

Language Competency, Preparedness and Attitude toward Literature Subject: A Case of Secondary Schools in Arusha City, Tanzania

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ABSTRACT

While literature is an important subject in secondary school curriculum, it is optional in Tanzanian secondary schools. This leads to limited number of students who choose it even though the subject has numerous advantages. Using a sample of 197 form two students, the study sought to describe and establish relationships between students language competency, preparedness and attitude toward literature through descriptive and inferential statistics. The study concluded that students had positive attitude toward literature subject and believed that literature is one of their favorite subjects. They considered their teachers to have played their role effectively in preparing them to opt for the subject. Students further perceived that they perform very well in English subject. Furthermore, it was established that when teachers prepare students for literature subject, students' interest in and attitude toward literature will increase. Based on conclusions above, it is recommended that teachers should use students' positive attitude toward literature as a loop hole to guide them to opt for literature subject. There is need for teachers to continue encouraging students to take literature subject as it has been proven that the subject increases proficiency in English. Lastly, in order to increase the number of students who will take literature subject in the future, it is necessary for teachers to increase the level of preparedness for literature subject by encouraging form two students to read various literary works.

Keywords: Competency, preparedness, attitude, literature, Secondary School, Tanzania

INTRODUCTION

Literature is an important subject in secondary school curriculum. The use of drama in the classroom, for instance, which is part of literature, encourages students to master English language as a subject and as a medium of instruction (Saricoban, 2004). There is therefore a close relationship between language and literature. The two are inseparable. They are rather two sides of the same coin. One cannot separate English competence and effectiveness in literature learning. This can be observed in Uganda where English language has been used as a language of instruction. In the country, Bitek (1989) made people in Africa realize that poetry can be enjoyable only when medium of instruction is properly mastered. Therefore, there is need for students and teachers of literature to master English language so that it can lead to literature teaching and learning effectiveness. This is further indicated by Young (2008) who stated that to succeed in most parts of the world today, regardless of one's career choice, one needs to speak and write formal English. With this reason, it is important to engage students in vocabulary, tense, correct grammar and pronunciation exercises to boost their language competence for literature learning effectiveness. When students are exposed to such exercises,

the language is brought to real life and as a result, the mastery of the language for effective use of it in literature can be realized. Since drama is all about dialogue and actions, when it is used effectively, students will master English language effectively which will help in learning literature effectively.

Since 1960's, Literature has been considered to have power to educate the society, to criticize, and to entertain. According to Valdman (1966), for instance, "literature as an aesthetic human experience, not only gives pleasure but also teaches life in varying degrees of intensity" (pp.28-29). Therefore literature is very important not only for language competency and entertainment but also for imparting values and cultural heritage from one generation to the next. This is further supported by Cubuku (2001) who conducted a study in Turkey and came up with an argument that literature helps students to be competent in English language and exposes them to conversations and dialogues inside and outside the classroom which in turn improves their argumentative powers.

While studies have indicated the essence of literature subject, the subject is optional in Tanzanian secondary schools just like Agriculture, Computer and Cooking. Limited number of students in Tanzanian secondary schools has opted to take Literature subject. Among other reasons, poor mastery of English as medium of instruction may be the key factor since literature demands high competency in language in which it is taught. According to Tanzania Education and Training Policy of 1995, Primary Education in Tanzania uses Kiswahili while Secondary Education uses English as medium of instruction (URT, 1995). Since English language is not used as medium of instruction in primary schools, the learners in secondary schools encounter a drastic shift from Kiswahili to English as medium of instruction and as a result, they may possess poor mastery of English language, which may lead to poor learning in literature. Due to this, teachers and students in Tanzanian secondary schools do not only commit grammatical English errors, but also they fail to maintain using English throughout (Vuzo, 2005). As the result, they opt for code-switching (from English to Kiswahili or vice versa).

Poor mastery of medium of instruction is a common experience in other African countries as well. According to Mukama (2007), the languages of instruction in African schools are English, French, Spanish, Portuguese, and Afrikaans which are all foreign. Some students believe that since English language is not their mother-tongue, it is difficult for them to choose learning Literature (Olowoyeye, 2014). Olowoyeye (2014) further contends that today, students in African countries face serious challenges in mastering English as medium of instruction. In the context of Tanzania, students can enjoy learning literature only if they have successfully mastered English language as a medium of instruction. In the present study, therefore, the researchers consider mastery of English as an important factor for students' choice to take literature subject.

Therefore, the present study seeks to establish the perception of students toward literature subject in relation with their competence in English language. Further, the study will find out about the extent to which teachers prepare students for literature subject as well as the relationship between competence in English language and attitude toward Literature subject. The study will be guided by five research questions: (1) what is the attitude of secondary school students in Arusha City toward Literature subject? (2) What is the level of preparedness for literature subject by secondary school students in Arusha City? (3) What is the level of mastery of English language by secondary school students in Arusha City? (4) Is there significant difference in preparedness for literature subject by students characterized

according to interest in literature subject? (5) Is there significance relationship between level of mastery, preparedness and attitude toward literature subject?

LITERATURE REVIEW

This section discusses the significance of literature subject, language mastery and Literature subject as well as students' preparedness for Literature Subject. The researchers went through literature from global to local perspective to throw more light on the variables under investigation.

Significance of Literature Subject

Literature is one of academic subjects taught in secondary schools across the world. Various authors have indicated numerous advantages of studying literature subject. One of the most important advantages is that it is an instrument for cultural heritage from one generation to the next. According to Carter (1996) in Bataineh (2014, p. 138), for instance, "literature is a viable component of second language programs at the appropriate level, and one of its major functions is to serve as a medium to transmit the culture to people who speak the language in which it is written." It is therefore important to have secondary school students exposed to literature in order to gain knowledge on culture.

Development of language competence is another benefit of literature subject. The teaching and learning of English Literature in the Malaysian English Second Language (ESL) context, for instance, was introduced since the year 2000 with the intentions to develop language proficiency apart from instilling reading habit among the students (Suliman & Yunus, 2014). The significance of literature subject for development of language competence is brought to view by Bataineh (2014, p. 138) who has it that "literary texts are an untapped resource of authentic language that learners can avail themselves of. Exposure to literary works can help them to expand their language awareness and develop their language competence."

Apart from language competence, development of reading skills is another advantage of literature subject. This has been indicated by Haile, Hailu and Fikadu (2018) who argue that Literary materials and teaching reading skill have a strong relationship. Furthermore, teaching reading using literary materials creates a long-term and valuable effect upon the learners' linguistic and extra linguistic competencies. They cite Murat (2005) who adds that the use of literary materials in reading lessons influences literary transfer skills, communication competencies and collaborative skills among the learners.

Language Mastery and Literature Subject

Studies have indicated the significance of mastery of medium of instruction in secondary schools. Olagbaju and Akinsowon (2014) in Ngussa (2017, p. 1), for instance, contend that "medium of instruction is an essential factor in teaching and learning process. It plays an important role not only as a subject taught in class but also as the vehicle through which information is shared between the learner and the teacher." The study of Ngussa (2017) on Correlations between medium of instruction and interaction factors among teacher trainees in Musoma, Tanzania, established a significant positive correlation between language competence and student-teacher interaction. Particularly, the study found out that language competence increases the level of learners' interaction with their teachers in the teaching-learning process. The more students master the medium of instruction, the more they interact with their teachers. This led the researcher to recommend that language teachers should do their best to improve students' mastery of the medium of instruction, especially at the lower level of education, in order to enhance the level of student-teacher interaction in secondary schools and beyond.

Significance of Mastery of English as medium of instruction in Tanzanian secondary schools cannot be overemphasized. In the country, Kiswahili is used as medium of instruction in primary schools, and after completion of 7 years of primary education the medium of instruction changes from Kiswahili to English right from secondary to higher education (United Republic of Tanzania, 1995). Ngussa (2018), cite Chaudron (1998), in Senapati et al. (2012), who argue that when learning takes place through a language other than the mother tongue, learners have to overcome three-fold challenges: Firstly, they have to make sense of the instructional tasks, which are presented in the second language. Secondly, they have to attain linguistic competence that is required for effective learning to take place, and finally, they have to master the content itself. This implies that if learners have not mastered the medium of instruction, they are likely to encounter difficulties toward learning effectiveness. A student who has not mastered language of instruction will keep silent in class and may not feel free to express his or her ideas in the process of teaching and learning both in class session and in group discussions.

While language mastery is important in all subjects, it is very important for effectiveness in the teaching and learning of literature subject. The mastery of the language used in teaching and learning literature is of prime importance if learners need to get the concepts discussed in the subject. Based on this fact, one of objectives of this study is to determine the relationship between language mastery and students' preparedness and attitude toward literature subject.

Students' Preparedness

Preparedness is necessary for effective learning to take place. This has been emphasized by psychologists who came up with the so called Law of Readiness which contends that readiness is a prerequisite for learning effectiveness. The law of readiness states that when a person is prepared to respond, giving the response is satisfying and being prevented from doing so is annoying. Readiness implies a degree of single-mindedness and eagerness. The law of readiness therefore, suggest that individuals learn best when they are physically, mentally, and emotionally ready to learn. Studies have indicated that lack of preparedness may hamper learning effectiveness. The South African Council for Higher Education (CHE, 2013) in Monnapula-Mapesela (2015), for instance, contends that in South Africa, student under-preparedness has become a dominant learning-related cause of the poor performance patterns in higher education, which is largely blamed on systemic faults of the school sector. Due to this reason, there is need for teachers to instill interest in the literature subject to their students from their lower levels of education. This can be accomplished through encouraging them to read literary works which will not only improve their language competence but also it will increase their attitude toward literature subject and actually influence them to take the subject.

RESEARCH METHODOLOGY

The study employed quantitative research approach in that numerical data was used to establish facts about variables under investigation. The questionnaire with closed ended items was distributed to students to indicate their perceptions about various aspects. This section therefore explains about research design, population and sampling technique, validity and reliability and ethical considerations.

Research Design

Research design is defined by Creswell (2003) as plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. It involves the intersection of philosophical assumptions, strategies of inquiry, and specific methods. Kothari (2002) further considers research design as the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research

purpose with economy in procedure, consisting of the blueprint for the collection of, measurement and analysis of data. The study employed descriptive correlation research design. According to Creswell (2003), descriptive analysis includes describing the results through means, standard deviations, and range of scores. On the other hand, correlation approach looks into the interrelationship between independent and dependent variables. Therefore, perception of students toward various aspects was established through mean scores while interrelationship between variables under investigation was tested through inferential statistical tools using the Statistical package for Social Sciences.

Population and Sampling

Population is defined as the entire group of individuals, events or objects having a common observable characteristic (Mugenda & Mugenda, 2003). Arusha City has a total of 54 O- level secondary schools whereby 27 are private and 27 are Government schools. The study dealt with private and government schools that chose to opt teaching literature in English subject. Therefore, both random and purposive sampling procedures were employed. As a result, eight schools were selected as sample. Among the selected schools, form two students were purposively selected to fill the questionnaire. The form two students were selected because they are potential candidates for literature subject in form three.

Validity and Reliability

Validity and reliability are very important issues to be considered both in qualitative and quantitative studies. According to Creswell (2003), validity and reliability of scores on instruments lead to meaningful interpretations of data. Kothari (2002) defined Validity as the extent to which measurement measures what it suppose to measure. Kothari (2002) describes reliability as the important test of sound measurement.

Table 1: Reliability Analysis Results

SN	Variable in Question	Cronbach's Alpha	Status
1.	Attitude toward Literature	.835	Reliable
2.	Preparedness	.789	Reliable
3.	Mastery of English Language	.821	Reliable

Before data analysis took place, validity and reliability of the questionnaire were established by the researchers. Experts were given the questionnaire to read and give necessary comments for further improvement before it was used for data collection. Furthermore, analysis of reliability was run through the Statistical Package for Social Sciences. As seen in Table 1, the Cronbach's Alpha for attitude toward Literature was .835, for preparedness was .789 and for mastery of English language was .821. Since the cut off point for acceptable reliability was 0.7, it is argued that items in the questionnaire were reliable to be used for data collection.

Ethical Considerations

Ethical concerns were taken into consideration in that before the researchers embarked into data collection exercise, permission was sought from relevant authorities. A letter was addressed to the Arusha Regional Administrative Secretary who recommended the researchers to the Arusha City District Administrative Secretary under whose authority the letter of permission to collect data was granted. Anonymity and confidentiality principles were observed during the time of data collection in that respondents did not indicate their names in the questionnaires. Furthermore, respondents were given freedom to participate or to withdraw from participation. Finally, the final manuscript of this study was published in a referred journal for results to be observed by the public so that relevant authorities can make use of recommendations given for improvement of teaching and learning effectiveness of literature subject in secondary schools of Arusha City and beyond.

PRESENTATION, ANALYSIS AND DISCUSSION

Presentation, analysis and discussion of results was guided by five research. The first three research questions were analyzed through descriptive statistics in terms of mean scores. Scale of mean score interpretation was as follows: 3.50-4.00 = strongly agree, 2.50-3.49= agree, 1.50-2.49 = disagree and 1.00-1.49 = strongly disagree. The fourth and fifth research questions called for hypothesis testing through independent sample t-test and Pearson Product Moment Correlational Coefficient to establish differences between variables and interrelationship between independent and dependent variables respectively.

Research Question One: What is the attitude of secondary school students in Arusha City toward Literature subject?

This research question sought to establish the attitude of secondary school students in Arusha City toward literature subject. The questionnaire was distributed to form two students who are possible candidates for Literature subject when they reach form three. This is due to the fact that literature subject is optional and is taught to form three and form four students based on their interest. If the attitude of form two students is poor, it is likely that they may not opt to take the subject upon reaching form three. It was therefore deemed necessary to establish their attitude in order to give necessary recommendations.

Table 2: Attitude of students toward Literature Subject

SN Item in the Questionnaire	N	Min	Max	Mean	Interpretation
1. Literature is one of my favorite topics/ subjects	197	1.00	4.00	2.87	Agree
2. I am interested in drama	197	1.00	4.00	3.07	Agree
3. I participate in drama clubs and activities	197	1.00	4.00	2.79	Agree
4. I enjoy reading novels, poetry and play books	195	1.00	4.00	3.36	Agree
5. Reading novels, poetry and play books increases my English competence	197	1.00	4.00	3.38	Agree
6. I get many benefits in reading literary works	197	1.00	4.00	3.29	Agree
7. Literature teaches practical issues in life	196	1.00	4.00	3.25	Agree
8. I enjoy reading literature because it deals with social realities	195	1.00	4.00	3.16	Agree

With this regard, table two indicates attitude of form two students toward literature subject. From the table it is indicated that the mean score in all eight items ranged between 2.50 and 3.49 meaning students agreed with all the items. Particularly, students agreed that literature is one of their favorite subjects, they are interested in drama and they actually participate in drama. They also agreed that they enjoy reading novels, poetry and play books and that the reading increases their English competence. This finding is in harmony with the assertion of Bataineh (2014, p. 138) who has it that literary texts are an untapped resource of authentic language and that exposure to literary works can help them to expand their language awareness and develop their language competence. Finally, respondents agreed that literature teaches practical issues in life and that they enjoy reading it because it deals with social realities. This also coincides with what Carter (1996) in Bataineh (2014, p. 138) holds that "literature is a viable component of second language programs at the appropriate level, and one of its major functions is to serve as a medium to transmit the culture to people who speak the language in which it is written." Therefore, it is worth noting that respondents had a positive attitude toward literature subject.

Research Question Two: What is the level of preparedness for literature subject by secondary school students in Arusha City?

This research question sought to establish the level of preparedness for literature subject by form two secondary school students in Arusha City. Table three indicates the level of preparedness for literature subject as perceived by students. From the table, the mean score

for the first six items ranged between 2.50 and 3.49 meaning students agreed with those items. Particularly, they agreed that teacher of English encourage them to read literary works. They also agreed that they perform well in literature topics in English subject, English teachers monitor their progress in literature subject and that their schools have novels, poetry and play books for reading. Furthermore, they agreed that they are well prepared to take literature subject in the near future and that they are actually planning to take literature subject. This indicates that teachers do their part in preparing form two students to take literature subject when they reach form three. It is worth noting so since literature subject has numerous advantages including influencing language competence, culture transmission and effective reading skills.

Table 3: Preparedness for Literature Subject

SN	Item in the Questionnaire	N	Min	Max	Mean	Interpretation
1.	Teachers of English encourage me to read literary works	197	1.00	4.00	3.13	Agree
2.	I perform well in Literature topics in English subject	197	1.00	4.00	3.10	Agree
3.	My English teachers monitor my progress in literature concepts	196	1.00	4.00	3.09	Agree
4.	My school has novels, poetry and play books for reading	197	1.00	4.00	2.71	Agree
5.	I am well prepared to take literature subject in the near future	196	1.00	4.00	2.61	Agree
6.	I am planning to take Literature subject in form three	197	1.00	4.00	2.51	Agree
7.	Teachers of other subjects integrate literature concepts while teaching	195	1.00	4.00	2.24	Disagree

However, it is sad to not that students disagreed with the last statement in table 3 whether teachers of other subjects integrate literature subject while teaching. This means that preparedness task is left to teachers of English subject only while teachers of other academic subjects are not concerned with preparing students to take literature subject. Whereas the reading of literature in English materials increases language competence (Suliman & Yunus, 2014); Bataineh (2014), while English is used a medium of instruction in secondary schools, and since students in Tanzanian secondary schools face challenges in mastering English as medium of instruction (Kinyaduka and Kiwara (2013), it is necessary for teachers of English and of other subjects as well to join hands encouraging students to read literature materials so as to improve their English language competence which in turn, will influence effective learning in other subjects.

Research Question Three: What is the level of mastery of English language by secondary school students in Arusha City?

It was necessary to establish the extent to which secondary school learners master English as medium of instruction. This is because majority of students in Tanzanian secondary schools find it difficult to use English as medium of instruction due to limited competence. The study of Kinyaduka and Kiwara (2013), for instance, who assessed the opinion of 408 teachers, students and parents on the impact of English language as medium of instruction on students' understanding during instruction, revealed that although majority of teachers and parents in Tanzania preferred the use of English as medium of instruction, teachers considered English language as a setback to students' academic achievement because majority of students could not understand when taught in English language.

Table 4: Mastery of English Subject

SN	Item in the Questionnaire	N	Min	Max	Mean	Interpretation
1.	I perform very well in English subject	194	1.00	4.00	3.01	Agree
2.	I read concepts successfully in English language	194	1.00	4.00	2.85	Agree
3.	I enjoy when teachers give announcements in English Language	188	1.00	4.00	2.67	Agree
4.	I am competent in writing in English Language	192	1.00	4.00	2.66	Agree
5.	I speak English fluently in group discussions	195	1.00	4.00	2.52	Agree
6.	I get concepts very well in class when teachers use English language	193	1.00	4.00	2.50	Agree
7.	I speak English fluently in normal conversations with fellow students	193	1.00	4.00	2.47	Disagree
8.	English should be used as medium of instruction in secondary schools	195	1.00	4.00	2.46	Disagree
9.	I prefer listening and watching news in English language	194	1.00	4.00	2.40	Disagree

Since studying literature subject demands mastery of the language in which it is taught and learned, Table 4 indicates results on students' mastery of English language in which literature subject is taught and learned. Generally, students had mixed fillings about their mastery of English language. As seen in the table, the mean score for the first six items ranged between 2.50 and 3.49 meaning students agreed with those items. However, the mean score of the last three items ranged between 1.50 and 2.49 meaning students disagreed with those items.

Particularly, students agreed that they perform very well in English subject, they read concepts successfully in English language, they enjoy when teachers give announcements in English language, they are competent in writing in English language and they speak English fluently in group discussions and they get concepts very well in classes when teachers use English language in teaching. This finding is encouraging since when students master the medium of instruction, they will definitely be competent in studying the subjects taught by English language.

However, students disagreed that they speak fluently in normal conversations with fellow students and that English should be used as medium of instruction in secondary schools. Therefore, it is necessary for students to be encouraged to use English in their normal conversations with fellow students as this practice will increase their level of mastery of the language.

Research Question Four: Is there significant difference in preparedness for literature subject by students characterized according to interest in literature subject?

This research question sought to establish difference in level of preparedness by students categorized according to their interest in literature subject. The question called for testing of a null hypothesis which states: *there is no significant difference in preparedness for literature subject by students characterized according to interest in literature subject.* The hypothesis was analyzed through independent sample t- test.

As indicated in Table 5, the preparedness mean score for students with interest in literature subject was 2.8693 which is within the agreement zone while the preparedness mean score of those students with no interest in literature subject was 2.4343 which is within the disagreement zone. This means that preparedness is very important because it instills interest in literature subject.

Table 5: Group Statistics for Students' Preparedness

	Interest	N	Mean	Std. Deviation	Std. Error Mean
Preparedness	Yes	153	2.8693	.46033	.03722
	No	40	2.4343	.52469	.08296

Furthermore, the t- test for equality of means in table six indicates the Sig of .000 which is lesser than the critical value of .005, suggesting that the mean score difference between the two groups is statistically significant meaning that those students who are well prepared for literature subject have interest in the subject but those who are less prepared have no interest in the literature subject.

Table 6: Independent Test for Students' Preparedness

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Preparedness	Equal variances assumed	.811	.369	5.166	191	.000	.43500	.08421	.26890	.60109
	Equal variances not assumed			4.784	55.697	.000	.43500	.09093	.25283	.61716

The null hypothesis is therefore rejected and we maintain that there is a significant difference in level of preparedness by students categorized according to their interest in literature subject. Therefore, in order to increase the number of secondary school students with interest in literature, it is necessary for teachers to prepare them from their lower levels of education, as lack of preparedness will lead into poor performance. This is supported by the South African Council for Higher Education (CHE, 2013) in Monnapula-Mapesela (2015) which contends that in South Africa, student under-preparedness is a dominant learning-related cause of the poor performance patterns.

Research Question Five: Is there significance relationship between level of mastery, preparedness and attitude toward literature subject?

This research question sought to establish the interrelationship between variables in question namely preparedness, attitude and mastery of English language as medium of instruction. This research question called for testing of a null hypothesis which states: *there is no significance relationship between level of mastery, preparedness and attitude toward literature subject.*

The hypothesis was analyzed through Pearson product Moment Correlation Coefficient. Nature of existing correlations between the variables would be either positive or negative and was interpreted based on the following criteria: $\geq .70$ = strong relationship, $\geq .50$ = moderate relationship and $\leq .50$ = weak relationship.

As seen in Table 7, there is a positive and moderate relationship between preparedness and attitude toward literature subject. Since this correlation is positive, preparedness increases students' attitude toward literature subject.

Table 7: Correlation between Preparedness, Attitude and Language Mastery

		Preparedness	Attitude	Mastery
Preparedness	Pearson Correlation	1	.656**	.101
	Sig. (2-tailed)		.000	.158
	N	197	197	195
Attitude	Pearson Correlation	.656**	1	-.091
	Sig. (2-tailed)	.000		.206
	N	197	197	195
Mastery	Pearson Correlation	.101	-.091	1
	Sig. (2-tailed)	.158	.206	
	N	195	195	195

** . Correlation is significant at the 0.01 level (2-tailed).

Therefore, there is need for teachers to commit themselves in preparing students for literature subject. This can be done through encouraging them to read literary works which will not only improve their language competence but also it will increase their attitude toward literature subject and actually influence them to take the subject.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions of the Study

Based on results presented and discussed in previous section, the researchers came up with the following conclusions; First, students had a positive attitude toward literature subject. They believed that literature is one of their favorite subjects, they were interested in drama and they actually participated in drama activities in their respective schools. They also agreed that they enjoy reading novels, poetry and play books and that the reading increases their English competence.

Secondly, form two students considered their teachers of English to have played their role effectively in preparing them to opt for literature subject upon reaching form three. Particularly, the teachers were perceived to have encouraged students to read literary works and monitored students' progress in literature subject.

Thirdly, students perceived that they perform very well in English subject, they read concepts successfully in English language, they enjoy when teachers give announcements in English language, they are competent in writing in English language, they speak English fluently in group discussions and they get concepts very well in classes when teachers use English language in teaching.

Fourthly, those students who are well prepared for literature subject have interest in the subject but those who are less prepared have no interest in the literature subject.

Finally, preparedness for literature subject increases students' interest in literature subject. This was indicated by a positive correlation between preparedness and attitude toward literature subject. The more the preparedness, the more the attitude toward literature subject.

Recommendations of the Study

Based on conclusions above, the researcher came up with the following recommendations to school authorities: Firstly, since students have positive attitude toward literature, teachers should use this as a loop hole to guide them to opt for literature since the subject increases not only competence in English but also transmits cultural heritage and improves reading skills.

Secondly, there is need for teachers of English and teacher of other subjects to continue encouraging students to opt for literature subject as it has been proven that studying literature subject increases proficiency in English, the medium of instruction in Tanzanian secondary schools.

Lastly, in order to increase the number of students who will take literature subject in form three, it is necessary to for teachers to increase the level of preparedness for literature subject to form two students.

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