

The Issues of English Literature in South Sudan: An Analytical of Five Articles Published on Line in Four Selected Schools and University of Juba

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Abstract: *English Literature deterioration in Sudan and South Sudan is due to inconstant education policy by precious governments. It has been observing that they are lacking interest and commitment to learn and teaching Literature at the secondary level. There are claims that students and lectures are not contributing extensively in African Literature and World Literature. The causes for lecturers, are attribute to low salaries, demotivation, lack of internet connectivity, unregular payment of the salaries, lack of accommodation and transport. The reasons of graduate students of Language and literature are related to incompetence and uninterest in producing literary works such as poetry, drama, fiction and non-fiction. The third causes for lectures were attributed to teaching in numerous universities, in order to generate more payments to cater for their family's needs. The critics and analysts argued that the students are not sponsored by the government in order to learn and teach at the secondary schools. The study explores the two groups; the first group think that English Literature is dying in South Sudan since there are no more literary works produced in South Sudan. The second group disagrees that English is not dying since English Language is an official language in South Sudan.*

Keywords: Uninterested, unpopular, demotivation, declining, dying, unregular salaries.

INTRODUCTION

South Sudan students at secondary have been observing that they are lacking interest in studying English Literature and English Language. It argued that Gen. Abbud regime Nimir regime of Sudan Socialist Union (SSU) and Bashir of National Congress Party (NCP). The three military regimes were accused of contributing in damaging and deteriorating education system in Sudan. The good quality of education which was established during independence in 1956 was destroyed by these regimes. Sudan education system was termed to be one of the best education systems in Arab league after Egypt. It has been argued that the Sudanese teachers were teaching in Arab gulf countries such as Saudi Arabi, Kuwait, United Arab Emirs (UAE), among other countries. It argued that Mohyiedin Sabir, the minister General Education in 1970 change Education system from Primary intermediate , Secondary. The education system was changed during Gen. Jafaar Nimeiri.

The deterioration of quality of education and English Language and Literature was having been attributing to low salaries, lack of demotivation, qualification, training, social welfare and conducive environment at the secondary school. The students were noticed that they were lacking basic skills in English Language and English Literature. Sudan 's education system of 60s, 80s and 90s. Sudan curriculum which was inherited from British ruled has been dropped and adopt the curriculum which involves, the elements of Arabization and Islamization that it can help them to

implement their radicalization of Islamic Brotherhood in Sudan.

South Sudan's education system is suffering deterioration of English Literature and English Language due challenges inherited from Sudan education. South Sudan 's education system is in inborn problems from Sudan. South Sudan was part and partial of Sudan 's education system. Sudan's education system suffered badly from the policy of Arabization and Islamization particularly when National Congress Party decided to exclude English Language and English Literature in 90s. It has been arguing that NCP an attempt to impose the policy or ideology of Islamization and Arabization upon African ethnic group of Sudan was seen by critics and analysts as destruction to Sudanese 'education system, which has totally affected the quality of education and in particular English Language and Literature.

The ideology of Islamization and Arabization of pro-Arab ethnic group were rejected by the people of Southern Sudan, through Southern Sudan Liberation Movement Anya-nya and later by Sudan Peoples' Liberation Movement/ Army SPLM/A. SPLM was established by John Garang De Mabior, he spread headed his SPLM for (21) twenty-one years. According to Southern Sudan critics and analysts, the issue of Islamization and Arabization was among the issues that Southern Sudanese decided to rebel against Sudan government before independence of Sudan in 1955. The policy of National Congress Party of Arabization and Islamization resulted in ethnizing and polarizing Sudan which has destroyed multi-party system, democracy legacy and co-existence of the people of Sudan.

The critics, historians, analysts, sociologists and anthropologists confirmed that Sudan is an African Land, but the Sudanese African had accommodated Arab traders who came as traders. It argued that they came without their families, therefore, they inter-marriage with Sudanese African girls in which they produced mixture Sudanese people or Sudanese mixed blood, it is combination of Arab and African descents. It believes that in spite of inter-marriage between Arab and African descents, African ethnic groups remain the majority of the people of Sudan and South Sudan.

Research Objectives

1. To study the importance of English Literature and Language in English Teaching at the four selected Schools in Juba City Council and University of Juba.
2. To explore the role of English Literature in English Teaching through Literature at the Secondary Schools.
3. To investigate the difficulties which are hindering the teachers and learners in Teaching and Learning English Literature and Language.
4. To discover the factors which are contributing negatively and lack of knowledge and Skills in English Language and English Literature.
5. To study the English Literature syllabus at the secondary Schools in four selected Schools and University of Juba
6. To look at the results of students of English Literature and English language in four selected schools in Juba City Council.

English Literature is unpopular in four selected schools and University of Juba

The article is an attempting to raise a first research question which was introduced by Deng (2023). (DOI: 10.33329/rjelal.11.3.191). The research or study discovered that English Literature and Language has deteriorated in Sudan before South Sudan gained independence in 2011. It has deteriorated due numerous reasons such as exclusion of English Language and English Language by imposing the Arabization and Islamization upon Sudanese African ethnic groups by National Congress Party (NCP). It stated that NPC had wrong concept that English Literature and Language is tool of colonization of the western bloc. NCP was working very to ensure that the cultures of native speakers of US, Canada, Australia, UK and New Zealand are excluded in general and higher education, therefore, they exclude the English Language and English Literature in general and

higher education. The users of English Language in Sudan rejected the ideas of exclude of English literature and English Language as an official language. The critics and analysts were aware of the consequences of elimination of English Language and English Literature, will be negatively affected the education subjects such as Mathematics, Physic, Biology and Chemistry and above all English Literature and English Literature.

It observed that even South Sudan was a victim of exclusion of English Language and Literature particularly when National Congress Party (NCP) dropped English Language as an official and replaced it with Arabic in 1990s. The study discovered that it is one of the reasons that made English Literature unpopular. It has been arguing that low salaries, untrained, demotivation and poor quality of students have contributed to the deterioration. It argued that students who were enrolling at the secondary were not performing badly in English Literature and English Language due to deterioration of English Language and English Literature (DOI: 10.33329/rjelal.11.3.191).

There are so numerous reasons of deterioration such as unattractive salaries, lack of textbooks among others. Deputy Minister of General Education and Instruction declared on 2021/22 that primary examinations of South Sudan confirmed that English Language and Mathematics were most unperformed subjects in the examination of 2021/2022. (**The Dawn daily newspaper, (2022 July 16, vol. 7 issue 107)**). (DOI: 10.33329/rjelal.11.3.191).

The study has explored that English Literature is better to be taught in primary level, so that the pupils are taught in basic skills of the language such as listen, speak, read and write. The quality of English Literature can be improved unless, English Literature is taught in primary school level. It argued that the African countries who are members of Commonwealth, or who have been colonized by the British ruled known as Nigeria, India, Pakistan, South Africa, Ghana among others were observed to be performing better in English Literature and English Language, for instance, the top universities in Africa are dominated by South Africa, Nigeria, Egypt and Kenya because they had mastered English Language which help them to perform in their academic results.(DOI: 10.33329/rjelal.11.3.191)

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1. The Low salaries, it has been noticed by the researchers, educationists, local and international observers that has been attributed to abandon of the teaching career due demotivation, lack of social welfare to their families. It argued that the low salaries have negative affected the quality of education and students. The quality of education and students relies on good payment to the teachers.
2. The Lack of Knowledge and Skills in English Literature, the students of the secondary school were observed that they lack knowledge and skills in English Literature due to unqualified teachers, untrained teachers who were unable to teach English Literature and Language as expected by the Ministry of General Instruction
3. The government is forced to employ untrain teachers, in order to fill the gap of the qualified and trained teachers who abandoned or deserted teaching career for better payment.
4. The Lack of libraries, textbooks and conducive environment have been blamed in hindering reading and writing skills. It stated that South Sudan Secondary Schools are lacking Libraries, textbook or conducive environment in the country.
5. The demotivation of teachers and learners is attributed to rejection of students in taking English Literature and English Language as subject of specialization.
6. The assumes that English Literature is too difficult to learn and teach have been contributing negatively in encouraging the students to learn and teaching English

Language and English Literature.

7. The Lack of reading culture among students and current, current generation of twenty-first century have been observing that they do not have culture of reading.
8. The Lack of electricity in South Sudan has also contributing negatively in the culture of not interesting in reading and writing.
9. According to critics and economist's electricity is necessity in the modern World, it is not luxuries services.
10. They are Lacking insufficient food at homes, in spite of the abundance of the resources of the country. South Sudanese households are struggling to feed their families, which is very task.
11. The schools are Lacking insufficient teachers of English Literature at secondary schools. It argued that it has been affecting English Literature and English Language.
12. The government is forced to employ unqualified and trained teachers at the Secondary Schools, has been contributing in deterioration of English Language and English Literature.
13. The students lack interest at the secondary schools, therefore, they cannot produce literary works or performed in English Language and English Literature.
14. The Education was not made a top priority by government. The critics and analysts said South Sudan government has failed and neglected education since inception of government in 2005. it argued that education is not top priority of the government.
15. The Lack of contributions in Africa literature and World Literature is attributed to quality and lack of basic skills.
16. The English Literature is unwanted subject at the Secondary Schools, it argued that students are declining to learn English Literature at the secondary, it has jeopardized the future of English Literature, if the learners are not encouraged to study English Literature and Language.

Analytical of Literature Reviews of English Literature in four selected schools and University of Juba

Deng (2023), argued that the importance of English Literature in English Teaching was introduced in a case study of Juba City Council. It has explored the issues of English Literature and Language in the country. The teachers have been deserting the teaching career due numerous factors which are not addressed by the government. It has been arguing that problems of Literature were attributed to low salaries, demotivation, lack of basic skills, ability and knowledge in English Language and English Literature. The analysts and critics argued that deterioration and poor quality of education is attributed to lack of commitment of the government. The experts of English Literature said that since the government did not make education as a priority, therefore it resulted into deterioration of English Language and English Literature. It stated that Ministry of Education and Instruction has no option unless to employ unqualified and untrained teachers to fill the gap of teachers who have left the teaching career' 'Khatib (102). Ghosn (175) and Shrestha (11). (DOI: 10.33329/rjelal.11.3.191).

Deng (2023) argued that the government must understand that it is English Literature or African Literature that enriches the language not the opposite. It is enjoyable when the English Language is taught through English Literature or Africa Literature as Chan (15). It is true that English language is vital education subject, in order to learn English Literature or Africa Literature, student or learners or even a teacher must have mastered English language and English Literature before, he or she is knowledgeable and skillful in English Language. Mastering English Literature can help in attempting to contribute in Africa Literature, or World Literature''Khatib (102). Ghosn (175) and Shrestha (11).

(DOI: 10.33329/rjelal.11.3.191).

Deng (2023), believes that English Literature and English Language cannot be separated from each other's, because they are as one coin of currency that it has one side of drawings and another with writings. English Literature suffered badly under previous military regimes of Gen. Abboud, Gen. Jafaar Nimiri of Sudan Socialist Union (SSU) and Gen. Omar Hassan Al Bashir of National Congress Party (NCP). All these regimes were possessed by the spirit that English language and English Literature is tool of colonization, therefore, it must be excluded in the Sudan education curriculum. The military regimes were believing in ideology of Islamazition and Arabization.

The English Literature and Education Subject suffered badly in Sudan and later affected due to inheritance of the problems when the government dropped English Language and English in 90s. It argued that the children of elites of National Congress Party (NCP), for instance, the children and relatives of spiritual father of Islamic Front Dr. Hassan Abdul Thurbi, were instructed to learn and mastered English Language or foreign Languages Arabic, so that they can perform in their academia and able them to interact internationally with the world. It argued by linguists, educationists and literary experts the victim was the masses who have been forced to learn only Arabic language in order to exclude them from the world connectivity. It was a policy of decolonizing their followers or public from Western civilization. The critics, human rights defenders that they should be knowledgeable of human rights, good governance, rule of law and civilization world such as the imported cultures through English Language and English from US, UK Canada, Australia, and New Zealand. It argued that they were working to ban the cultures of native speakers of English Language as well as European Union countries from current generation in order to manipulated them for radicalization against Western civilization. The critics, literary experts, linguists and education argued that envy and hatred and il-intention against western civilizations were practiced by the current generation against Christians, Secularists, socialists or rather democrats or even Muslims who did not believe in their doctrines of radicalization and Islamization and Arabization which is mainly contains elements of Muslim Brotherhood of Sudan. South Sudanese people were allowed to became an independence country because they were thinking that South Sudan is obstacle to their doctrines of Islamization and Arabization that it is implemented through radicalization of Muslim Brotherhood in Sudan. The concept of exclusion of English as medium of instruction at the Higher Education and resisted by Sudanese who were not members of NCP. Ali (2001) Khartoum University – Sudan). (DOI: 10.33329/rjelal.11.3.191).

South Sudan 's education system adopted the Literature syllabus from Sudan. Armed and Man a play which produced by George Bernard Shaw. It argued that English Literature and English Language has deteriorated in 60s , 80s and 1990s specially during the government of National Congress Party (NCP) who had an agenda of imposing Arabization and Islamization on African ethnic groups. The ideologies of Islamazition and Arabization have been rejected by African and Arab nationals who believed in Sudanese ideology that it brings two ethnic groups together and under Sudanese society. Widdowson (1983), Brumfit) and Ronald (1986) argued that English Literature is most important subject in English Language teaching because English Literature is enjoyable when it is taught English literature as Foreign Language or Second Language. (FFL/ESL).).(DOI: 10.33329/rjelal.11.3.191).

The study interviewed 51 learners in four selected schools at the Juba City Council. It argued that they were ten students mainly girls from Juba Girls Secondary School. Juba Day Secondary, five were girls and five were boys. St. Daniel Comboni Secondary School interviewed five boys and five girls. Juba Diocesan Model Secondary School were 21 students 11 were boys and 10 were

boys. The students of secondary schools have shared their experience of English Literature and English Language. The researcher did not interview the honorable members of two houses known as South Sudan National Legislative Assembly and South Sudan Council of States. The two houses are called Legislature which brings two houses together in joint Sitting. The researcher encountered difficulties in obtaining statistics and qualitative data from two houses which ended in rejection of interviews of the two houses and in particular the chairperson of specialized of Higher and General Education in both houses. Deng (2023). (DOI: 10.33329/rjelal.11.3.191).

Lack of English Literature productivity at the University of Juba

The researcher observed that South Sudanese learners and Lecturers were not significantly contributed widely in English Literature and African Literature. It observed that they were a small number of South Sudanese and Sudanese contributed in English Literature and Arabic Literature and Sudanese Literature such as Professor Taban Lo Liyong and Nyuol Lueth Tong, Stella Gaitano and Majok. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

The history of English Literature and English Language in Sudan and South Sudan is as one coin of currency that it is so difficult to be separated from each other. The Sudanese cultures of two Sudan and South Sudan are Afro- Arab or mixed cultures of African ethnic and Arab descent which sometime is called as Sudanese culture. It is unifier rather than polarize or so-called Arabization and Islamization or Africanization cultures can be polarized because it is under the ideology of Islamization, Arabization and Africanization, but it is unifier when it is called Sudanese ethnic group. DOI: 10.33329/rjelal.11.4.23. Deng (2023).

It is more unified under the Sudanization as stated by John Garang in New Sudan ideology of liberation of New Sudan. The Arabization, Islamization and Africanization have contributed negatively in polarization of current Sudan. It argued that English language and English Literature or African Literature had deteriorated due to exclusion or dropped of English Language and English Literature in 1964 when Gen. Ibrahim Abboud decided to replace English Language with Arabic Language, followed by expelling Christians Missionaries from different dominations who were members of Sudan Council of Churches. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It argued that policy of exclusion of English Language and English Language by Gen. Ibrahim Abboud by replacing English with Arabic and Islamization in order to impose the Arabic and Islamization on African ethnic groups. The concept of the exclusion was rejected by critics, politicians, academics, educationists and members of Sudanese civil society organizations among others. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It explained that Sudan had been British colony, but Sudan declined to be a member of Commonwealth which is under the office of former queen Elizabeth or current King Charles of United Kingdom UK. In spite Sudan rejection of the membership of Commonwealth, but British government and its peoples remain supportive to the people of Sudan. University of Khartoum remains connected to the rest of UK universities in spite of deterioration of English Literature and English Language in South Sudan and Sudan. The critics and analysts and educationists argued that Sudanese universities before the conflict of 2020 remain among two hundred best universities in Africa due to determination and quality of PhD holders, senior lecturers and above all teachers of Primary and Secondary Schools in Sudan. The critics and analysts had appreciated the efforts of teachers and lecturers in promoting education in general and in particular English Language and English Literature. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

The researcher Deng (2023) , said that English Literature , African Literature and Arabic Literature can be advantaged and strength Sudanese 's culture to the senses that it can be used to publicize and advance the Sudanese culture to world. A great Literary creative writer, journalist, critics and philosopher Teyeb Salih, has produced numerous Literary works among them: The season immigration to the North and Wedding of Zain. Teyeb Salih has contributed significantly in English Literature, African Literature and Arabic literature which remains valuable asset for the people of Sudan and Arab ethnic groups in Sudan as well as African and World Literature. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Deng (2023), said that the issues or challenges of South Sudan can be beautifully narrated or explained beautifully through Literature such as, drama, poetry /songs, fiction and non-fiction that can bring positive change to live of the people South Sudan such as education, food security, developmental projects such as real estate industry, High Ways and infrastructure among numerous projects as well as good governance, human rights and rule of law that safeguard the interest of the public. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It narrated by educationists, literary creative writers, linguists that the learners and lecturers that they are lacking basic requirement for writing Literary works, these requirements are internet connectivity at the university, home, demotivation, un-regular payment, lack of interest of writing, lack electricity among others. The learners of English Literature and English have no interest in contributing in creative writing. The Sudanese literary current generation think that it is not beneficiary for their lives. The analysts believe they are lacking basic knowledge, skills and ability to produce literary works. It argued that the majority of the students, who graduated from universities were unable to communicate effectively, some of them are hardly to write an application letter which is questionable to these universities. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It explored that the current generation of twenty -first century lack culture of reading and writing, they spent their times on face book, TikTok, and unnecessary things. They were observed that they cannot contribute in Literary productivity in South Sudanese literature. The analysts blamed Ministry of General Education and Instruction as well as Ministry of High Education not providing resources to develop Literature and English Language, it cannot be improved unless the government make education a top priority in the country. It is true that the salaries of professors, senior lectures and supporting staff have been increased, but due to devaluation of South Sudanese Pound the salaries have been affected that a professor earns very little salaries compared to East Africa countries. DOI:

10.33329/rjelal.11.4.23/ Deng (2023).

According to Crystal (2008), (43-46), the English Language is more popular than previous centuries, English became international Language, language of science, business, politicians, academia, media and technology. It explored that majority of the world citizens or population are largely using English as official language. It argued that even the founders of UN members who their languages are Arabic, French, Russia, China and Spanish are learning English in order to communicate, discover new ideas or technologies. In spite of variations of English such as ‘Pidgin English, Singaporean English, Arabic English such Sudanese, Nigerian English and South African English, but English Language remains the same as official Language. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Kachru (1985: 30 n., p.135-155). Argued that English Language had spread to the world through British colonization, missionaries who were preaching word of Jesus Christ to the world. It started as ‘inner’ ‘outer’ and later became international language of Science, Business and Politics .’ Kachru (1985: 30 n., p.135-155), believes that inner circle started with British, Canada, US, Australia and New Zealand. English in Africa was brought by the traders, missionaries and British colonizers who conquered Africa. Critics said that English Language is tool of colonization, but others said it is language of science, trade or business and politics. English is largely spoken all over the world. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Deng (2023), argued that Arabic Language is more popular than English Language, in spite of English Language is an official, but the Arabic remains more popular than English Language. Analysts and critics were opposed to the concept of English Language to be only an official language, because, the majority of South Sudanese speak Arabic more than English. Arabic is Lingua franca it argued that 80% of the population speak Arabic and Arabic is Lingua franca of the people of South Sudan. The pro- Arabic language were advocating for inclusion of Arabic English as official, but the idea was rejected by those who do not like Arabic, but their masses still speak ‘Arabic Juba’ which has been influential language in Juba , it had been influenced by local languages or nationals who are spoken around Juba or within Equatoria region. Sandell (11), DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It stated that Bukter Alruda was founded in 1934 by the British Ruled in order to train the teachers who were teaching at the primary and secondary schools.’’Wagi'alla, (339-356). Bukter Alrude was established in order to train teachers in order to increase the students of who were dropping out from schools due to lack of space, untrained teacher at the primary and secondary schools. Sudan was lacking universities, students who graduated from Secondary Schools were hardly get opportunities to enroll at the university accepted or admitted Gordon Memorial college which was upgrade from Gordon Memorial college to University of Khartoum in1956. The South Sudanese critics blamed British ruled that they have established more educational institutions, agriculture schemes and financial sectors as well as infrastructure in Khartoum and some parts of the center of Sudan. They argued that South Sudan was neglected by British ruled. Wagi'alla, (339-356) DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It indicated that English Literature and English Language deteriorated under the governments

Gen. Abboud, Gen. Jafar Nimiri and Omer Hassan Bishir of National Congress Party or Islamic Front when they took power in 1989. They were accused that they were working for Islamization and Arabization of Sudan; they were working to replace secularism system of the government into Islamic and Arabized radicalized and Islamized country in which Holy Quran is source of the constitution in the country. The education system of primary school six year, intermediate three years and Secondary School three years, (6, 3, ,3) was replace primary school eight years Secondary School three years and three year secondary school (8x,3) Wagi'alla, (339-356) DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

The educationists, linguists, and Analysts think that South Sudan education system is facing numerous challenges such as un-regular salaries, low salaries, demotivation, untrained, unqualified teachers and above all education is not priority of the government. There are accusations that Ministry of General Education and Instruction has been employing unqualified and untrained teachers because the trained and qualified teachers abandoned the teaching career for green pasture, for instance, they went to work for NGOs, UN, Development partners, oil companies and constitutional holders in the two arms of the governments such as Legislature, executive, or establish their own firm of the business. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

There are accusations that South Sudan lack qualified and untrained teachers cannot contributed effectively and extensively improve the quality of education in the country. The ideas of the negatively from neighbor president that South Sudan is blue in the sense that they cannot contribute in improving food security as well as the quality of education, it is totally rejected by the scholars, educationists and linguists. They said that South Sudan is capable handle their own Affairs, but the government did not fund the research and education. The Sudanese critics and analysts called on government to make education a top priority. The ethnicity and polarization was accused of destruction of South Sudan, it argued South Sudan does not need imported from neighboring countries, if the insecurity is not spread across the country. (Luswata, 2006; Leigh, 2008),(Kim et al., 2011; Leigh, 2008) DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

John Garang de Mabior a former founder and chairman of Sudan People Liberation Movement SPLM /A, stated one day that South Sudan will be established at the level which some countries in the world reached for instance, South Sudan started with electronic national passport and Identity, internet, among others. The world was astonishing when South Sudan gained independence. South Sudan people were more privilege than African countries because they had troika, the great friends of South Sudan. It argued that the South Sudan politicians have damaged and spoiled the good working relationship with troika. European Union and the rest of the world were criticizing the South Sudanese politicians of mismanagement the resources. The analysts were arguing that South Sudan should not be lacking any thing due to resources, they possess. South Sudan have abundance resources such as fertile lands, rivers, streams, forestry, fishery, livestock, oil, gold and other minerals. It argued that there are lands which were never been utilized since inception of South Sudan. There are calls from public that the resources have not been utilize for common good of the people of South Sudan. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Marshall, (2006), argued that South Sudan Ministry of General Education and Instruction must work hardly to ensure that the English Literature and English Language can be developed to extend that English Literature is taught at the primary school level. The English

language skills can be only established unless the basic skills and knowledge of English Language and English Literature are developed through teaching. There calls from educationists, linguists and literary experts that literature must be introduced at the early age and in particular at the primary school. The children learn cognization at the early age. The analysts stated that troika countries known as US, Norway and UK have been supporting South Sudan education fully, otherwise South Sudan could have managed to run the General Education. South Sudan curriculum was funds by troika. Ministry of General Education and Instruction has developed to some extend or produced curriculum that it is currently being used at the Primary School and Secondary School. Marshall, (2006), DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Through the help of the USAID, the Ministry of General Education and Instruction was able to implement the programme Alternative Education Systems (AES), the programme allow the learners or students who dropped from schools early to reenrolled in schools. The program was conducted to help adults and youth who dropped out from Schools. The program has seven elements such as "Alternative Education System" (AES) "Accelerated Learning Programme (ALP)" "Community Girls Schools (CGS)", "Basic Adult Literacy Programme (BALP), "Intensive English Course (IEC)", "Interactive Radio Instruction" (IRI), "Pastoralist Education Programme." DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Richards and Schmidt (2002), believed that the Longman Dictionary of language teaching and Applied Linguistics contains or comprised of reliable materials. It is realistic and natural illustrations of the language. Richard and Schmidt said that "literary texts are the source of quality linguistic input. (Lazar, 1993)." Literary works can be explored widely or globally since it is imaginary of real-life events (Crystal, 1987). It argued that Literary "works provide the learners and students/leaners with the chances of reliable reading." Ghosn, (174). long (1986). Long (1986) said that literary work is called as "fabricated texts" that symbolize the real communication or communicative such as "predication", "creativity of scenario, discussion topic of discussion." Ghosn, (174). long (1986) or round a text' (p.58). DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Gawe (209), Malan (22) and Steyn, Du Plessis and De Klerk (90), said that "it is fundamental to ensure that mixed methods were applied by the researcher." "The interview approach was used or introduced to explain the interaction between the researcher and students or pupils." "It is based on experience of the learners and teachers." Borich (83), Morgan (11), Ryna (43-44), Lemmer (61) and Munn (1). "It argued that the parents and teachers are always work together to ensure," "that the conducive environment is prepared in the school and the family." "They work closely in partnership with two institutions such as the school and family, it stated they are working closely to ensure that the partnership must benefit the children or learners and their families who wanted their children to attain the good results." DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It argued that English Language and English Literature has been declining at the secondary school due to the policy of Arabization and Islamization of the National Congress Party (NCP), particularly, when they came to power, they attempt to impose their Arabization and Islamization agenda upon African ethnic groups in Sudan. The education South Sudanese were also affected by the policy. South Sudanese were forced to learn Arabic Language, otherwise, they were allowed to enroll at the Higher Education. The English Language and

Literature was excluded by government, it makes, unpopular, the students were encouraged to learn Arabic than English Language. The knowledge, skills, ability of the language, was very good in 50s, 60s and 70s, but the English Language and English Literature deteriorated and became unpopular during the previous regimes Gen Abboud, Gen. Jafaar Nimiri and Bashir of National Congress Party of 1989. It argued that English Language and Literature declined due to unqualified, untrained teachers. It argued that qualified and trained teachers have abandoned the teaching career for better payment. It stated that the secondary school Lack of textbook, conducive environment was attributed to deterioration of English Literature and English Language.

DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Deng (2023) argued that English Literature and English Language has deteriorated due shifting from Arabic to English. It indicated that the students and teachers lack the basic skills in English Language and Literature, therefore, they can learn or teach English Language and English Literature. It stated that the majority of South Sudanese students started their school in Arabic language, or they are Arabic pattern so, the English Language and English Literature is very weak. It specified that the majority of students lack basic communication skills such as listening, speaking, reading and writing as well as new fifth communication skills known as viewing. It claimed that the students of school of education and other disciplines at the South Sudan 'universities were unable to communicate effectively in English Language and English Literature to due challenges of the education. English Literature and English Language is regarded as part and partial of Education subjects. Deng (2023) believes that quality of education is based on teacher, if the teacher is well paid and motivated then there are good results or quality education seen on the students. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Deng (2023) raised a question to respondents " Do they believe that students of secondary are good in English Literature and English Language? " " the question is answered by the respondents that "they were not good in both English Language and English Literature or African Literature." Another question was "does secondary schools have qualified and trained teachers? " The answered was no. " The qualified and trained have abandoned the teaching career for better payment or green pastures in UN, NGOs, constitutional posts (joining politics). Deng argued that there was no adequate curriculum in English Language and English Literature particularly at the primary school. The quality of English Literature and English Language can be improved unless the English Literature is taught in primary school. DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

It is believed that primary school is the right place where English Literature can be properly introduced. It argued that children can learn more easily the language and Literature. It observed that the majority of the majority of the students who were interviewed by the researcher declined to take English Language and English Literature as subject of specialization in teaching at the secondary and higher education due to low salaries and hardship in teaching career. Some analysts argued that they are lacking basic knowledge, skills and ability to learn English Language and English Literature. Some students said "it was career of suffering and hardship" "they further argued that "the teachers not respected in the communities or society," some stated that " some argued that there is no need for the people to going to schools, if the academia or lectures are suffering with their knowledge and expertise, but the uneducated are richer and wealthier compared to academia or teachers".

DOI: 10.33329/rjelal.11.4.23/ Deng (2023).

Lack of motivation of Students and Teachers of English Literature and English Language in four selected schools and University of Juba

The analysts, critics and educationists said South Sudan's education system lacks motivation of the learners and teachers compared to Sudan. South Sudan gained independence from Sudan in 2011. It argued that there is no commitment from the government that education is met a top priority of government. The government was accused by critics and analysts that education is not a priority of the government. They are arguments from critics and analysts that more emphases are given to security and peace in which more militias are given more resources and constitutional positions in the government. In South Sudan teachers and learners are not motivated by national, state and local governments. Sudan government was observed motivated teachers which has produced the good results. It stated that Khartoum City Council has been motivating the teachers and learners by supporting them motivation packages such as free food at the schools and their residences. It has been observing that there is no conducive environment for learning and teaching some schools did not met requirements of the standard school due to compromised of the policy and regulations. In Sudan teachers are highly respected in Sudanese society, but in South Sudan they are not. It stated that the schools which were visited revealed that they were only managed through contributions of the parents. The schools rely on the contributions and small school fees which are collected from the school fess, which are insufficient for their own salaries. DOI: 10.33329/rjelal.12.1.10. Deng (2023)

South Sudan 's English Literature and English Language has been affecting by numerous factors, firstly, the problem of deterioration was inherited from Sudan 'education system. The English Language and English Literature has suffered due to policy of exclusion in which English was replaced with Arabic language. There are accusations that Gen. Abboud, Gen. Jafaar Nimir and National Congress Party NCP have been blamed of deterioration of English Literature and English Language in Sudan and South Sudan. The rejection of English Language and Literature was exclusion of the western education and mainly English language and Literature because they assumed that it is tool of colonization. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

It argued that NCP decided to impose Arabization and Islamization in Sudan 's education system in order to implement the policy of radicalization which is based on Islamization and Islamization. It argued that the objective of NCP is to decolonize the minds of the people of Sudan and particularly the African ethnic groups of Sudan. The Sudanese Christians mainly Southern Sudan have been imposing the radicalization which was based on Islamization and Islamization before independence of Sudan, the Southern Sudan expressed their views or opinions in Juba conference in 1947. It argued that National Congress Party Came to power through coup in after overthrew an elected government in 1989. Sudan National Congress Party came under criticism from analysts, critics and educationists of imposing Arabic to African ethnic groups by excluding English Language as medium of instruction in general education and higher education. It argued that English Language it exposes the people Sudanese to the world because English Language and English literature is tool that it can develop the Language, it is international language, business, technology and science, therefore, it backfires education system in Sudan and the quality of education has been affected in Sudan and South Sudan. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

Sudan Muslim brotherhood known as National Congress Party who had Islamic and Arabic

agenda, wanted to transform Sudanese society into radicalized society in order to working for interest of the Muslim Brotherhood in Arabic world and worldwide. They argued that Sudan must be governed only by Holy Quran therefore, there is no room for Christianity, Socialism, Communism and above all Secularism system of the governance in Sudan. The NCP has had been working to block Christians, democrats, socialists who are believing in secularism. It argued that secularism is governance which is based on secularism. The three arms of the governments such as Executive, the government, Legislature and Judiciary are independent from each other, but in Sudan and South Sudan it is executive which is in charge of three arms of the government. It is commonly known that it is legislature which is overseeing by legislature and above all the media, it is the media which oversee and monitor all activities and programme of the three arms of the government. It work to ensure that the interest of the public are met. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

Deng (2023) said that the issues of English Language and Literature were attributed to unqualified, untrained and unattractive salaries, demotivation among others. Khatib et al., 2011 (102), Ghosn (2002) and Shrestha (2008: 11), stated that Ministry has been employing unqualified and untrained due to unavailability of qualified and trained, because they have abandoned the teaching career for green pasture such as Constitutional holders' posts in the government, NGOs, UN and oil companies or private companies. The analysts and critics called on the government and stakeholders to find solutions for these challenges of Education. It argued that education is foundation of any country. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

Deng (2023), argued that the engagement of unqualified teachers in teaching has been attributed to low salaries, lack of social welfare, accommodation of teachers and their families, transport among others. Ministry of General Education and Instruction should work hard to ensure that the government work for education priority. It stated that government must work hard to ensure that the teachers at the primary and secondary schools are highly paid in order to bring back the teachers who have abandoned the teaching career. It has been observing that when the salaries professors, lectures have been increased, it attractive back the professor and lectures who abandon the teaching career. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

It has been observed that the South Sudanese Pound has devaluated which is making salaries of professors, associate, senior lecturers and assistant teaching lecturers unattractive again. In spite of devaluated of South Sudanese Pounds still some professors, associate and senior lectures are committed to teach at the higher education level. The critics and analysts think that South Sudan government and SPLM led government must work hard to ensure that the teachers are better paid and their universities must be among two hundred universities in Africa. There are calls from critics, analysts and educationists that Education is foundation of development, therefore the government and people of South Sudan should work hard to ensure that South Sudanese universities are among one thousand universities in the world. (Khatib et al., 2011: 102). Ghosn (2002: 175). DOI: 10.33329/rjelal.12.1.10. Deng (2023). (Deng, 2023).

The study explored the issues of the English Language and Literature as well as Education, the analysts and critics claimed that the quality of education rely on teachers and students. It argued that if the teachers are qualified, trained, motivated and well paid, they can deliver a good quality of education, but if the basic requirements are not met because, but the result appeared negatively on students. The English Language and English Language became unpopular among the current generation of twenty first century because of the issues mentioned above. The students of secondary schools cannot improve their knowledge, skills, abilities of English Literature and English language, unless English Language and English is improved. The expert of education argued that unless basic of English Literature and Literature are properly taught in general education and higher education.

It argued that students in Saudi Arabia secondary school environment described as place and origins of Arabic Language. It stated that Saudi Arabia is conservative country in which Arabization and Islamization is source of their culture and constitution. In spite of their Background of Arabization and Islamization, but still learn English Language and English Literature because they are aware that they can share their beliefs from Arabic to English Language and Literature. Saudi Arabia cannot interact with world and specially the native of English Language such as US, UK, Canada, Australia and New Zealand, as well as Common Wealth members under the king Charles of UK, unless they have skills, knowledgeable and mastered English Language and Literature. It observed that restrictions on foreign cultures has been produced negatively the quality of English Language and Literature, but the government still continue to improve English Language and Literature. (Glasze & Alkhayyal, (2002, p.321). DOI: 10.33329/rjelal.12.1.10. Deng (2023). (Deng, 2023).

There are indications that Saudi Arabia 's English Literature and English Language encountered difficulties such as lack of insufficient curriculum and textbooks which produced poor quality of English Language and English Literature. It argued that Saudi Arabia has been using the highest education budget in the world, but still the quality of English Language and English Literature remains very poor and weak due to culture barriers, lack of interest in learning foreign Language or second language. The educationists, Linguists, critics and literary experts blamed the government of Saudi Arabia policy of selecting Islam and Arabic Literary texts which are merely from Islamic and Arabic background which has been contributing in negatively which has produced poor quality of English Language and English Literature). DOI: 10.33329/rjelal.12.1.10. Deng (2023). (Deng, 2023)..

. (Alamir, 2006), argued that the texts or curriculum which were adopted by Higher and General Education was not sufficient in teaching and learning English Language and English Literature. Zaalah (2010), said that English Language and English Literature cannot be taught differently, the language and Literature is one coin that it cannot be separately, the learners cannot separate language from culture of English native speakers, for instance, when a learner is learning Arabic language, he or she must learned Arabic culture that includes Islam religion otherwise, the learner cannot be knowledgeable in Arabic language DOI: 10.33329/rjelal.12.1.10. Deng (2023). (Deng, 2023).

It argued that the government of Kingdom of Saudi Arabi has dropped the English Literature and English Language is containing content of colonization culture which they regarded as tool of colonization. The literary experts are very keen to English Language and English must be at the primary school. It argued that of English Literature still remains very poor and weak unless quality of English Literature is improved in order to compete outside kingdom of Saudi Arabia. Ibrahim (2015), stated that exclusion of English Language and English at the General education resulted in lack of multicultural Literature, the concept of imposing Islam and Arabization in English Literature does not improve the quality of education and English Literature. DOI: 10.33329/rjelal.12.1.10. Deng (2023). (Deng, 2023).

The researchers argued that Kingdom of Saudi Arabia was observed of practicing and largely focused on memorization which does not produced quality English Language and English Literature. The students are prepared to pass the examinations, but later they were found unknowledge, lack skills and weak abilities in English Language and Literature. (Matson, 2016). (Alkubaidi, 2014) and (Elyas, 2008) , said that the students lack critical thinking. They are lacking some skills in communication and as well as English Language and Literature. DOI: 10.33329/rjelal.12.1.10. Deng (2023). (Deng, 2023).

The researchers indicated that the learners or students of English Language and English Literature in Kingdom of Saudi Arabia (KSA), were seen very weak and poor in English Language and English Literature, 57.4% of the students dropped from Secondary Schools since they were unable

to learn English Language and English Literature. English Language and English Literature was observed very weak and poor, the Saudi Arabi cannot compete in Science and discovery since the English Language and English is very weak and poor since the quality of English Language and Literature is not improved, the literary exp educationists and literary experts think that English Language and Literature in KSA will be improved unless the curriculum and barriers of English are improved. DOI: 10.33329/rjelal.12.1.10. Deng (2023). (Deng, 2023).

It argued by Hall, (2015) that Literature encourages the learners to improve their knowledge, skills and abilities, it plays a great role in in English teaching, it argued that it is enjoyable to teach English Language through literature. It helps the learners to improve the skills, knowledge and abilities significantly and strongly. The reading and writing are easily to be improved when he or she is learning the five skills of English skills such as Listening, speaking, reading, writing and viewing. English Literature is about real-life stories and contributes to creative writings. Educationists, linguists and literary experts' proof that it is more efficiently in teaching English Language through Literature. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

Literature improves reading skills; it is about opening a door to the world and broaden horizons of the students and learners. It develops both low and high-level reading skills through active reading literary texts, it is very useful for triggering students and leaners of English language. Teaching Literature to learners offer valuable linguistic input that enriches English language. (Naji et al., 2019, p. 46). (Deng, 2023). (Deng, 2023). DOI: 10.33329/rjelal.12.1.10. Deng (2023).

‘‘ I do agree with scholars and linguists that English Literature is only source in which a language can be enriched. Literature is soul of the language.’’ Deng (2023) , (Naji et al., 2019, p. 46). It is mirror of the society. Only poets, playwrights, novels, criticsists, journalists and activist as well as philosophers can enrich the language through their writings. Language is enriching by Literary works. (Naji et al., 2019, p. 46). (Deng, 2023). DOI: 10.33329/rjelal.12.1.10. Deng (2023).

Deng (2023), studied the four years performance of the secondary schools in four selected schools in Juba, City Council. The four selected schools were Juba Day Secondary School, Juba Girls Secondary School, St. Daniel Comboni Secondary School and Juba Diocesan Secondary School. The performance of the four selected were observed good in private schools, but the public schools were performed badly compare to private Secondary Schools, the Juba Diocesan was the best, followed by St. Daniel Comboni Secondary. The third school was Juba Day Secondary School, but Juba Girls was badly performed due to quality of students and teachers as well as resources allocated to school. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

South Sudan government through Ministry of General Education and Instruction must work very closely with education experts and education policy makers to ensure that the issues of motivation, increase of the salaries, qualified, training and admission policies are designed to meet the country's generation, for instance, the government should encourage the current generation to enroll at the school of education. and particularly department of English Language and Literature. The critics analysts and educationists believe that Education is backbone of any country the world. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

It was argued that number of students is very low compared to other specializations. The study discovered that the national and state governments have been neglecting the motivation and encourage of the students and teachers in order to improve education quality in South Sudan. It was observed that state and local authorities did not have a clear policy of motivating students and teacher's general education and higher education compare to Sudan. It argued that Sudan local, state and national governments do have supportive approach in motivating learners and teachers at the two levels. The supporting and motivating of the local, state and national government can contribute effectively in good quality of education. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

South Sudan 's education system is lacking motivation; the absence of motivation has been hindering the progress and development of the education in South Sudan. South Sudanese universities are not on the list of the top two hundred universities due to factors that are attributed to low salaries, lack of funds for research development and academic contributing's in existing researches that are vital in scientific contribution in Africa and worldwide, and issues affecting education in South Sudan. DOI: 10.33329/rjelal.12.1.10. Deng (2023).

The Higher Education and General Education are lacking the basic of motivation

1. There are accusations that the government of South Sudan has no clear policy or has policy, but it is argued that the students and teachers are motivated in order to contribute effective in quality of education. such as researches and academic articles that it can expose their universities to the world.
2. It argued that the teachers and students have no free accommodation, for instance, the students who were admitted through public admission should be given free accommodation, feeding at the universities across South Sudan. It has been observing that the lecturers and non -teaching staff, lack accommodation and transport in order to facilitate their work, back from their homes to university and back home.
3. The critics, educationists, literary experts think that the scholarship are very vital in education because the bright students and lectures who are interested in studying abroad, can be supported by the government.
4. It indicated that the government did not establish a good conducive environment for education and specially at the Higher Education and General Education. The schools and universities lack equipped libraries, Lecturer Halls, meeting Halls, faster internet for connectivity as well as modernized resultants and café for snakes and fast food.
5. The schools and universities lack well equipped labs, ITCS modernized bookshop that have latest books which the prices are made affordable to every one who is studying at the Higher Education and General Education.

1. Is English Literature dying in South Sudan, if so, what is the way forward?

English Language was introduced by British ruled when they conquered Sudan middle 18th century. English language had been adopted as an official language of the government and medium of instruction of general and higher education since the British ruled had conquered Sudan. It argued that any Language is always imposed by colonizers to the civilians. It stated by Linguists, historians, and literary experts that Language that language of occupier is always imposed on people. The language comes through trade, occupations, Christians missionaries, from different dominations such as Catholic Church, Angelicin Church or Church of England, Protestant Churches, Evangeline Church who are largely native speakers of current UK, US, Australia and New Zealand and discoveries of new lands which were discovered by UK and US. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

National Congress Party was aware that Language is imposed by the powerful groups or colonies to their subordinates. National Congress Party, radicalized group who were believing in ideologist of Muslim Brotherhood, Arabization and Islamization. They had intended to eliminate English Language and English Literature in secondary school and primary school. Arabic language was adopted as official language of the Sudan in the government institutions and higher and general education. The National Congress Party NCP was attempting to undo the ideology of Christianity, Secularism, Capitalism and Socialism or mixed approach of Capitalism and Socialism is commonly found in Commonwealth countries, but their ideologies have failed in Sudan when South Sudan gained independence from Sudan.

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It argued that the Christianity, Islam, Communism or Socialism as well as Education system came through Egypt. It stressed that even the Communism and Radicalization such as Muslim Brotherhood originated from Egypt. English language and English Literature had adapted since the British colony arrived Sudan in 18th century. Educationists, literary experts and policy makers said that South Sudan's future of English Language and English Literature is jeopardized in the secondary schools and Higher Education during 90s. The English language and Literature experts stated that English Literature is only tool or device that it can express the challenges of any country. Through literary such as poet, drama, fiction and non-fiction, the challenges can be narrated beautifully by literary writers.

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The literary experts have explained that the English Literature can beautifully narrate the challenges that they are hardly explained by masses, but these expressions be explained by critics, activists, Cartoonist, musicians and literary writers. The South Sudanese educationists, linguists, literary experts and critics are divided over the issues of English Literature, majority of the experts about 70% of the respondents think that English Literature has die in South Sudan due to poor quality of students. It argued that the students who were admitted at the Higher Education are observed very poor and weak in English Language and English Literature.

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The second group argued that English Literature and English cannot die in South Sudan because English Language is an official language of the country. They argued that in spite of deterioration and poor quality of English Literature and lack of interest, but still English Literature and English Language can survive in South Sudan. There are more calls and efforts that additional attempts can be made to ensure that the English Literature and English language can be improved in South Sudan. It indicated that South Sudan education system cannot compete with East African countries unless the government make education as top priority by government. It argued that South Sudan can produce great expert of literary works, if the universities are funded to hire experts that can come to South Sudan to teach PhD candidates or graduates student in English Language and English Language. The department of English Language and English Literature is better off in linguistic and language, but it lacks English Literature and World Literature. It observed that learners and lectures can contributing extensively in literary works, if they are fully facilitated and funded by the government. There are calls that the students who are studying English Literature at the several South Sudan universities should be supported to contribute in African Literature and world literature.

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Professor Taban Li Liong has been producing several books in literary works. He is currently based in Juba, his nearly retired in teaches English Literature and English Language at University of Juba, school of education, department of English Language and Literature. It seems that University of Juba is lacking PhD holders or rather Professors of Literary studies or Literature. It observed by the critics and experts of Literary studies that there are three emerging literary writers known as Nyuol Lueth Tong, Stella Gaitano and Majok Tulba.

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South Sudan has writers have documented several disciples' contributions in their areas of expertise, but still a lot of work is needed to done. It argued that different academic disciples such as Professor Jok Madut, Dr. Francis Madeng among others writers have been written largely in different disciples. There are arguments from the critics and educationists' experts that South Sudan is lacking experts in English Literature. There are calls that South Sudan literary writers can contribute in transforming South Sudan from the challenge's country faces There are South

Sudanese musicians who have been contributing beautifully in South Sudanese Literature, but some of them are not known internationally and regional such as John (Kudu say) a musician who produced Dinka songs that predicted the future of South Sudan politics before independence of South Sudan in 20211.

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The work of John Kudusay is recognized by Dinka community, he inspired the current generation of musicians, but of the recent, it noticed that the musicians were observed of producing songs for economic gains or working to please the rich and politicians. It argued that musicians are using their music's as means of requesting resources such as money and commonly known as GXR V6/V8 that it estimated to be costing over USD 175, 000.00. The vehicle which is commonly used by elites and senior government officials of South Sudan. South Sudanese music industry required scrutiny, policies, regulations of the ethnic professionalism that governed the music industry and safeguard the public interest of the South Sudanese society.

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It argued that Dinka music and specially the Dinka musicians who have joined SPLA during liberation, have contributed sufficiently in Liberation of the people of South Sudan. It argued that the majority of the musicians have produced songs for course of the liberation were all killed in front lines by government of Sudan. The songs are still kept by some people, but they should be produced literary forms such as texts. It said that songs cannot easily disappear if they are kept in literary forms. South Sudan has music industry in which has great musicians known as Emmanuel Kambe, it stated by experts of music that he is a product of emeritus Cardinal Gabriel Zuber Wak of Archdiocese of Khartoum. It said that he been trained by Catholic Church of Sudan and South Sudan. He was praised that he contributed significantly in South Sudan Sudanese music, his songs are described by experts of literary as national songs of Sudan. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

It stated that there are South Sudanese musicians who were not exposed to world and regional, they are talented musicians, but there are not exposed to World Literature and African literature. The School of Music and Arts should encourage its students and lectures to produce South Sudan music challenges and positivity. The cultures and language are beautifully represented by literary writers such cartoonists, musician fine and arts artists. It indicated that South Sudanese politicians have ethicized and polarized the people of South Sudan on unnecessary things that it cannot help the country It stated they capitalized on negatively than capitalized on agricultural productivity in order to improve food security of the country. There are accusations that South Sudan challenges are brought by politicians who failed to deliver services to the people. The issues are attributed to bad governance, corruption, human rights, instability across South Sudan. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

It narrated that the challenges can be beautifully described in literary works or literature productivity such as poetry, drama, fiction and non-fiction without causing any harm or violence to the people of South Sudan. It states that the majority of current generation are engaged in violence, ethnicity and polarization because they are education and exposition, therefore, they are manipulated by the politicians. It stressed that they are not exposed to the world or they do not know their duties and rights in the society. It argued they can be easily manipulated by the politicians. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

It argued that South Sudanese 's linguist, educationists, literary experts and professors' school of education are divided over the issues of English Language and English Literature, for instance, the first group think that English Literature is dying due to unproductivity of Literary works such drama, poetry, fiction and non-fiction. The research conducted in Juba in four selected schools revealed that the majority of respondent's interviews decline to study English Language and English Literature due to low salaries, demotivation, untraining and unqualified among other factors. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

There are South Sudanese foreign based literary writers who have produced literary works in Literature. They are known as Nyuol Lueth Tong, Stella Gaitano and Majok Tulba. The literary experts think that it is a good begging or starting for the country to produces a new energetic young people who are attempting to contribute in South Sudanese literary works that it can represents South Sudanese 's African cultures in South Sudan. Some Literary experts believe they are contributing in African Literature in English Language. The critics that it is only soul of the Literature that they are attempting to narrate in English language some of texts are translating into English. Doi:<https://doi.org/10.37745/ejells.2013/vol12n15173>

Gyasi argued that Literary works are described as largely wisdom which can be narrated or explained in "any form " written" that it can be produced in poetry, drama, fiction and non-fiction. Gyasi (1973) and Rees (1973), it explained in form of written, expression, thought, feeling and attitudes toward life" They also explained that Literature or literary work involves written that expressed in telling story, that the words are arranged in grammatical patterns of expression. It narrated the human experience. Moody (1987), Boulton (1980) argued that Literature is about imaginary that it can be explained in Fiction, non-fiction, poetry and playwright. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

The second group of the experts at the University of Juba argued that English Literature and English Language cannot die because it is an official language of the country, it has been taught and learned at the Higher Education and Genera Education. English Language is spoken in the markets, government offices, churches, urban and rural areas as well as in residential areas. They are agreed that the quality of English Literature and English Language has deteriorated at the Higher Education and General Education as well as in the government institutions. The quality of the graduate's communication skills is observed to be weak and poor, but they are calling on government to increase the salaries of the teachers in order the quality of education can be improved. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

There claims from experts of literature and linguists that the issues of deterioration can be addressed into two approaches, firstly, the government must be ensured that the education is top priority because the quality of education will be improved English Literature and English Language. The quality of education and English Language and Literature rely heavily on the teachers' salaries, more they are better paid there is quality of any education and English Language and Literature. It is not only English Language and English Literature can be improved alone, the science subjects are essential in the education The science subjects are vital in education and development. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

Secondly, there are arguments that the local African Literature must be improved, in order to contribute in African Literature, there are two schools of Literature one for world language another for African languages, the advocates of African literature writers to think in African languages. The African writers called on African to write in African languages. The first group think that it is not harmful if we can disseminate African Literature into largely audiences. The world language advocates think that if, the books are written African languages, there are markets for these books therefore, the majority of the African writers continue to write in English Language. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>

Local Dinka critics and experts of literary writers are worried that the future of African Literature is jeopardized, in particular, the Dinka literary productivity which were produced by ancestors, for instance, the oral stories. The stories which were narrated by grandfather and grandmothers have faded away and disappeared since the narrator's ancestors have passed away. There are claims that African Literature is oral literature which is very dangerous, the oral literature is easily to die unless it is documented by literary writers. There are calls from local critics and literary experts that the huge resources such oil revenue and non- revenue should be spent wisely on necessary

things that it can benefit the office of the president can avail funds for South Sudan literature works which were not documented by University of Juba on South Sudanese African literature. It stated that the majority of Dinka literature nearly completed death with beautiful songs, fiction, non-fiction and poetry have faded away with our ancestries. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>.

South Sudan is capable in handling its issues because they have abundance resources that they fund its education programs in order to address their problems of English Literature at the General Education and Higher Education. Crystal believes that all Englishes are equal, therefore, nobody can think, his or her English is superior than others. National Congress Party NCP had ill-intention that English Language and English Literature is tool of colonization therefore, they worked to exclude it from the two levels of general education and higher education. They further said that English Language and Literature carries elements of colonization, therefore, they replaced with Arabic language and Arabization culture. They have been capitalized on Arabization and Islamization for their own political agenda in Sudan. The NCP were planning to bring up a generation who are loyalists to them. They had managed to radicalize civil servant, army and neighborhood across Sudan as the students who are in two levels. But in spite of Islamization and Arabization, Sudan was ethnized and polarized and led into the conflict in Sudan between Arab ethnic group and African ethnic groups.

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1. Analytical of the Literature reviews

It observed that the public schools' students were more interesting in Learning and Teaching English Language and English Literature compared to private schools. They said that the public schools have more students who were taking English Literature than private schools. The private students were realized that they performed better than public schools. It stated that the private schools have more qualified, trained, motivated and conducive environment than public schools. The head teacher of the one of the private school declines to reveal the exact salaries they paid their teachers, but it was later confirmed that it is better than public one.

The issues contributed into deterioration of English Language and English Literature in four selected schools and University of Juba

- There are calls from local critics and analysts that the government must work to ensure that the education is made top priority and the resources are avail to fund their education programme.
- English Literature and English Language has been affecting as part and partial of Education system, for instance, education was under funded by the government which has affected the quality and performances of students at the secondary level.
- South Sudan 'education system has encouraging challenges due to bad policy of education of National Congress Party (NCP) has played a vital role in replacing English Language to Arabic language.
- The low salaries, demotivation, unqualified, untrained, unconducive environment among other have contributed in deterioration of education and especially English Language and Literature in secondary schools across South Sudan.
- The qualified, trained and experience teacher abandoned the teaching career due to unattractive salaries, demotivation and unconducive environment for learning and teaching among others.
- The Ministry of General Education and Instruction has failed to train unqualified, untrained, inexperience teachers who were recruited by the Ministry of General Education and Instruction to replace qualified, trained and experience who abandoned teaching career due to hindering.

The challenges of English Literature in four selected schools and University of Juba

The researcher thinks that the government, as specially Ministry of General Education and Instruction should improve English Language and English Literature in South Sudan. It has been argued that it has been affected due low salaries, unqualified and untrained. The critics and analyst call on government to support education fully because core of nation building. The educationist and analysts said that English Literature and Language and four main subjects of science known as Mathematics, Physics and Chemistry and Biology are basic of education and development of South Sudan. Doi: <https://doi.org/10.37745/ejells.2013/vol12n15173>.

The researcher is recommending the following:

1. English Literature must be introduced at primary school level and should be included in curriculum of primary school.
2. The government must make education as a top priority in South Sudan by increasing salaries of teachers, to be the best salaries among civil servants, it encourages teachers who abandoned teaching career to come back.
3. Government must recruit qualified and trained teachers of 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 are interested in English Language and Literary especially bright students to study English language in English native speaking countries such as US, UK, Canada, Australia and New Zealand.
7. Government through Ministry of General Education and Instruction to encourage Vocation training Polytechnique across South Sudan.
8. Ministry of Higher Education must lobby English native Speakers countries such as US, UK, Canada, Australia and New Zealand to be sponsored 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 are facilitated to conduct their researches, the researchers have been encountering difficulties in conducting their researches in the country.

The researcher does not explore the different 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 conducting another researcher on national Literature and culture. The researcher is advocating for more researches to be conducted 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 General Education.

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

2. Why young peoples of twenty first century are declining in taking literature as subject of specialization?

It has been observing that the current South Sudanese generation has been noticed of declining in taking English Literature and English Language as "the subject of specialization", the reasons

were attributed to ‘unattractive salaries, demotivation, lack of social welfare of the teachers who are teaching at the Secondary Schools and Higher Education.’ It argued that South Sudan’s public and private universities are lacking teaching staff and specialists or experts in education, language, linguist, literature and natural sciences such as Mathematics, Physic, Chemistry and Biology among other subjects such History, Geography, Psychology. According to economists, analysts and critics, South Sudan is the richest country in East Africa, but the richness has not been reflecting on their citizens lives such as livelihood, standard of living, health, education and housing among others. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302)

Human resources are considered by economists, educationists, human resource experts as core of any development of human beings. According to critics and analysts, any good economy system in the world, it relies on resourceful human beings, who are properly trained and qualified to carried out any national duties. The capital and Land, are always developed by resourceful human beings. South Sudan has been observing that it has not invested on human resource. It indicated that General Education and Higher Education have been lacking teachers. The insufficient of the teachers are attributed to unattractive salaries, demotivation among others. There are complains that General Education and Higher Education did not have been fully funded in order to support students at the Secondary Schools. It argued that students and teachers are not sponsored to study abroad particularly in native speaking countries such as US, UK, Australia, Canada and New Zealand and members countries of Common Wealth which are under the office of King Charles of United Kingdom. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

There are arguments that South Sudan current generation has been accused that they are not hard working and lack of interest. It argued that they are lacking basic knowledge, skills and ability to learn and teaching English Literature at the general education and higher education. The current generation was observed that they did not have a culture of extensive reading of literary works such as poetry, drama, fiction and non-fiction. English Language skills such as reading, writing and comprehension are essential for literary productivity. It argued that any good writer or researcher is the one who read extensively and sat down in his office or sitting room for so numerous hours in order to read and produced academia article or presentation paper for conference that it can benefit the country and humanity worldwide.

It has been noting that the majority of the families in South Sudan are struggling to feed their families. It stated that it is very difficult to supply one barrel of 200 liters per day. It argued that it is very hard to take care of small family. It stated that each family is working hard to feed his family. It argued that due to economic hardship, the academia, the experts of literary writing are hardly to produce literary works. It argued that academic articles require resources in order to produce quality academic articles that it can benefit South Sudan ‘s higher education and general education and humanity. It realized that the majority of the current generation are declining in taking English Language and English as subject of specialization due to unattractive salaries and demotivation. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

The government of South Sudan has been accusing by the critics, analysts, educationists, linguists and literary experts that the government failed to improve the salaries that it can brings the qualified and trained to the teaching career. The motivation and conducive environment are essential in teaching career for South Sudan’s education system. It has been observing that the teachers can be committed in teaching career unless the basic essentials are met by the government. It has reporting that the qualified, experienced, trained, brilliant teachers have abandoned the teaching career due low salaries and lack of social welfare for their families. It has been arguing that teaching career was regarded as career of exhaustion, sorrow, poverty. It has been arguing that it requires extensive reading and writing as well as research. It has been narrating that teaching career it requires a lot of reading, researching which is very tedious. It stated that it requires preparation for lessons and summarized. Teaching career is not an easy job because it requires a

lot of preparation for teaching in the classroom, correction and requires commitment. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

2. The analytical of Literature Reviews

Deng (2023), argued that the study has been looking at the exclusion of English Literature and English under one Sudan (Sudan and South Sudan). It noted that rejection of English Literature and English Literature was initiated by Gen. Abboud, Gen. Jafaar Nimiri and National Congress Party in 90s. It has been contributing negatively in the quality of English Literature and English Language in Sudan and later affected South Sudan. The critics, analysts and educationist think that the shifting from Arabic to English Language after independence of South Sudan has created huge impact on the quality of English Language and Literature, for instance, the current graduates of university of Juba are observed that they are no communicating effectively in five communication skills such as listening, speaking, reading, writing and viewing. The viewing as new fifth communication skills. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

Chandran (2016) explains that ‘’ Literature is literary works produce by literary writers that it is the forms of text or fiction and non-fiction, or collection of stories, poetry and playwright Deng (15-17). It stated that it helps the learner to familiarize with socio-political contextual of particular environment of the language and Literature. Deng (2023) and (15-17) argued that it narrates the human experience, the challenges that faces the country, it explains that English Literature enriches English language not the opposite. Chandran (2016) and Deng (2023), (15- 17) argued that English challenges of South Sudan such as ethnicity and polarization is narrated by literary works which can be explained beautifully in poetry, drama, fiction, non-fiction. It argued that literature develops reading and writing skills than English Language, it is enjoyable to teach English Language through Literature. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

Povey (1972), said that ‘’ literature or literary works improve the language, it enriches linguistic and language theories of foreign language or second language such as vocabulary usage. McKey (529) and Littlewood (1986) stated that it focusses on authentic materials such as text of poetry, drama, fiction, or novel and non-fiction. There are arguments that Literary works are produced by literary writers. It has been argued that literary writers always narrate the experience of society such as ethnicity, polarization, injustice, violation of human rights, bad governance. It has been explained that there are contributions of some members of society such musicians and activists have been contributing in liberation of the people of South Sudan. It has been indicating that cultures of the society are narrated by literary writers or experts like the great works of Adja, a famous South Sudanese cartoonist and Emmanuel Kambe a great famous musician who is always sing the songs of national interest of people of South Sudan. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

According to Deng (2023), he said that ‘’ Literature is about authentic materials such as poems, drama, novel and fiction that which are used by language users. It enriches language and culture. It stated that ‘’language not purely the outside covering literary debates that it expresses in drama, poetry and novel and non- fiction.’’ Durkheim, (1947)’’ Durkheim, (1947), defines that Literature is produced in the two forms of language or Literature, the written form or text which is produced by literary writers. It argued that literary writer firstly, master the language before he or she moves to produce literary works. It stated that Literature is the soul of the culture and language, it explains the historian events of the society which occurred in South Sudan society are explained or narrated by literature or literary writers. Cruz (2010) Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

English Literature and English Language has been facing the issue of curriculum, it has been observing that there is no proper curriculum which has been taught at the secondary school. It has been suggested that it is better to teach English Literature in primary school, because, the basic

skills and knowledge can be established at the early age. English Literature has been affected due to National Congress Party education policy. The education system has been changed from 3x6 x3 to 8x3. It argued that Sudanese Prime Minister Homdok has readapted the education system of 3x6x3 in 2019. During which the civilian government has been reinstallation in Sudan in 2019. Deng (15- 17). *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

It has been arguing by linguists, educationists and critics that South Sudan' education has been facing challenges and difficulties such as lack of basic skills and knowledge in English Language and English Literature. It is vital to learn speaking, writing and comprehension at the general and higher education It stated that there are reasons which are attributed to shifting English language and English Language from Arabic to English. The students have been observed that they were lacking basic skills, knowledge and abilities in studying in English because they have weak skills in English Language and English Literature. ''ERA (14). *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

South Sudan 's education was described that it has been facing the problems, the quality of teacher due to untrained, unqualified and unattractive salaries have forced the teachers to abandon the teaching career in South Sudan. It stated by officials of the Ministry of General Education and Instruction said that the ministry has been playing a vital role in training teachers who came from Arabic background to improve their skills, knowledge and ability in teaching English Language and Literature. The students of Arabic pattern were also advised to be enrolled in English Language in order to improve their English Skills. ERA (15, 20).). *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

The issue of English Language and English has been a hot debate in South Sudanese education system. The critics and analysts have been blaming the Ministry of Education and Instruction of not addressing the challenges of English Language and literature. The English Literature and Language quality, curriculum, low salaries, demotivation, shifting from Arabic to English. It has been arguing that the students have not been performing well in Literature and English Language. The educationists stated that the learning process will be improved through extensive training and learning. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302) and ERA (20).

There are claims that more efforts are needed in learning English Language and Literature. The quality of Literature and English Language can be improved unless more works are done. It observed that some learners of English Language and Literature had wrong perception that English Language and Literature is too difficult to learn, but through hard work. It has been discovered that it is Arabic which is too difficult to learn, therefore, they were unable to learn. It has been noticed that the students of Arabic pattern are easily to learn English Language and Literature than those of English Language pattern. According to educationists, linguists and literary experts believe that those of Arabic pattern easily English than English pattern to Arabic language.). *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302) and ERA (20).

There are arguments that some educationists, policy makers and politicians who were from National Congress Party (NCP) think that the curriculum which is design by the Ministry of General Education and instruction was a tool of foreign colonization of the five native speakers of English Language known as US, UK, Canada, Australia and New Zealand. The Sudanese critics, educationists and national politicians think that it was totally untrue that English Language and Literature is tool of colonization. They argued that, it is an attempting to destroy education system in Sudan because English is an international language, if, they are excluding English Language and English Literature, it will backfire the government and education system. The critics and analysts opposed the concept of exclusion of English in Sudanese education system. The critics and educationists argued that English Language and Literature are vital in education institutions as well as government 's institutions. *Teresian Journal of English Studies*, (January - March 2024,

Volume XVI, Issue I) - (SSN 0975-6302) and ERA (20 -21).

Ali (7-10) defines English Literature or literature in general as three elements such as plays, poems and fiction and non-fiction or novel. He calls on the ministry of education to adapt English Language in all level of education such as read as far as Reader VI. Ali calls on Secondary to use Reader V11 and corresponding supplementary Readers. He argued that Literature first appeared at the primary and intermediate during British colony in Sudan and some part of the world. He further said that the students of secondary school should be taught Reader V11 and supplementary Readers for effective teaching of English Language and English Literature. Ali (7-10). *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302) and ERA (20 -21).

”Abdelrasol, (54), stated that *Oliver Twist*, *Oxford Tales* told and retold, and *Prisoner of Zande*, are taught at the secondary school. Abdelrasol stated the curriculum is developed into four categories, firstly the reading of text, the students are allowed to read the text and corrected by the teacher the questions which are by teachers or students, secondly, the comprehension is also considered by teacher as tool helps the students to check their comprehension skills. It has been argued that text allow the students to understand the text and meaning. Thirdly, the Grammar is also taught the students on how they can asked or explain what is asked by teacher and explain to the teacher corrected or stated a wrong sentence. Finally, the students are taught the forms of the language for instance, the basic of structure of the language, and how the sentence is constructed for instance, simple sentence such as the students are learning in the class room. The teacher is teaching in the class room. ”Abdelrasol, (54) *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

Mohamed Ali (2001), said that Literature is better to be taught in second year particularly Readers in order to improve skills of English Language and Literature. Ali (2001) indicated that “simplified literature works “ “ it is very vital in teaching and learning Literature in the classroom. “ Ali said that Longman was also taught. It argued that the title of the book was known as *Diamond and country of the Blind Ali* (2001). *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

’Littlewood (178) argues that the schools lack textbooks, therefore, learning and teaching cannot be effectively conducted in the schools. The textbooks are essential in learning in the classroom and outside classroom. Littlewood argues that Literature is part and partial of linguist and language because it enriches them. It argues that Literature is used in spoken and written in literary works such as (poet, fiction and non- fiction and drama). Brumfit and Carter (179), argues that literature relies on symbolic that it can be explained or explored in three elements of literature such as poet, drama, fiction and non-fiction. Littlewood (178). *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302).

Ali (7-10), describes that Literature can be explained as text better than in language structure. It has been explaining clearly that the Literature elements are most useful elements in English Teaching. Literature structure is also explained through elements of the Literature such poetry, drama, fiction and non- fiction, it has narrated that literature are explained beautifully in Literary work which is enjoyable than explaining in English language. Ali argues that challenges of English teaching in the classroom can be addressed unless the factors which caused them are resolved by the government. English Language is properly mastered firstly because before literary writers attempt to produce the literary writers. Deng (2023) argues that English Literature cannot be improved if, the teachers of the based education and general education are paid better than civil servants, constitutional holders. It has been observed that the teachers are not motivated, well paid among others. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

Deterioration of English Literature

Ali argues that English Literature is essential in English teaching because, the learners can be more successful in learning English Language through Literature. The skills, abilities knowledgeable are acquired and improved through Literature. It has been argued that it is enjoyable, unforgettable, if a learner, learn through literature. The student who are learning story, drama and poet, were observed to be better than those who learn in English language. Literature elements can easily improve the language. Deng (2023) believes that it is true that a learner cannot produce literary work if he or she is not knowledgeable in English Language. English language learners can produce Literature works unless they have mastered the language. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

Ali, (2011) claims that educational administrators and parents believe literature is vital subject in secondary schools. It argues that it carries, the culture and language of a given language for instance, English cultures are explained in broadly in Literature than language because Literature narrates culture and language broadly through poetry, drama and fiction and non-fiction. It argues that English became unpopular in Sudan due to exclusion of English language and English Literature, there are myths that English Language and English carries foreign elements or tool of colonization, therefore, it should be dropped in the curriculum. The exclusion of English Language and English Literature has been rejected by the educationists, linguists and literary experts. They were aware of the consequences of the rejection of English Language and Literature. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

Littlewood (1976: 177) argues that there are claims that students of English Language and Literature should be taught only in linguistic and language than Literature. They argued that they should be more emphases on Linguistic and Language. They were opposing teaching of Literature. They were advocating that English Literature should be dropped. Curriculum should contain only English Language. Deng (2023). The researcher has confirmed that English Language in the school of education at the department of English Language and Literature. It has been argued that the Linguistics has taken lion share than Literature. It observed that English Literature at the postgraduate program has been excluded from the curriculum of postgraduate. The subjects which are taught at the postgraduate Diploma and Master programme are mainly linguistic and language subjects. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

Arif (November, 2012) argues that language is tool of communication, it carries the culture, norms and traditions. A country 's culture and norms are narrated by literary writers for instance, the injustice, good or bad governance are narrated by linguists, literary writers in literature. Arif believes that Literature is the only source of expression of social, Philosophical, theological and political. Arif (2013) argued that there are two groups, first group advocates for Literature and another group who opposes literature. The second only advocate for teaching Language than literary. Deng 2023, believes that the group which opposes literature are the group who are not interested in criticism. A researcher believes that literature experts or literary writers who like literary works. It argued that Sudan, should not exclude Literature. Sudan's exclusion of English Language and Literature in 90s has huge damage on quality of English Language and English Literature. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023). George Sampson Newbolt and Sampson (1921)

Chan (1999: 15), believes that ' Literature is better to be taught in secondary school because it is useful, meaningful and its riches the language. It improves English Language skills such as listening, reading, speaking writing and reviewing. It helps in critical thinking and analytical skills and communication skills in Literature teaching. (Khatib et al. 2011: 102), it argued that 'literature has a complex structure.' It means that it is not an easy disciple or specialization because it requires hard work and extensive reading, writing and researching on internet, on line or in books.

Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023). George Sampson Newbolt and Sampson (1921)

Lado (1964: 49) said that literature is element of expressions and it is a vehicle which transmitted language in forms of literary works such poetry, drama, fiction and non-fiction or communication skills in language and literature. Literature enriches language, the new ideas can be provided by literary writers when a book of poetry, fiction and non-fiction or drama are produced. Literature explains, the experience of the society such as the issues which are facing in society, that it can be injustice, ethnicity, polarization and lack of participation of the society members. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023). George Sampson Newbolt and Sampson (1921), Lado (49). Ogunnaike (340) and Labo – Popoola (52).

Labo – Popoola (48), Vethamani et al. (2010), Calia (33). Collie and Slater (27), (27) , Oster (1989 : 99) , Lazar (40) and Vethamani (55) and Deng (2023) , argue that Literature is vital in English teaching and learning skills of English Language . It illustrates, the society challenges. It narrated them through literary elements such as drama, fiction and non-fiction and poetry in explaining the experience of the society. There are calls from critics that government must work hard to ensure properly that teaching of English Literature is taught effectively in secondary school. The concept of the teaching English Language through literature is good when it should be taught in secondary schools. Literature improves five skills of communication such listen, speaking reading and writing and reviewing is vital in communication a child or adult can view the people he or she leaned from viewing such TV, Tik Tok among others social media. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023). George Sampson Newbolt and Sampson (1921), Lado (49). Ogunnaike (340) and Labo – Popoola (52).

Cambridge advanced learner’s dictionary, (2003, p 729) , explains or describes Literature as “ written artistic works , the produced ones, which are very high and long lasting artistic value.” The word “ literary is explained as text which written in forms of literary works such as poetry , drama , fiction and non-fiction, it reflects , the culture, norms experience of the society. It can express the feelings , happiness , injustice and historical events which were experience by the members of the society. (Cambridge advanced learner’s dictionary, 2003, p 729) and. (Takahashi, 2015). Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

“Literature has experiencing ups and downs for instance, during the period of the Grammar Translation Method (GTM), Literature played a vital role in teaching for example, the students or learners are asked to translate Literary works such as Novel, poems and plays to their mother tongue.” (Larsen-Freeman, and Anderson, 2011). “ Literature was used in 1980s, Literature contributes effectively language skills and communicative. e.g., Collie and Slater, 1987; Ghosn, 2002; Hall, 2015; Hismanoglu, 2005; Lazar, 1993; McKay, 2014; Naji, Subramaniam, and White, 2019; Sage, 1987) have confirmed that it enriches and improves language and bring on board new vocabularies, speaking and writing. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

Erkaya, 2005; Pardede, 2011), (e.g., Collie and Slater, 1987; Ghosn, 2002; Hall, 2015; Hismanoglu, 2005; Lazar, 1993; McKay, 2014; Naji, Subramaniam, and White, 2019; Sage, 1987) describe or stated that the importance of English Literature in English teaching at the secondary school and primary schools is vital. Deng (2023), call on the government to adopt curriculum that includes English Literature in primary schools. It provides basic knowledge and skills in English Literature at the early age. The experts of linguists and literary experts call on the government to teaching English Literature at the primary schools. Teresian Journal of English Studies, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

Deng (2023), observes that the young generation of twenty first century are not keen and committed to learn and teaching English Literature. They argued that they were declining due to low payment which has been contributing negatively in deterioration of English Literature. The critics argued that teachers are not valued or respected by members of South Sudanese society. It said that they have very low salaries, demotivation among others. It observed that the young ones, preferred, to get white colors jobs such as lawyer, economist, banker, politician, business man/woman, UN employer, NGO project manager among others. Deng (2023).

CONCLUSION

The critics and analysts are calling on South Sudan government to improve or increase the salaries of teachers. The increment of the salaries, it can attract the teacher who abandoned the teaching career to come back in teaching career. It argued or stated that South Sudan society cannot develop unless South Sudan education is fully funded by the government. It observed that South Sudan will remain as a consumer country, importer and always rely on East Africa and the world. Deng (2023), stresses that deterioration of English Literature and English Language is inborn from Sudan, but Sudan is more develop than South Sudan. The study of English Literature and English Language is part and partial of the problems such as education, food security, ethnicity and polarization, insecurity, bad governance, violation of human rights and many other issues in South Sudan. A researcher believes that South Sudan cannot develop or resolves its challenges unless the education is made a priority by government. It argued that education is core of any human development. *Teresian Journal of English Studies*, (January - March 2024, Volume XVI, Issue I) - (SSN 0975-6302). Deng (2023).

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TESL PRE-TRAINING SERVICE PROGRAMME

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