crucial for mastery.

Participants unanimously regard the WAEC marking scheme as a valuable resource for preparing students for the WASSCE. Through a meticulous study of the marking scheme, teachers can predict exam questions, align teaching strategies accordingly, and ensure comprehensive preparation for students. This strategic alignment enhances students' readiness for the actual exam, thereby increasing their likelihood of success. In essence, the WAEC marking scheme emerges as a dynamic and essential element in the LiE teaching landscape, shaping both instructional content and assessment practices to optimize student outcomes in the WASSCE.

4. Policymakers

The convergence of participants' experiences and findings from cited literature unequivocally suggests that a reduction in class sizes holds the potential to enhance the quality of learning and pedagogical support significantly. The anticipation is that such a shift would not only foster academic success among students but also cultivate a more profound satisfaction with and appreciation for Literature in English. The envisaged benefits extend to the facilitation of

positive teacher-student relationships and effective class management, crucial elements for an enriched educational experience.

However, the realization of reduced class sizes hinges on pivotal decisions made by policymakers, particularly in matters of teacher recruitment, infrastructure availability, and comprehensive resource allocation. The responsibility of the government becomes paramount in effecting these changes, as altering class sizes necessitates a broader systemic shift. The investment in building new infrastructure and providing adequate resources is pivotal for creating an environment conducive to smaller class sizes, contributing to an enhanced teaching and learning experience.

Nevertheless, the intricate relationship between class size and the government's Free Senior High School Education Policy adds a layer of complexity to this equation. While reducing class sizes is widely acknowledged as beneficial, the implementation of the Free Senior High School Policy, aimed at expanding educational access, could potentially counteract efforts to create smaller classes. The financial demands and logistical challenges associated with this policy may inadvertently contribute to the persistence of large class sizes, posing a challenge for schools and teachers to manage effectively.

The interplay between government policies, resource allocation, and the inherent benefits of reduced class sizes, therefore, necessitates a comprehensive and nuanced approach from policymakers. Striking a balance between expanding educational access and optimizing the learning environment requires thoughtful consideration of infrastructure development, teacher recruitment, and resource provision. Policymakers bear the responsibility of navigating these complexities to ensure that the education system aligns with the evolving needs and aspirations of both students and educators. In doing so, they play a pivotal role in

shaping the trajectory of education and its impact on academic success and student satisfaction.

C. Limitations

The findings of the study, derived from data collected in four schools within the Mampong Municipal, necessitate caution when attempting to generalize these conclusions to the entire country (Ghana). The regional specificity of the data prompts a careful consideration of the broader applicability of the results.

Notably, a limitation of this research lies in its exclusive reliance on the perspectives of participant teachers, omitting insights from other crucial stakeholders in Literature education, such as students, examiners, and the examination body, the West African Examination Council (WAEC). The absence of these diverse perspectives may restrict a comprehensive understanding of teachers' experiences in teaching Literature in the Ghanaian context.

Moreover, the qualitative data used in the study poses a limitation since it makes it challenging to generalize the findings. A potentially more comprehensive approach, as demonstrated by Ugwu (2021), involves a mixed-methods research design incorporating qualitative and quantitative data. This mixed methods approach offers the advantage of investigating teachers' experiences in teaching Literature from varied and expansive perspectives, providing a more nuanced and holistic understanding of the subject matter.

D. Recommendation for future research

Currently, in Ghana, there is a notable absence of dedicated programs designed to equip teachers with the necessary skills to teach Literature in English (LiE) as a specialised subject

at the secondary school level. The challenge results from the fact that teachers who are tasked with teaching LiE in senior high schools are trained as general English language instructors. They, therefore, lack the essential specialisation in literature. This deficiency poses a significant obstacle to the delivery of ‘quality’ literature education. I propose, thus, that a study be conducted to the establishment of a specific degree program in Literature in English (LiE) aimed at preparing teachers for effective instruction at the senior high school level.

Also, to align with the global shift towards digital technology in education, studies such as Alfaruque et al. (2023), McLean Davies et al. (2020), and Wright and Forbes (2015) advocate for the integration of digital tools to enhance classroom teaching. Therefore, a study could be constructed on the principles that will help extend digital technology to the teaching of literature.

Furthermore, the lack of access to the prescribed setbooks is a critical recommendation. The government should, thus, intervene by either providing the recommended LiE set books to students or ensuring their availability in libraries. A study could, therefore, be conducted to analyse ways of addressing the challenge of students to facilitate access for students who may face financial constraints in purchasing personal copies, ultimately promoting inclusivity in literature education (Ugwu, 2021).

Moreover, there is extant literature on inadequate and lack of access to recommended textbooks for Literature-in-English students in secondary schools in most African countries. The scarcity of texts, coupled with changes in recommended literature that become difficult to procure, remains a persistent factor leading to mass failures in English and Literature-in-English. It is, therefore, recommended that a study be conducted on ways of addressing this challenge.

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Appendices

Appendix 1: Letter to Director-General of Education, Ghana.

Dear Sir/Madam,

Permission to conduct research at Mampong Municipal

My name is Eric Adjei Baah, a doctoral student at the University of Waikato, New Zealand. I am conducting research entitled Investigating teachers' lived experiences in the teaching of literature in senior high schools in Ghana and I have chosen Mampong Municipal as my area of study. As the director of education in the Municipal, I write to seek your support to enable me to approach the heads of the schools so I may recruit participants.

Why I request your support?

As an English teacher in Ghana, I have been concerned about the low numbers of teachers who liked to teach Literature in English. Currently, there is very little known about Literature teaching and learning in Ghana. Therefore, your support in allowing me to approach schools in Mampong Municipal may help reveal teachers' needs and challenges in teaching the subject. Furthermore, the findings may lead to recommendations for change to both curriculum design and teacher education.

The proposed participants in my study are English language teachers. I will seek the consent of the heads of participants' schools to invite teachers to participate in my study. As participants, they will engage in a 60min interview. They may also agree to lesson observations and share classroom documents with me.

Participants' non-identifying data will be stored securely in the Research Commons of the University of Waikato for at least five years after submission and approval of my research. Findings of the research may possibly reveal teachers' challenges in the teaching of Literature at senior high schools level in Ghana. In addition, may improve students' learning and performance in Literature, and the contribution of Mampong Municipal to Literature education will be recognized in Ghana and beyond.

Where to seek further information?

Should you require any further information, you can contact me either through my email ea56@students.waikato.ac.nz or my supervisors through the following contacts:

Dr. Noeline Wright

Division of Education

The University of Waikato

Email: noeline.wright@waikato.ac.nz

Dr. Laura Gurney Lecturer

Division of Education

University of Waikato

Email: laura.gurney@waikato.ac.nz

Thank you very much for your support and cooperation.

Appendix 2: Letter for headteachers of senior high school in Ghana

I am seeking your help to undertake research with teachers of Literature in English in your school.

Who am I?

I am Eric Adjei Baah. I have several years' experience of teaching Literature in senior high schools (SHSs) and universities in Ghana. I am currently undertaking doctoral studies at the University of Waikato, New Zealand, and wish to learn about how teachers in your school teach Literature. The study aims to support Literature in English teachers and students and to contribute to the teaching of Literature in Ghana.

What is my research about?

My research seeks to learn from teachers' experiences in teaching in senior high schools in Ghana. My study is guided by the following questions:

- (a) What do teachers know and understand as Literature in English?
- (b) How do teachers teach Literature in English to students?
- (c) What factors helps and hinders teaching of Literature in English?

What support do I need from you?

- (a) To introduce me to the Head of English Department to facilitate my meetings with teachers
- (b) Your permission to contact teachers to volunteer for my research.
- (c) Your permission to be in the school on days agreed by teachers for interviews and observation of lessons.

Looking after what is shared

- (a) All data gathered from this study will remain confidential.
- (b) Teachers' identity and that of school will be known only to me and my supervisors.
- (c) Data will be used for the thesis which will be available at the University of Waikato Research

Common digital repository after submission and approval.

- (d) I may also prepare journal articles and conference presentations based on my findings.
- (e) I will provide your school with a summary.

Benefits of findings

The findings from this study may be useful in adding to teachers' knowledge in teaching of Literature in English, offer suggestions to Literature curriculum designers, and provide ideas for Universities of Education in preparing teachers to teach Literature in English in senior high schools in Ghana. In the end, your teachers will have contributed to research important for our future, existing teachers, and ultimately, our students.

Where to seek further information?

Should you require any further information, you can either contact me through my email ea56@waikato.students.ac.nz or my supervisors through their contact addresses below:

Dr. Noeline Wright

Division of Education

The University of Waikato

Email: noeline.wright@waikato.ac.nz

Dr. Laura Gurney Lecturer

Division of Education

University of Waikato

Email: laura.gurney@waikato.ac.nz

Thank you very much for your support and cooperation.

1.11 Appendix 3: Consent form for heads of schools

I allow Eric Adjei Baah to use our school as a potential research site to work with teachers teaching Literature in English.

I understand that

- he will approach teachers as potential participants.
- he will interview and observe participants at their consent.
- he will record interviews at the consent of participants.
- he will invite participants to share relevant documents such as notes, textbooks, and commentaries on literature at their consent.
- he will keep participants data confidential.
- participants may withdraw from the research at any stage prior to data analysis.
- participants will be provided with a link to final research in University of Waikato Research Commons digital repository.

Name of Head of school

Name of School

Signature

Date

Appendix 4: letter for heads of English department of senior high schools in Ghana

Your headmaster/headmistress has directed me to approach you to introduce me to teachers in your department and invite them to participate in my project. I would appreciate an appointment with you to discuss my project and agree on a convenient time to speak to potential participants.

Who am I?

I am Eric Adjei Baah. I have taught Literature in the senior high schools (SHSs) and universities in Ghana in the past years. I am currently undertaking PhD studies at the University of Waikato, New Zealand, and wish to learn about how teachers in your department teach Literature. The study aims to support Literature teachers and students, and to contribute to the teaching of Literature in Ghana.

What is the research about?

My research titled “Investigating teachers’ experiences in teaching Literature in English in senior high schools in Ghana” seeks to learn from teachers’ experiences and practice in teaching. The study is guided by the following questions:

- What do teachers know and teach as Literature in English?
- How do teachers teach Literature to students in school?
- How, when and where do teachers update themselves professionally in teaching Literature?

Who would I like to discuss the ideas with?

Teachers in your department who fit these criteria:

- Teach Literature In English
- Have a minimum of 2 years teaching experience.

How will teachers participate?

A potential participant would be involved in the activities below:

- a 40-minute talk about the research.
- a 60-minute interview which may be recorded at participant’s consent.
- one full lesson (up to 60 minutes) observation at participant’s consent.
- a 60-minute post-observation discussion with participants.
- sharing of relevant documents for teaching literature such as textbooks, commentaries and other teaching aids at participant’s consent.

What is the research aiming to do?

The data from this study may:

- identify ways of supporting the teaching of Literature in English.
- make recommendations on the design of Literature syllabus and curriculum.
- offer suggestions to Universities of Education in preparing teachers to teach Literature in senior high schools in Ghana.

Thank you very much for your support and cooperation.

Appendix 5: Consent form for head of department (HOD)

I accept to introduce Eric Adjei Baah to teachers in my department to enable him invite to literature teachers to participate in his study.

I understand that:

- He will approach teachers as potential participants.
- He will interview and observe participants at their consent.
- He will record interview at participants' consent.
- He will invite participants to share relevant documents such as notes, textbooks, and commentaries at their consent.
- He will keep participants' data confidential.
- Participant have the right to withdraw from the research at any stage prior to data analysis.
- Participant will be provided with a link to final research in University of Waikato Research Commons digital repository.

Name of HoD:

Signature:

Date:

Appendix 6: Invitation letter to participant

Invitation to participate in a study

This information is intended to help you decide whether participating in this research is right for you. Please feel free to ask as many questions as you wish about the research when I visit your school.

Who am I?

My name is Eric Adjei Baah, a doctoral student at the University of Waikato (New Zealand). I have interest in the teaching Literature in English and would like to learn about your experiences in teaching Literature in your school as part of my doctoral research titled “Investigating teachers’ experiences in teaching Literature in English in senior high schools in Ghana.”

What is the research about?

My research seeks to learn from teachers’ experiences in teaching Literature in senior high schools in Ghana. The study is guided by the following questions:

- What do teachers know and teach as Literature?
- How do teachers teach Literature to students in school?
- How, when and where do teachers update themselves professionally in teaching Literature?

Criteria for recruiting participants for the study

Each participant for the study shall be recruited per the criteria below:

- that he/she must be a literature teacher.
- taught literature for a minimum of 2 years.

A total number of 8 participants will be considered for the study with 2 participants each recruited from 4 senior high schools in Mampong Municipal, Ghana. However, if more than 8 eligible participants should volunteer for the study, I will consider the first two participants from each school who submit their consent forms. Eligible participants who will not be able to participate in the study will be assured of accessing the final thesis from the University of Waikato Research Commons digital repository.

What do I want you to do and how much time will it take?

- I want to interview you, and also see you teach Literature so that we can talk about it afterwards.
- First 60 minutes recorded interview at your consent.
- One full literature lesson observation at your consent.
- A post-teaching interview of 30 minutes or longer.
- Interviews will take place at a location and time convenient to you.
- Share literature documents such as textbooks, notes, commentaries and others at your consent.

How will I protect you and what you share?

- Data provided for the study will remain confidential. I will keep it secured on a passworded drive and locked cupboard, and only my supervisors and I will have access to it.
- Your identity will be anonymized in the use of the data. I will use pseudonyms to protect your identity.
- Data will be used mainly for my thesis which will be available at the University of Waikato Research Commons digital repository after submission and approval.
- Anonymized data may also be used in future scholarly publications and conference presentations to promote the teaching of Literature.
- It is my responsibility to respect your privacy and remain trustworthy throughout the study.

What if you change your mind?

You have the following rights concerning participation:

- To withdraw partially or wholly from the research prior to data analysis. You do not need to give reasons, but it is courteous to inform me officially.
- To withdraw collated data after every interview period. You have the right to withdraw that data up until the time transcripts for the period are confirmed.
- You can ask to have your raw interview transcript deleted or returned, as well as your raw audio data. However, I may need to retain data that has been already analyzed.

- You have the right also not to answer any question that I ask you.

My responsibilities as the researcher are:

- Respect your privacy during our interaction.
- Keep you informed of our meetings, observations and interviews.
- Ensure you are at ease each time I visit the school. I will be open with you notwithstanding privacy needs.
- Look after your data and not use any you deem sensitive.

What if an issue or conflict should occur?

First, raise this with me so we can find an amicable resolution. If this isn't possible, I can seek advice from my supervisors. If you feel unable to raise it with me first, you have the right to approach my supervisors yourself with this address (noeline.wright@waikato.ac.nz).

What will I do with the findings?

Findings will be used in my research, journals, articles and presentations. The University of Waikato Research Commons database of publications is also available to view the research online.

Benefit of findings

The findings from the study may be useful to improve the teaching of literature, its syllabus and curriculum design, and as well provide recommendations for Universities of Education in preparing teachers to teach Literature at senior high schools in Ghana.

What now?

If you are satisfied that I have covered what you need to know, please complete the attached consent form and mail it back to me with my email address below: ea56@waikato.students.ac.nz. Alternatively, you could sign a hard copy consent form during our first meeting.

Thank you very much for your support and cooperation.

Appendix 7: Consent form for participants

I have read the information letter and understand that:

- This research is being conducted to investigate teachers' experiences in teaching of Literature in English in senior high schools in Ghana.
- I am requested to partake in an initial interview, a classroom observation, and a follow-up interview, and to share relevant documents such as textbooks, notes, commentaries, and other teaching aids on my literature teaching experiences and practice.
- That the initial interview may take 60 minutes and the observation as long as the lesson lasts. The follow-up interview might be 30 minutes or longer.
- The interviews will be audio-recorded at my consent and transcribed verbatim.
- My participation in the research is by choice. I will be able to withdraw personal transcript data up to two weeks after it is received for checking. But the researcher may negotiate with me to keep some data for his study.
- That I will be respected and accorded privacy and convenience during the study.
- I understand that my identity will be protected under the following provisions:
 - a. that I will be anonymized to prevent recognition in this project or subsequent publications which may arise out of this project.
 - b. that information provided will serve the purpose of supporting teaching of literature and nothing else.
 - c. that I have the right to decide whether to answer a particular question or not, and to decide whether to be observed or not during teaching.
 - d. that I will receive individual transcripts for checking within a reasonable time by email and confirmed by a phone call.
 - e. that the information I share will be strictly confidential.

I have carefully read the information sheet and consent form. I accept to participate in this study without compulsion from anyone. I understand that the research will be approached just as detailed on your information letter, and I keep a copy as reference. I understand the decision to participate is solely mine. I am also aware that I can withdraw from the study at any time, and that I do not have to give reasons for my action. I have had all questions answered by the researcher to my satisfaction.

My personal information will be treated confidentially and will not be made available to any other person except the researcher and supervisors. A de-identified copy of this data may be used for other research purposes. However, my identity will be anonymised at all times.

Participant Name

Signature

Date

Appendix 8: Interview guide for participants

1. Description of Self

- Tell me about yourself as a teacher.

Prompts:

- Educational background (institution/university, degrees, and diplomas).
- Reasons for choosing to teach Literature-in- English.
- Number of years you have taught
- How is it like being a Literature teacher in this school?
- How many schools have you taught in, and how different was one school from the other regarding how Literature-in English is taught and how challenges were addressed?

2. Expectations

Share with me your expectations for teaching

Prompts:

- Your expectations of students. E.g., what you wish students to be able to do, know and understand after teaching them Literature?
- Do expectations differ across class/form levels or with regard to teaching a particular genre/aspect of Literature?
- Your requirement from students in meeting those expectations?
- The role you can play as teacher in meeting the students' required expectations.
- What challenges do you foresee in the way of your expectations?

3. Preparation for teaching

Share with me how you prepare to teach

Prompts:

- How do you like prepare to teach ?
- Share with me how you get materials to teach .

- Tell me about the support you get from your school in your preparation to teach ? For example, discussions with colleague teachers, mentoring senior colleague mentorship, inter-school consultation etc.

4. Teaching and lesson delivery

Prompts:

- Introducing lesson
- Getting students' attention and participation
- Assessment and feedback (d) Purpose of assessment (e) lesson plan or guide (f) Others

5. Passion/ motivation (intrinsic & extrinsic)

Share with me a story about occasion(s) that made you happy of being a teacher.

Prompts:

- Things which inspire you in teaching Literature on that occasion
- What kind of preparation did you do?
- Did you write a lesson plan or a guide? How helpful was it to you?
- Which aspect(s) of Literature-in English do you really enjoyed teaching?
- Which aspect takes much energy or effort from you?
- What teaching resources were available to?
- Would you love to teach over English Language, and why?
- What became your motivation for assessing students after teaching, and were there any challenge in doing so?

6. Professional development

Share with me the opportunities available to you in developing yourself professionally to teach Literature in English

Prompts:

- Tell me about BA or B.Ed. degree program and its connection with teaching and learning of.
- Share with me your Initial Teacher Education (ITE) experience regarding learning and teaching of.
- Share with me if you have opportunities to attend conferences, workshops, in-service training, mentoring program, WAEC marking & coordination etc.
- Are there opportunities for higher learning to facilitate your teaching of Literature?
- What has been your joyful moments in updating yourself to teach Literature? What has appeared to be a challenge along the way?

7. Frustrations/ Challenges

Tell me a story about a situation or happening you may have found challenging/upsetting/demotivating as a Literature teacher.

Prompts:

- (i) materials for teaching , (ii) change of set books (iii) perception about among colleagues and students (iv) aspects/genres of that takes much efforts from you. (v) class assessment (assignment and marking) etc.

Key aspects of the situation. Has it been resolved or continue to exist?
 What ways might you want them resolved?

8. Successes

Share with me some of your success stories as a teacher

Prompts:

- successes chalked (b) factors leading to success.

9. Wish List

- Now that you are teaching, what would you recommend to be included in English teacher education program for teaching of ?
- If you were to change anything about the teaching of Literature, what would you change?

Appendix 8: Participant observation guide

Investigating teachers' lived experiences in teaching Literature in English in senior high schools in Ghana

Participant

School

Class

Date

Time

Introducing lesson topic	
Learning intentions	
Methods of teaching literary forms (poetry, drama, novel), devices and terminologies	
Student/teacher interactions	
Students task	
Class environment	
Resource/ Teaching aids	
Descriptive notes (during observation)	
Reflective notes (my thoughts about what I saw in the classroom)	