

# Is English Literature dying in South Sudan, if so, what is the way forward? A case study of Juba City Council in Four Selected schools South Sudan (CES) – Juba

**Clement Aturjong Kuot Deng**

An independence Researcher

Graduate College, School of Education

Department of English Language and Literature

University of Juba

doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

Published February 14, 2024

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**Citation:** Deng C.A.K. (2024) Is English Literature dying in South Sudan, if so, what is the way forward? A case study of Juba City Council in Four Selected schools South Sudan (CES) – Juba, *European Journal of English Language and Literature Studies*, Vol.12, No.1, pp.51-73

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**ABSTRACT:** *The English Language has been an official Language Since British ruled settle in Sudan. It argued that it is rooted early 18<sup>th</sup> century. English language came to existence in Sudan through British Colony and Christian missionaries. It said that it was a tool of evangelizing in Sudan. Some claimed it is a tool of colonization, therefore, Muslim Brotherhood rejected the English Language and Literature because they misinterpreted that it carries soul and ideology of the west which is based on Christianity, Secularism, Capitalism and Mixed ideology of Capitalism and Socialism. It explored that the English Language came through Egypt. The Christianity and Islam were reported and spread through Egypt. The Socialism, Radicalization of Moslem brotherhood and Marxism came from Egypt. In Sudan, there is mixed relation about the issue of English Literature and Language. It observed that English language and Literature is hardly to die in Sudan and South Sudan because since English Language remains a language of Science, there is possibility of English Language to die. Literary writers, literary critics, linguists, educationists and policy makers argued that the life of English Literature is jeopardized. It believed that the challenges of any given country are beautifully reveal through Literature. Literature is expressed in poetry, drama, fiction and non-fiction. The second group think that English is not dying because English Language is an official language of South Sudan. Literature experts stressed that English Language and Literature must be supported in order to improve its qualities to compete with African countries. The majority of respondents said English Literature is dead.*

**KEYWORDS:** Dying, official, literary, works, quality

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## INTRODUCTION

It observed that South Sudan is lacking Literary productivity works which are recognized by the World literary body or Africa Literary entities. South Sudan has only one professor of Literature who has contributed extensively in African Literature. It debated that the country has insufficient professors, associate professors and senior lecturers of English Literature. Its experiential that in the recent era of twenty - first century. South Sudan has only three Literary creative writers who are foreign based. The Literary writers are considered as only South Sudanese writers, who are gifted, brilliant and inspired to contribute to African writers and World Literature.

South Sudan is facing challenges such bad governance, human rights violations, instability, corruption, violence which can be explained beautifully by creative writers. The current South Sudan 's challenges can be narrated beautifully through Literature productivity, there are so many untold stories, fiction, non-fiction, playwright and poetry. South Sudan has only known professor Taban Lo Liyong, who has contributed expensively in African Literature. He was inspired by some South Sudanese literary writers who are attempting to contribute in African Literature. The emerging energetic young persons are foreign based, are regarded as the only souls of literature in South Sudan.

There are suggestions from Literary writers, critics and linguists that the country must work hard to ensure that their literary works are publicized and disseminate for young literary learners across South Sudan. It observed that University of Juba, Upper Nile and Bahr el Ghazal lack sufficient professors, associate professors, senior lecturers in the three main universities. There are voices within school of education and in particular the department of English Language and Literature to establish separate department of Literature under the school of education or school of Arts and Humanity. There calls from University of Juba and specially school of education and in particular department of English Language and Literature among professors, associate professors, senior lecturers. There are several scholars who have obtained Master Degree in English Language and Literature, that can be sponsored for PhD studies in English Literature in native countries or African countries who are members of Common Wealth.

The South Sudan linguists, educationists, literary writers, who are professors at the University of Juba are divided over the issue of English Literature is dying or not. The majority of scholars think English Literature is dying, if, there are no new generation who are producing literary works. Lack of significance contributions of South Sudan Literature to Africa Literature is alarming to South Sudan Literature community. It argued Professor Taban Lo Liyong ,Nyol Lueth Tong, Stella Gaitano and Majok Tulba were observed by local literary experts, that they were only who are trying to keep the soul of Literature a live in South Sudan. Gyasi describes Literature in broadly

sense as “ anything that is written “ Gyasi (1973) but, Rees (1973) explained it differently as “ writing that expresses and communicates thought, feelings and attitudes towards life” Rees (1973). Moody (1987) describes “Literature as involves writing that springs from our inborn love of telling a story, of arranging words in pleasing patterns of expression in words some special aspects of our human experience. ”Moody (1987). As explained by Boulton (1980) that Literature a functional perspective as imaginative work that it can contributes in recreation, recognition and redemption. South Sudan has been experiencing numerous challenges since its inception but these challenges have not been brought into light or revealed through Literary works. Second group of linguists, educationist and literary experts believed that English Literature in South Sudan is not dead yet. But it suffering from deterioration of Arabization and Islamization. National Congress Party NCP, has been dropped English Language and Literature because is regarded as foreign tool for colonization, western civilization. It has been accused of the secularism which is based on Human Rights, Democracy and Rule of Law.

The elites of NCP think Literature focuses on ideology of capitalism and socialism. South Sudan experts of linguists, educationists and policy makers think that English Literature cannot die since English Language is an official language of the country. They argued that the government must encourage the current generation to engaged them in effectively learning and teaching of English Language and Literature as well as involve in Literary production. They called on Ministry of Higher Education to fully fund school of education and work hard to ensure that department of English Language and Literature is split into two departments i.e. English Literature to be sperate from English Language for effectiveness and good quality of literary works.

The issue of English Literature must be handled into two approaches or angles, the country must have spirit that English Literature and African Literature in general is jeopardize, if the government is not working to facilitate the two ministries of General Education and Instruction and Higher Education. In order to develop very effective curriculum that English Literature along national Literature is supported because there is a need to develop African Literature from oral one into written Literature. It contended that South Sudanese has not been brought to light by South Sudanese native of national languages for instance Dinka folklore has died with elders who were knowledgeable in it.

It claimed that numerous beautiful Dinka songs had perished since it was narrated orally than written ones. The government of South Sudan should encourage the young generation to document all South Sudanese African literature into written forms of the Literature. There are several South Sudanese linguists, literary experts who are interested in establishing institute, centers and recreation centers but they lack resources. The language and culture is entirely responsibility of the native of the language, nobody will spent its resources to develop somebody language unless he or she is human who valued humanity.

English Literature is developed by native speaking countries such as UK, USA, Canada, Australia and New Zealand. English language spread all over the world. It is a global language of civilization, science, economic and technologies. There are concepts or misconceptions that our mother tongue or parental tongue is inferior, but all languages were created by God therefore, they are equal before God. They can co-exist, but some countries have decided to exclude other languages like a case of Sudan under the government of National Congress Party.

It said that Arab countries like Saudi Arabi among others are very keenly or interested in learning English Language and other international language because it linked them with others. The censorship of any language is considered by Human Rights defenders as violation of human rights because it is part and partial of human rights declaration. The languages are treated equally, it argued Crystal said all Englishes are equal for instance Nigeria has contributed in enriches American, British, Canadian, Australian and New Zealand English, he rejected the ideas that there are inferior Englishes such as Nigeria, India, South Africa, among others.

#### **A. Objectivity of the study**

1. To find out what is the role and contribution of South Sudan literary creative writers to Africa Literature.
2. To explain or explore the importance of English Literature in Africa Literature.
3. To investigate the issues of English Literature in South Sudan
4. To analysis the challenges affect the Literary productivity works in South Sudan
5. To explore possibilities of reintroducing English Literature South Sudan primary schools
6. To study the background of South Sudan Literature at the primary level.
7. of Literary writers who successfully produced literary works in South Sudan.

#### ***The importance of the study***

*The research has analyzed the two possibilities of dead or struggling to survive to live. English Literature is vital in education system, it is literature which enriches the language, therefore, English Language as a language of science and technology remains popular in South Sudan since the country adopted English Language as an official language. It claimed that the scholars, policy makers and linguists are divided into two groups. First group think that English Literature is dead and second one think that it is not yet dead. The first group based their arguments on the deterioration, low salaries, demotivation, lack qualification, experience and training among teachers of secondary schools.*

*The second group believed that English Language and Literature is likely to survive since South Sudan is using English language as an official language. English Literature is operational in primary schools, secondary schools and higher education. They argued that since South Sudan has a small number of Literary creative writers who have emerged in the Literary sector. They argued that the English Literature is part and partial curriculum of South Sudan. There are sufficient students, who set every year for Secondary School Leaving Certificate.*

### **The Approach**

The researcher conducted a mixed approach in which data analysis of the outcomes of interviews are analyzed. The qualitative data are analyzed in order to produce narrative report of the research. The study was conducted in four schools under Juba City Council. Scheerens (1990) argued that the study was based on theoretical framework, which has investigated the deterioration of English Literature and Language at the secondary level.

### **Statistics and Narrative Interpretation**

#### **Narrative interpretation**

The Researcher has used qualitative method in which the interviews were conducted, data were interpreted. The research developed questions which were answered by the respondents. Maykut and Morehouse (1994: 127) stated that the themes and categories are not parallel with themes, they are linked with data. It produced qualitative descriptive in-depth analysis of the data collected.

#### **Statistics description**

Anderson, Herson and Nihlen (1994: 109) suggested that statistic description is used to produce data results. Houser theory is based on quantitative method, it is focuses on data outcomes. Mouton, el al. (1993: 155) adopt a questionnaire, it focuses on data results by using statistic approach. Gay and Aiasian (2000: 280), focus on questionnaire or interview as tool which is used to collect the data. The data results are used to address some problems. Lamonski (1999: 125), it confirms validity of the questions that is used as measurement of the study validity. According to Ary , el al. (1985:357).

### **The mixed approach**

The study has adopted two approaches of qualitative and quantitative. The interviews were conducted among students of four selected secondary schools, teachers, professors, associate professors, senior lecturers at the University of Juba. The officials of the Ministry of General Education and Instruction and education experts were incorporated in the data collection.

## **Presentation of the Discussions**

MacMillan and Schumacher (267) argued that the interviews are tools used to interpretate data in order to obtain outcomes that it can be used to address the challenges or problem of the English Teaching through Literature. The interviews were collected from University of Juba experts and senior officials of the Ministry of General Education and Instruction.

### **Statistics and conclusion**

The researcher has conducted a research in four selected secondary schools such as Juba Day Secondary School, Juba Girls Secondary School, Juba Diocesan Model Secondary School and St. Daniel Comboni. The total students interview females' males were 51 students and half of them were girls. The officials of the Ministry of General Education and Instruction and Scholars at the University of Juba were also interviewed.

## **RESULT AND DISCUSSION**

### **The Respondents comments on the Eleven interview questions**

70 % of the respondents said that the reasons behind the English Literature deteriorating at the Secondary School level is attributed to lack of qualified and trained teachers across South Sudan. 30% of the respondents think that the teachers are qualified and trained. There is a report that deterioration of English Literature is due to unqualified and untrained, low salaries, the majority of students did not perform, they are lacking basic skills and knowledge in English Language, before they can learn English Literature, the respondents argued that most of teachers are not graduated from Universities or they were trained at the Training Institute, therefore, they lack qualifications and training in teaching English Language and English Literature.

Other respondents stated that to some extent, teachers who were teaching in secondary schools were qualified and trained therefore, the students were able to perform in English Literature, but the researcher observed that linguists and teachers were questioning about the performances of English Literature than English Language. According to them English Literature is difficult compared to English Language. They were some questions about the Performance of English Literature at Secondary School level. How comes the students performed in Literature than English Language? 80% of the respondents think that South Sudan as country cannot develop without English Literature and English Language. 10% of the respondents think that English Literature is not vital in development and 10 % of the respondents' decline to comment on the matter.

South Sudanese respondents observed that the country lacks literary works, there are no new writers of literary works across South Sudan and specially the current generation of the twenty first century. Some respondents do believe English Literature is not vital, they think that they

should be capitalized on English Language rather than English Literature. Other respondents argued that they believe in English Literature. Other respondents have nothing to do with development since it does not involve science subjects such Mathematics, Physics, Biology and Chemistry. 70 % of the respondents think that students lack knowledgeable and skills in English Literature and English Language for instance, they are not knowledgeable unskilled in English Language first, they should have mastered English Language to enable them to learn English Literature.

30 % of the respondents think that the students are knowledgeable and skillful. They are therefore, performed in Exams. The majority of the respondents argued that the students lack knowledge and 80% of the respondents agreed with the researcher that English Literature enriches English Language since Literature reflects culture and language of any society. English Language is taught through Literature such as poetry, fiction and non-fiction and drama. 20% of the respondents think that more emphases should be put on English Language and African Languages rather than a foreign literature. There are claimed that English literature is regarded as a tool of colonization of five native countries.

80% of the respondents stated that the teachers are not qualified, trained and unknowledgeable to teach English Literature. 20 % of the respondents argued that they are qualified, trained and knowledgeable to teach English Literature. They claimed that the results are seen exams of English Literature at the secondary level. The study was conducted in four selected schools at the Juba City Council. in which the researcher has conducted interviewed in four schools namely Juba Girls Secondary School, Juba Day Secondary School, Juba Diocesan Model Secondary and St. Daniel Comboni Secondary School, these schools have performed better in English Literature than English Language which is seen by the researcher as a matter of questionable that requires further research on why students are performing in English Literature than English Language? English Literature is difficult than English Language since Literature involves imaginary skills. English Language is about rules, form and language structured.

70% of the respondents believe that method which is used to teach English Literature is not correct method or not good approach since the teachers are not qualified and untrained, they were unable to teach English Literature. They stated that it requires mixed method traditional and modern method. Since teaching method had introduced technologies such as Power Point presentations and video presentation a teacher can teach via video conference far away from the class room but in the case of South Sudan this cannot be possible due to resources such internet and ITC devices in the school.

30% of the respondents stated that the current method of teaching English Literature is correct and good therefore, there is no problem. They argued that the results of the method have been seen in the in English Literature's results. It observed by the researcher that students across South Sudan have their ways of scoring English that they learned from previous generations. The students used approach of guessing or some are helped during examination. 80% of the respondents argued that

since the schools lack qualified and untrained teachers, therefore, English Literature cannot be improved. 20% of the respondents stated that English Literature can be improved since there are teachers who are teaching English Literature at Secondary Schools across the country.

The majority believe that English Literature cannot be improved unless the elements that contributed in deterioration are resolve such as increased salaries, qualified and trained teachers, motivation, availability of textbooks and School materials among other. Other respondents believe that there is a room for improvement since English Literature has good requirements for teaching English Literature. The researcher observed that English Language and English Literature has deteriorated in South Sudan. Educationists, linguists and other academia observed that quality of English Language and Literature is very poor compared to 1960s, 1970s, 1980s.

South Sudan education system has been described as weak and poor quality of students who graduated at the secondary school level. 80% of the respondents said that students are declining to take English Literature and English Language as subject of specialization at University level. There are claimed that students lack knowledge in English Literature and English Language. 20 % of respondents think that the Ministry of Higher Education can design policies that can encourage students to take English Literature and English Language as subject of specialization, if they like teaching career. There are voices within the government, calling for increasement of the salaries of teachers and social benefits.

The majority of the current generation have low interest in teaching career since the teachers are under paid compare to other careers. The teachers are unable to take care of themselves and their families. 80 % of the respondents argued that students or current generation lack language to teach or rather they lack knowledge and skills to produce Literary works such as poems, fiction and non-fiction and playwright. 20% of the respondents think that government through Ministry of Higher Education has not done proper work to ensure that learners and teachers are motivated.

The current generation lacks basic knowledge and skills in learning English Language and English Literature. Educationists and linguists argued that the government has failed to design a good policy that encourages the current generation to learn and take English Language and English Literature as subject of specialization at the higher education. 80% of the respondents agreed with a concept that English Literature is dying in South Sudan, they argued that they strongly agree with a concept that English Literature is dying in the country.

20 % of the respondents did not agreed that English Literature is dying because since the English Language remains an official language in South Sudan. The majority of the respondents agreed with an idea that English Literature is dying due to poor quality of English knowledge and skills. It observes that poor quality of English Language and English Literature has been seen among students of higher education who are currently studying and those who graduated from Universities.



80% of the respondents argued that Ministry of General Education and Instruction should increase the salaries of teachers, employed qualified and trained teachers, motivate them, and provide English Literature textbooks for effectiveness of English Literature teaching.

20% of the respondents believed they are motivated, qualified, trained by the Ministry of General Education and Instruction. The respondents blamed the government and specially Ministry of General Education and Instruction of not increasing the salaries of teachers, recruiting more teachers to meet the high demand of the schools across South Sudan. It observed that it is not only increment of the salaries of teachers, there are other needs must be included such as Housing, Social insurance, availability of textbooks among others.

**Table 1. Performance of English Language & English Literature in Four Secondary Schools**

S/no	School	Year	No. learners set	No. of learners Passed	No. of Learners Pass	% passed	No. of lean. Set.	No. of lean. pass	No. of lean. Fail	% of pass.
			<b>English</b>	<b>Lang.</b>		<b>Engli</b>	<b>Liter.</b>			
1.	Juba Day S. S	2017/2018	456	230	226	50.4	161	153	8	95.8
2.	Juba Diocesan	2017/2018	76	76	Nil	100.0	Nil	Nil		100.0

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	Model S.S									
3.	Juba Girls S. S	2017/2018	133	62	71	46.6	28	27	1	96.4
4.	St. Daniel Comboni S. S	2017/2018	72	72	Nil	100.0	6	6		100.0
1.	Juba Day S. S	2018/2019	238	104	134	48.7	239	119		49.8
2.	Juba Diocesan Model S. S	2018/2019	110	110		100.0	4	4		100.0

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3.	Juba Girls S. S	2018/2019	167	91		54.5	40	18	22	45.0
4.	St. Daniel Comboni S.S	2018/2019	84	84		100.0	4	4		100.0
1.	Juba Day S.S	2019/2020	523	312		59.7	140	135		96.4
2.	Juba Diocesan Model S.S	2019/2020	138	138		100.0	5	5		100.0
3.	Juba Girls S. S	2019/2020	84	79	5	94.0	14	14		100.0

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4.	St. Daniel Comboni S.S	2019/2020	82	82		100.0	15	15		100.0
1.	Juba Day S. S	2020/2021	359	308	51	85.8	129	125	4	96.9
2.	Juba Diocesan Model S.S	2020/2021	137	137		100.0	15	15		100.0
3.	Juba Girls S. S	2020/2021	63	62	1	98.4	34	34		100.0
4.	St. Daniel Comboni S.S	2020/2021	88	88		98.4	8	8		100.0

**Explanation of the table 1**

### **The performance of English Language and English Literature for 2017/2018**

The in examinations of 2017/2018, Juba Diocesan Model Secondary School and St. Daniel Comboni Secondary have obtained 100% each in English Language. Juba Diocesan Model Secondary School had 76 students who were sitting for Secondary School Certificate, all of them passed the exams of English Literature. St. Daniel Comboni Secondary School had 72 students who have sat examination of English, all of them passed the English Language.

The students of Juba Diocesan Model Secondary School declined to take or sat for English Literature; the number was Nil. The St. Daniel Comboni Secondary School had only six students who sat for English Literature, all pass with 100%. Juba Day Secondary School had total of 456 students, 230 pass the English Language and 226 have failed English Language. The total result in English Language is 50.4% which is average. Students who sat for English Literature were 161, those who passed English Literature were 153 students, those who have failed were 8 students.

The general result of English Literature is 98.8%. Juba Girls Secondary School had 133 students who sat for English Language, 62 students passed English Language and 71 students failed English Language. The students who passed English Language in Juba Girls Secondary School were estimated to be 46.6%. Students who sat for English Literature were 28 students, student failed was one student, over all examination of English Literature was 96.4%.

### **Explanation of table 1. Performance of English Language and English Literature for 2018/2019**

Juba Diocesan Model Secondary School had total of 110 students who sat for English Language, no students failed in English Language. Overall performance was 100% in English Language. Only four students in Juba Diocesan have shown interest to take English Literature all of them passed the English Literature, the performance is 100% in English Literature. St. Daniel Comboni Secondary School had 84 students who sat for English Language all of them passed English Language with 100%.

Only four students show interest in sitting for English Literature and passed in English Literature with 100%. Juba Day Secondary School had 238 students who had sat for English Language. 104 students passed the English Language and 134 students failed in English Language. The overall performance was 48.7% in English Language. 239 students have shown interest in English Literature, 119 passed English Literature, it was estimated that the overall result was 49.8 %.

Juba Girls Secondary School had 167 students who sat for English Language. 91 students pass English Language. Total overall performance was 54.5 %. Students who have shown interest were 40 % those who passed were 18 % and 22% have failed, the total performance was 45.0 %.

Only ten (10) students, five of them were girls and other five (5) were boys. Juba Girls Secondary school has ten (10) students who are girls. Juba Diocesan Model Secondary School since was a quality school in Juba City Council, the researcher interviewed 21 students.

The researcher managed to interview ten (10) officials of Ministry of Education and Instruction (MoGEI), who are policy makers in education., ten (10) professors, Associate professors and senior lectures at school of education. The researcher managed to obtain performance of English Language and English Literature from (2017-2021), the data was obtained from State Ministry of General Education and Instruction. The researcher was unable to interview the Chairpersons of Specialized and Standing Committees of two-house upper house which is named as Council of States and lower house known as National Legislative Assembly.

The chairpersons of the two houses decline to authorized interviews of them and their committee members. It initiated that deterioration of English Literature is due to very low salaries of teachers, unqualified teachers, teachers are demotivated, lack of political will, to make education as priority by improving education, lack of English Language textbooks, English textbook, insufficient teachers. According to the researcher observations, the English Literature had deteriorated due low salaries, unqualified and untrained teachers, lack of textbooks of English Literature and English Literature.

The researcher hopes that this study will contribute positively in development and support of English Literature and English Language as well as make education as a top priority. The number of the student who have set for English Language were 359 students, only 308 students passed in English Language, 51 students did not pass in English Language. The total performance was 58.8 %. The 129 students set English Language at the Juba Day Secondary school. It estimated that Juba Girls Secondary School had 63 students who set for English Language, 62 students passed English Language only one (1) student failed in English Literature. Total percentage in English Language was 98.4%. Students who have shown interest in English Literature were 34 students.

All of them passed in English Language. Total percentage in English Language was 98.4 %. Students who have shown interest in English Literature were 34 students. All of them passed in English Literature. the total overall exam in English Literature was 100%.

### **Explanation of table 1 Performance of English Language and English Literature for 2019/2020**

Juba Diocesan Model Secondary School students who sat for English Language academic 2019/20220 were reported to be 138. All 138 passed that reflected 100%. Students who show interest in English Literature were only five (5) students and all of them passed the exams with rate of 100% St. Daniel Comboni Secondary School had 82 students who sat for English, all of them passed the exams of English Language with 100%. Only 15 students have shown interest in English Literature, all of them passed the exams with 100%. Juba Day Secondary School had 523 students who sat for English Language. The students who passed the exam of English Language

were 321 students. The total exam of English Language was 59.7 %. The students who have shown interest in English Literature were 140 students.

The students who passed were 135 students only five (5) failed in English Literature. The total performance of English Literature was 96.4 %. Juba Girls Secondary School had 84 students who sat for exam of English Language, and 79 students passed the English Language.

Only five students failed English Language. The total overall performance in English Language was 94.0 %. Only 14 students have shown interest in English Literature.

### **Explanation of table 1 Performance of English Language and English Literature for 2020/2021**

Juba Model Secondary School had 137 students who sat for 2020/2021 academic year, all of them passed which brought the total of result of English Language to be 100%. Only 15 students have shown interest in English Literature. Since they were interested in English Literature, they managed to pass by 100%. St. Denial Comboni Secondary School had 88 students who sat for English Language, all of them pass which brought the school to be 100%. Only eight (8) students have shown interest in English Literature, they all pass by 100%.

Juba Day Secondary School had number of students who have sat English Language were 359 students, only 308 students pass in English Language, 51 students did not pass in English Language. The total performance was 85.8 %. The 129 students sat at Juba Day Secondary, sat for English Literature, only 125 students who sat for English Literature had passed and four (5) students failed in English Literature. It is estimated that total over all of English Literature by 96.4%. Juba Girls Secondary School had 63 students who sat for English Language, 62 students pass English Language only one (1) student failed in English Language. The total percentage in English Language was 98.4 %. Students who have shown interest were 34 students, all of them pass in English Literature. The total over all exam in English Literature was 100%.

### **Observation of the researcher on English Literature**

The researcher has observed that the public schools have more students who liked English Literature than private ones, it was observed they have big number who sat for English Literature than private schools. It was observed by the researcher that private school students who have strong knowledge and skills in English Literature and English performed better than public schools. The private schools performed better than public school because they have qualified and trained teachers, their salaries are better than public ones. Government through Ministry can support teachers through increment of the salaries, training, provision of textbooks of English Literature and English Language.

## **SUMMARY OF FINDINGS**

The researcher's discovery through data analyzing and observations has reached the following:

1. Education in South Sudan has been neglected by government, it has not been a priority to the government.
2. English Literature has been ignored by the government since the education is not a priority of the government.
3. South Sudan inherited problems from Sudan particularly when Arabic Language was made an official language to replace English Language in 1980s and 1990s.
4. The government and Ministry of General Education and Instruction have neglected English Literature, they capitalized on English Language.
5. The low salaries have contributed sufficiently in deterioration of English Literature at Secondary School level.
6. Lack of teachers qualified and trained of English Language and English Literature have attributed to poor quality of English Literature and English Language.
7. Lack of motivation of teachers caused abandonment of teaching career in South Sudan
8. Lack of support from states authorities to the teachers who are teaching in their representative's states.
9. The government and Ministry of General Education and Instruction failed to train qualified teachers for English Literature and English Language.
10. The government and Ministry of General Education and Instruction failed to recruit more teachers to Teach English Literature and English Language.

### **Recommendations:**

The researcher thinks that the government, he means here three arms of the government must empower Ministry of General Education and Instruction to support Education in general and in particular English Language and English Literature in South Sudan. The emphases must be put on English Literature since it enriches English Language.

The researcher is recommending the following:

1. English Literature must be introduced at Primary school level and should be included in Curriculum.
2. The government must make education as top priority in South Sudan by increasing salaries of teachers to be the best among civil servants, in order to encourage educated group to join teaching career.
3. Government must recruit qualified and trained teachers to teach English Literature at primary school and secondary school.



4. Ministry of General Education and Instruction must provide sufficient English Language Textbooks and English Literature for effectiveness of English Teaching.
5. The government through Ministry of General Education and Instruction should adopt a policy of long-term training skills of teacher through Higher Education institutions or Teacher Training Institutes for quality training.
6. Government through Ministry of General Education and Instruction must come up with clear policy to sponsor the students who have interest in studying Education, English language and English Literature to increase the number of teachers in South Sudan
7. Government through Ministry of High Education must design policies that make priorities of the country such as teachers, medical doctors, engineers as well as vocation trainings that can contribute in development of South Sudan.
8. Ministry of Higher Education must lobby English Speaking countries such as US, UK, Canada, Australia and New Zealand to sponsor bright students who are committed to come back and teach English Language and English Literature.
9. The three arms of the government must cooperate with researchers to ensure that they facilitate the researchers to conduct their researches for they have been facing numerous challenges in interviewing and accessing public information.

## CONCLUSION

The researcher does not explore the following areas in which he recommended for further researches. Conduct research at the primary level to assess the level of knowledge and skills of pupils of English Language and English Literature. The researcher will be conducted another researcher on national Literature and culture. The researcher advocate that the researchers must conducted research on literary works in English Language and African Languages. The study focusses on possibilities of exploring challenges that resulted into deteriorating of English Literature at the Higher Education.

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