

CHAPTER ONE:THE RESEARCH PROBLEM

1.0 Introduction

Shakespeare is a famous playwright whose works have stood the taste of time but he is one of the complex ones to teach. His works are intimidating to both the teachers and the learners. Shakespearean works have been incorporated into school syllabi by most countries, Zimbabwe included. Making Shakespearean Literature a component of the Secondary school syllabi has been met with different views and attitudes from the stakeholders. This chapter focussed on the background to the study, statement of the problem and research questions. It also illuminated the significance of the study and delimitations of the study. Key terms to be used in the study were defined. The chapter was concluded with summary of ideas raised in the chapter.

1.1 Background to the study

Shakespearean Literature has been a component of the O' Level syllabus for a long time. It has come to the researcher's attention that of all the texts studied at O' Level Literature, Shakespeare's works are the most dreaded by both teachers and students and in particular ESL learners and teachers. Hani (2010) observed that many high school students have attitudes towards studying Shakespeare before they even start learning about him.

Shakespearean literature is intimidating mainly due to its archaic Elizabethan English. The English is foreign to ESL learners and they feel disassociated from the works. Teachers too have challenges with coming up with effective teaching methods to help change pupils' perceptions and make them enjoy and appreciate Shakespeare's works. The attitudes of both teachers and learners to Shakespearean literature need to be changed since Shakespearean works have remained a component of the Literature syllabus for some time. Lakshmi(2013) observed that at some point every teacher of literature must teach a Shakespearean play.

Thurman (2017) argues that Shakespeare is not relevant to the Africa ESL classroom unless the works are translated into the learners' first language. He believes that translation would be a way of situating Shakespearean plays within the spectrum of African Literature. He however also believes that Shakespeare's early modern vocabulary and grammar is helpful to an ESL learner.

Teaching of Shakespeare has posed challenges even to teachers from beyond the country's borders where English is also a second language. According to Hani (2010) Palestinian students face problems of language competency which becomes a difficulty for teachers to teach English Literature. Hani (2010) further highlights that it has now become the responsibility of the teacher to exert more effort to make learning English Literature easier, more enjoyable and profitable experience for Palestinian students. He attributes the challenges in learning English Literature to the fact that English Literature is culturally, linguistically and socially alienated from the Palestinian students.

Khan (2011) believes that teaching ESL learners of this technological era in Saudi Arabia requires a teacher who makes use of modern day technology such as power point presentations which he says are the most effective. The teacher therefore, has to have skills that match and meet the needs of the twenty first century student.

Studies have shown mixed feelings on the significance of Shakespeare's works to ESL learners. Banlinska, Johnson and McKeown (2013) argue that the study of Shakespeare is persistent and was established as a critical acculturation educational practice which sought to instil western values, tastes and morals. Other arguments for the study show that Shakespeare's Literature is important. Joni (2016) believes that Shakespearean language has an impact on the way English is spoken today therefore his works are indispensable.

In view of these arguments the purpose of my research was to discover how a sample of secondary school teachers approached teaching Shakespeare to secondary school ESL students. It sought to identify difficulties facing teachers in teaching Shakespeare and proposed solutions for them. It sought to establish creative methods of teaching Shakespeare to increase student engagement. Furthermore, the study aimed at making teachers and students discover the value and relevance of Shakespearean Literature.

1.2 Statement of the problem

Teaching Shakespearean Literature to ESL learners is a challenge to most teachers. The problem is that the teachers and the learners are both ESL speakers. Shakespeare's medieval language intimidates both teachers and learners.

The researcher saw a gap in knowledge on how to make teachers more agile in the teaching of Shakespearean Literature which would help ESL learners benefit more and appreciate the literature more.

1.3 Research questions

Main Research question

What can be done to improve the teaching of Shakespearean Literature to ESL learners?

Sub-research questions

- What is the significance of Shakespearean Literature to ESL learners?
- What methods are teachers using in teaching Shakespearean Literature?
- What problems are teachers facing in teaching Shakespearean Literature to ESL learners?

- How can the problems faced by teachers in teaching Shakespearean Literature to ESL learners be addressed?

1.4 Significance of the study

The study will assist teachers in overcoming the problems they face in teaching Shakespearean Literature to ESL learners. It will equip the teachers with the best ways of teaching Shakespearean Literature to ESL learners. It will also shed light to teachers on the benefits derived from teaching Shakespearean Literature. Learners will also benefit through the improved methodology employed by the teachers. It will change the learners' negative perceptions of Shakespearean Literature.

The study shall also benefit policy makers in the education sector as the results of the study will make them revisit their policies and probably make Shakespearean Literature compulsory. The researcher will benefit more as she will grow professionally as a teacher of Literature.

1.5 Limitations of the study

The researcher was faced with limitations of financial resources to effect an exhaustive study. All things being equal the researcher would have wanted to study all the schools in Gweru District. The researcher was restricted to Gweru Urban only as a representative sample of the whole population which might not yield very accurate results. Time was another limiting factor. As a full time teacher the researcher had inadequate time to include more schools since she would not be able to visit them all. The researcher due to limited time could not employ other data collection methods such as observation which yields better results since subjects will be studied in their natural setting.

1.6 Delimitations of the study

The study aimed at establishing the problems faced by teachers in teaching Shakespearean Literature to ESL learners and how these can be overcome. The study was carried out in Gweru Urban District secondary schools in the Midlands Province. The study covered four government schools only which the researcher referred to as school A, B, C and D. Teachers were chosen as respondents since they influence and can change the attitudes of learners. The four schools sampled were those teaching Shakespeare at Ordinary Level. These were believed to provide accurate feedback since they are experiencing the challenges in teaching Shakespeare.

1.7 Assumptions of the study

In carrying out this study the following assumptions were made;

- Teachers are encountering challenges in teaching Shakespearean Literature.
- The challenges can be overcome.
- Teachers and learners are unaware of the significance of Shakespearean Literature.

1.8 Definition of key terms

Teaching - "...the process of attending to people's needs, experiences and feelings and making specific interventions to help them learn particular things." (Smith, 2016:86)

Learners-Those in the lifelong process of transforming information and experience into knowledge, skills, behaviours and attitudes. (Klein, 2012)

Problem- A state of difficulty that needs to be resolved or that which prevents you from reaching your goal. (Study Guides. net, 2016)

Solution/Problem solving- Involves goal directed thinking and action in situations for which no routine solutions exist. (. (Study Guides. net, 2016)

Abbreviations

ESL- English as a Second Language.

1.9 Summary

This chapter provided an overview of the study with special focus on the background of the study, purpose of the study, statement of the problem and research questions. Limitations and Delimitations of the study were highlighted. The key terms to be used in the study were defined. The researcher attempted to answer questions raised in this chapter and the chapters to come. In chapter two related literature will be reviewed.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.0 Introduction

The introductory chapter gave an overview of the research problem. This chapter focusses on review of related literature on problems encountered in teaching Shakespearean Literature to ESL learners, solutions to the problems and the significance of the literature. This chapter looked at what authorities say about teaching Shakespearean Literature to ESL learners. Literature review assisted the researcher in putting the research problem into proper perspective therefore it was important to cite relevant authorities on the topic. The researcher was guided by research questions in reviewing literature.

2.1 Conceptual Framework Shakespearean Literature

Shakespearean Literature falls under English Literature. Shakespearean Literature refers to the Literature written by William Shakespeare. The author wrote his many works of art during the Elizabethan period. He wrote thirty seven plays between the year 1594 and 1596. He is widely acknowledged as the world's greatest English language playwright. Shakespeare's works exhibit the cultural and religious beliefs of the Elizabethan period which included the belief in ghosts, witches, the supernatural and Christianity. Shakespeare is said to have been first an actor then a writer (Bate and Rasmussen, 2007).

Shakespearean works can be categorised as comedies, tragedies and histories. His series of historical dramas are based on the English Kings from John to Henry v111. The historical works dramatise the lives and rule of Kings and the political events of the time (Merriman, 2006). The historical works include such plays as Henry the Fifth and Richard the Third. Through reading his works one gets a deeper understanding of the complexities of the human condition.

Shakespearean comedies are full of clever word play, metaphors and insults. The theme of love is also prevalent in every Shakespearean comedy. Shakespeare usually presents a set of lovers who overcome the obstacles in their lives and unite. The plots of his comedies have more twists and turns than his tragedies and histories (Jamieson, 2017). The comedies include; *The Merchant of Venice* and *twelfth Night*.

Jamieson (2017) further notes that Shakespeare's tragedy is concerned with the destruction of human greatness embodied in individuals endowed with 'sovereign of nature.' It serves as the final restoration of the protagonist's nobility, shown by the manner in which he meets death. The tragic hero hails from an elite stratum of society and holds a high position, often one of reality. There are common elements of the tragic hero that applies to all of Shakespeare's tragedies. Some of Shakespeare's tragedies include; *Hamlet* and *Julius Caesar*.

Central to Shakespeare's writings are the themes of conflict, appearance versus reality, love, marriage and death.

2.2 The significance of Shakespearean Literature to ESL learners

Some authors have shown the importance of Shakespearean Literature to the ESL learner. Some of the arguments for the study of Shakespeare include that it can act as a powerful change agent by developing students' intercultural awareness. Students will get to understand and appreciate other cultures (Khan, 2011). Breitsprecher (2009) concurs when he also mentions that Shakespeare's works help to bridge cultures.

The Literature can also help in developing the students' general language skills. According to Khan (2011), pupils benefit substantially in improving English language skills through the study of English Literature. In learning Literature pupils also benefit in other subject areas.

Joki (2016) also believes that Shakespearean Literature is an integral part of any English language learner. He argues that studying the works of Shakespeare is an indispensable part

of cultural education. He further states that Shakespeare's language had an impact on how English is spoken today, his language and his themes are still relevant. The themes are relevant because they are universal therefore they fit in any cultural context. Bates and Rasmussen (2007) agree when they state that Shakespeare is said to have coined a lot of new English words which have become part of the English vocabulary and are being used up to the present day.

This argument is supported by Short (1989:180) when he states an assumption that was held in teaching English Literature to non-native speakers as, "...if the students were continually exposed to the best uses of the English Language, it would in some sense 'rub off' on their own performance in the language." Since Shakespeare has made considerable contributions to the English Language contact with his works would help learners further their understanding of the Language itself.

Milburn (2007) admits that Shakespeare's works have sophisticated language but he sees the language as having a positive impact on learners of English. He argues that exposing learners to Shakespearean English language increases the learners' comprehension of formal and academic forms of English which will see them succeeding at college and at their workplaces later in life. This view is supported by Lau and Tso (2017) when they describe Shakespeare's plays as being rich in language. According to Breitsprecher (2009) reading Shakespearean works gives learners confidence to tackle other authors or other subjects. If a student is confident in tackling Shakespeare then they would not fear any other challenge is Shakespeare is one of the most intimidating authors.

Furthermore, several authors believe Shakespeare's works expose learners to current topical issues in their communities. Paquette (2007) posits that Shakespeare's works are important because they give learners a platform to explore timeless, universal and essential human

concerns. Some of these concerns include love, power and friendship. The author regards the classroom as a safe environment for pupils to grapple with difficult human questions that are brought out in Shakespearean plays before they actually confronted with the situations in their lives. Shakespeare's works therefore presents life situations that learners should anticipate and prepares them on how to deal with the situations. The works provide learners with life lessons to every learner since Shakespeare's plays are universal and they have themes that relate well to the classroom (Swaitly, 2016).

This postulation is also forwarded by Wortham (2006) that through Shakespeare's works learners can explore important morals which are relevant for the adolescence of today. He gives an example of the moral of conscience which learners can explore and criticise in the play Macbeth.

Jenson (2003) describes Shakespeare's works as extraordinary works that accurately portray human truth. The works have stood the taste of time and have not been replicated since his death nearly 400 years ago. Jenson believes that for a learner of English Literature to be considered well rounded he/she should possess substantial knowledge of Shakespeare's works.

Albert et al (1993) describe Shakespeare's works as immortal and they argue that his works are still very much a part of the modern world. They believe the works will remain a part of the modern world for centuries. Anderson et al (1989) concur with the view of Shakespeare's works as immortal when they positively comment on one of Shakespeare's plays Romeo and Juliet. They praise Shakespeare's ability to invent images and figures of speech so rich and varied that the play will always be appreciated by generations to come.

The findings by Evans et al (2009) were that the teaching of Shakespeare and the inclusion of his works as compulsory by some countries has been met with mixed feelings by different

groups. The traditionalists praise the move and they believe it upholds standards and will ensure the great tradition of English Literature being passed on to future generations. However, the modernists differ in their view as they see the move as backward and an aversion therapy to deter young people from engaging in Literature. The argument proves that forcing Shakespeare on learners can have both positive and negative effects.

2.3 Methods used in teaching of Shakespearean Literature

In the study by Sheppard and Wade (2006) they observed that teachers have stuck to the traditional, desk- bound methods of teaching that do not involve students. They cite scene summarising as the most popular method used by teachers. The traditional methods are teacher dominated and students are placed in a passive role in the classroom.

According to Kleypas (2004), traditional methods are necessary to achieve basic comprehension of Shakespearean works by learners however these methods fail to equip learners with the skills necessary for self-directed interpretation or analysis of a Shakespearean text. Learners are therefore likely to fail to cope with personal studies of Shakespearean works without the guidance of a teacher.

The findings by Irish (2011) were that teachers were using traditional methods and he went on to state that even in assessment of work teachers assessed through memorisation. The traditional methods are boring and uninspiring to students (Haughty, 2012). Kleypas (2004) contends that traditional methods deprive learners of the opportunity to think creatively and to express themselves which is core to their growth and development. Hardley (2002) also argues that traditional methods fail to engage not only students' critical thinking and analytical skills, but also their interest in literature.

In their study Sheppard and Wade (2006) observed another commonly used method of teaching Shakespeare to be watching videos. They argue that videos place students in a

passive role. The students are not encouraged to form their own interpretation of the text rather they accept the interpretation presented to them by the director.

Furthermore, teachers are using the lecture method. This method places the teacher in the position of an expert who knows it all and is passing down information to the students. Using this method again places the student in the passive mode. The findings by Irish (2011:8) were that, “It is natural for teachers to fall into the cultural myth of teacher as expert, as self-made, as a sole bearer of power and as a product of experience.”

Defilippe (2014) is also of the contention that teachers are using traditional methods in teaching Shakespeare. He states that teachers make learners read the plays at home and when they come to class the teacher will either discuss the content of the play or he/she will tell them what the different passages from the play mean.

O’Brien (1995) cited in Defilippe’s (2014) research paper refers to the line by line teaching method as another traditional way of teaching Shakespeare that is adopted by several teachers. A teacher using this method goes around the class asking each learner to read the lines. The teacher explains the meaning of the lines to the learners.

O’Brien believes this method is ineffective as it concentrates on individual lines from the play instead of looking at the play as a whole. He also argues that the method is ineffective since it only covers reading Shakespeare and not in-depth discussion of it. The teacher concentrates on explaining what is happening in the play instead of focussing on the importance or interpretation of events.

A study carried out by Snaashari et al (2017) points out that teachers are also making use of modernised texts in their teaching of Shakespearean Literature. They use a modernised text to replace or supplement the original Shakespearean text. Such is done to help learners better understand Shakespearean works. Thompson and Turchi (2016) are however against this

method which they refer to as “reductive instructional design” since they believe that in modernising, language is lost and Shakespeare’s text is reduced to plot summaries in plain English.

Another method that Breitsprecher (2009) discovered teachers to be using is assigning learners parts from a Shakespearean text to read at home, then come back to class and discuss. This method would work where texts are available and mostly with fast learners who would be able to understand the text on their own. With an ESL class it is a bit of a challenge since they find Shakespearean English too complex as alluded by Thurman (2018).

The findings by Breitsprecher (2009) were that Literature teachers also draw parallels between events in Shakespearean plays and what learners know and understand to make Shakespeare relevant to the learners. An example given by one teacher was comparing vampires to ghosts. Ghosts are common in Shakespearean works but the twenty first student cannot easily relate to them whereas vampires are present in the movies they watch.

A study carried out by Hani (2010) revealed that some teachers are using the reading aloud technique. Hani argues that a good teacher should read aloud in order to clarify some difficulties. He also believes reading aloud may help learners overcome their weaknesses in understanding drama and it makes the text alive. This is supported by Carter and Long (1991) who posit that reading aloud is another technique used by teachers and learners. They argue that learners like the technique a lot.

The methods that teachers are employing are predominantly teacher-centred. The revision of traditional methods would help to engage and inspire the twenty first learners (Sheppard and Wade, 2006).

2.4 Problems faced in teaching Shakespearean Literature to ESL learners

Teachers face various problems in teaching Shakespeare to ESL learners. They face the problem of negative attitude from the students (Hani, 2010). Pupils are intimidated by Shakespeare's archaic English and they do not see the relevance of his works to their lives (Johnson, 2011). Teachers face the problem of motivating and changing students' attitudes towards Shakespeare.

A study carried out by Khan (2011) shows that Shakespearean works are culturally, linguistically and socially alienated from students as such it may not be an easy task to teach ESL students. Students therefore cannot relate to the language, the themes and setting of the events in Shakespearean texts. It leaves the responsibility on the teacher to make learning Shakespeare easier and more enjoyable (Khan, 2011).

Language competency is another problem faced in teaching Shakespeare. Thurman (2017) says that Shakespeare's language is a major obstacle to second language learners. Shakespeare's language remains obscure even to learners with English as a first language.

The same argument is forwarded by Khan (2011) who argues that Elizabethan English is too complex for a second language learner who is not even adequately conversant in the modern day English. Most of the teachers are also incompetent in use of Elizabethan English since they are also second language speakers. Moore (2008) agrees that Shakespeare's Early Modern English is an obstacle in the teaching and learning of his works.

In a study also carried out by Thurman (2017) the problem of making Shakespeare compulsory by some countries' education policies was cited as having a negative impact on the reception of Shakespearean works. He believes that if something is made compulsory it usually gets resented. It therefore becomes difficult to teach Shakespearean works to learners who have a negative attitude towards the works as the teacher will need to change the attitude first.

Thurman (2016) further argues that Shakespeare's historical plays do not apply to all African countries in the same manner since the countries have different histories. He cites Zimbabwe as a country where reference to Shakespeare is common in political contexts whereas this is not the same with South Africa.

Most of Shakespeare's works expose the history of Europe. Sarkar (2015) believes that this is a disadvantage to ESL learners from countries such as India since they have little or no knowledge of European History and Geography. It then becomes difficult for the teacher to make them understand the situation that is being narrated.

Furthermore, he also talks about the difference in religion between the one in Shakespearean works and that of the Indian learners. He argues that most Indian teachers and learners have a religion other than Christianity which is practised and talked about in Shakespeare's works. He therefore believes that since the learner only has partial ideas about Christianity his study of Literature remains incomplete.

Inaccessibility of resources, mainly the texts themselves is cited as another challenge by (Short, 1989). In his findings he observed that not only are the Shakespearean texts inaccessible to non-native speakers, they are also difficult for the learners to understand. He argues that Shakespeare's language even presents problems of comprehension to modern writers. Teaching such texts to non-native speakers is therefore a mammoth task to both the teacher and the learner as a result failure is likely to be experienced.

Moulton (2016) blames the older teachers for not motivating the learners through utilising technology. She however comes to their defence when she argues that these teachers may not be well trained in the newest social media platform. The older generation teacher and the twenty first century learner have a generation gap which can impair the reception of Shakespeare.

2.5 What can be done to mitigate problems faced in teaching Shakespearean Literature?

There are ways that can be adopted by teachers to make Shakespeare interesting and easier to study for ESL learners. The study benefits from the recommendations of various authors on how to mitigate problems faced in teaching Shakespearean Literature to ESL learners. The following are some of the propositions made;

Hani (2010) refers to Literature as more than a human expression but life, culture and history. Since Literature is life and history Johnson (2011) recommended that the teacher can get pupils interested in Shakespeare by bringing him down the pedestal and introducing him in popular terms. The author goes on to demonstrate how this can be done with a play such as Macbeth. She suggests a teacher can introduce Macbeth by a discussion of ruthless politicians.

Another recommendation was the use of drama in the classroom. According to Reynolds (2012), Shakespeare wrote for the theatre as such exploring a play using drama will enable the students to project into a situation that otherwise would have remained inaccessible. Drama is a performance based method which may prove enjoyable to the learners as well as benefit them a lot. The recommendation is supported by Thurman (2017) who argues that teaching Shakespeare in Africa should be viewed as drama rather than Literature. According to him the magic of performance should remain at the core of any assignment with Shakespeare. From the argument Thurman is proposing that Shakespeare be acted by ESL learners.

Swaity (2016) agrees that the use of drama will help learners to understand and appreciate Shakespearean Literature. She says that drama is the most powerful strategy that a teacher can use as it makes the play come alive before the learners' eyes. Acting out also brings out

the excitement of the play. Swaity (2016) suggests assigning different roles to learners each time the play or part of the play is acted out. That way she believes learners will have ownership of their characters and it would aid in grasping the events in the play.

She goes on to mention that acting out alone is not enough if the teacher does not check for understanding. To check for learners' understanding the teacher can ask questions to do with part of the play that was acted out. Teacher can also ask the learners to write a summary of the part or scene that was acted out in their own words. Checking for understanding helps to make sure pupils pay attention when play is being acted out even if they are not part of the cast.

Khan (2011) proposes the use of ICT in teaching ESL learners. He points out that the use of power point presentations is conducive since it drives away the monotony in the teaching-learning process. The world has advanced technologically so has the twenty first student therefore the teacher has to adapt to the new methods of teaching.

Milburn (2002) is in support of the use of modern media and technology. He describes the modern learner as one who perceives studies which include the use of technology and modern media as more useful academically relevant than those which do not. He suggests the use of online Folger Shakespeare Library in order to expose learners to a lot of information relevant to Shakespearean studies. He is of the view that online research activities arouse learners' interest in the subject and promote inquiry. Therefore, if learners are exposed to online activities they become actively involved in their learning and thus develop interest in Shakespearean works.

Hartley (2017) proposes methods of teaching Shakespeare which he believes best suit an ESL learner. He argues that ESL teachers do not have to teach learners the entire play or ask learners to memorise language passages. The teacher needs only to transmit the fun of the

plays and the beauty of Shakespeare's language. He suggests that a teacher should pick on the most themes from the text or a famous passage as a way of introducing a Shakespearean text. For example, a teacher can talk about superstition and have the class debate on the issue bringing out some of the superstitious beliefs of their time. This will help draw parallels between events in the text and real life. Pupils will also be able to relate to events in the text better as they will cease to be alien.

Hartley (2017) is also in support of role play as an effective method of teaching Shakespearean works to ESL learners. He suggests that a learner can take a chair in front of the class pretending to be one of the characters in the text. The character can then talk about the role he/she plays, justify their action and answer questions asked by the class.

He proposes the use of a debate as another effective method of teaching Shakespeare. A debate can be held where characters are paired and they are asked to have a conversation in which they justify their actions in the play. Such exercises would help learners and mostly participants to internalise and understand the text.

Another author White (2015) is for the idea of using contemporary versions of Shakespeare for the ESL learners. She believes that the contemporary versions would help learners better understand Shakespearean works. Thurman (2017) concurs with White simplifying Shakespearean works however, he differs slightly in that he suggests that the works be translated into the learners' first language. He suggests that Shakespearean works be translated and studied in Zulu or Gikuyu to aid learners' understanding. Thereafter the works could be translated back into contemporary English.

White (2015) also proposes the use of animated tales as teaching aids especially when introducing Shakespeare. As learners are watching for example the animated summary of a play the teacher can pause and the class can discuss what is happening.

Pickett (2011) suggests that teachers should include reading comprehension, writing skills, speaking and listening skills in the teaching of Shakespeare. She also suggests the inclusion of sub-skills of pronunciation and vocabulary development. This she believes can help learners gain the confidence to tackle other complex materials.

2.6 Summary

The review of related literature indicated the importance of Shakespeare's works to ESL learners. The significance of Shakespearean Literature include exposing pupils to other cultures and helping in improving their linguistic abilities. Problems in teaching Shakespearean Literature include students' negative attitude to Shakespeare, failure to relate to Shakespearean events and language competency. The review showed that there is need to revise the traditional methods of teaching Shakespeare's works in order to accommodate the twenty first century learner. Teachers can improve learners' motivation and increase achievement through employing teaching methods that are current. Chapter three will look at Research methodology.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter looked at literature related to the research. The main focus of the chapter is the research methodology. The chapter presents the description of the chosen research design, the strengths and weaknesses of the design will be examined. The target population and sample procedures will be discussed too. Furthermore, data collection and presentation procedures will be analysed.

3.1 Research design

In this study the researcher adopted the descriptive survey design. A research design is a plan for collecting data in order to solve the research problem. Fink (2003) described a research design as a basic plan or strategy of the research. Grafton and Jones (2004) contented that a research design is an exposition of how the researcher decided to execute the formulated research problem. Creswell (2014) in support of this view described a research design as a procedure for collecting, analysing and reporting research in qualitative and quantitative ways. The objective of the research design is to plan, structure and execute the project concerned in such a way that validity of findings is maximised.

Although there are several research designs, this study adopted the descriptive survey because it is not time consuming compared to other designs. Orodho (2003) points out that a survey is an excellent vehicle for measurement of attitudes and orientation prevalent in a large population. He further explained a survey as a means to see over and beyond, but widening the horizon to reach the reachable. Chiromo (2006) posits that the descriptive survey is compatible with the questionnaire, interview and observation.

Fink (2003) argues that although about 98% of all research in the field of education is descriptive survey research, this design has its own weaknesses. The descriptive survey may

fail to produce an adequate understanding of complex social realities. According to Orodho (2003), the survey only taps information from respondents who are accessible and cooperative. Surveys are also vulnerable to over-rater or under-rater biases that is, the tendency by some respondents to give constantly high or low ratings on a questionnaire or interview.

In this study, the weaknesses of the research survey were minimised through random sampling of the teachers and learners who participated in the study.

3.2 Population and Sample

The researcher focussed on Gweru Urban secondary schools due to their accessibility. Gweru Urban has 12 secondary schools and approximately five Literature teachers at each school which gives a total of sixty teachers and approximately one hundred literature learners at each of the four school, yielding a total of four hundred learners. The population for this study was therefore made up of sixty Literature in English teachers and four hundred literature learners. Johnson and Christensen (2007) define population as the total number of units from which data can be collected. Best, John and Kahn (2007) also define a population as "... any group of individuals who have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type or a more restricted part of the group."

The sample for this study was be made up of four secondary schools, twelve literature teachers and forty literature learners. Twenty percent of the population of literature teachers constituted the sample and ten percent of the learner population was sampled for the study. Grafton and Jones (2004) define a sample as a group of treatments, participants and situations in which the study was conducted. A sample is further described by Orodho (2003) as a small proportion of the people or elements representing a target group or population.

Fink (2003) alludes to the fact that each member of the population should have an equal chance of being included in the sample because if the sample is not representative of the population, the data obtained will be misleading. The researcher was satisfied that the sample elected was representative enough of the population in Gweru Urban District secondary schools Literature in English teachers and learners.

3.3 Sampling techniques

The researcher came up with the sample through use of probability random sampling method in selecting teachers and learners who became respondents. The researcher generated numbers equivalent to the teachers who teach O' Level Literature at each school. These were placed in a box and teachers randomly picked a number. Only teachers who picked numbers one to three were used in the study. Only teachers who picked numbers one to three were used in the study. Every member of the population was thus guaranteed of a chance to be selected. According to Orodho (2003), there are two methods of sampling which are probability and non-probability sampling.

Purposive sampling was used in selecting the learners as O' Level learners only were targeted. It was complemented with simple random sampling procedure. Numbers one to ten were written on pieces of paper and placed in a box together with blank papers. Those who picked the papers with the numbers became participants in the study. This was done at each of the four schools. The pieces of paper were picked after vigorous shaking of the box. With this method each and every member of the population was guaranteed a chance of being selected.

The purposive sampling method was employed too in the selection of the schools. Schools that are accessible to the researcher were selected. According to Creswell (2013), purposive sampling helps one to select individuals who can purposefully inform on the understanding of

the research problem. Fink (2003) concurs when he states that in purposive sampling, the cases to be included are handpicked by the researcher on the basis of the researcher's judgement of their typicality.

Purposive sampling is time effective, cost effective and is appropriate for a limited number of primary data. Since the researcher focussed on only four Gweru urban secondary schools purposive sampling was advantageous.

3.4 Research Instruments

In this study the researcher used questionnaires for learners and face to face semi-structured interviews were used to solicit information from the teachers. Research techniques are methods used by the researcher for data generation and collection. Two types of instruments were used so that they would offset the weaknesses of each other. According to Orodho (2003), research techniques are methods used for data generation and collection.

3.4.1 Questionnaire

A questionnaire is defined by Chiromo (2009) as a document designed to solicit information and make appropriate analysis. The researcher administered semi-structured questionnaires to Literature learners. According to Cohen, Marion and Morrison (2011), a good questionnaire deals with a significant topic and seeks information which cannot be obtained from other sources in short, neat and attractive manner. It is accurate and unambiguous and also easy to tabulate.

This study was anchored at soliciting challenges faced in the teaching of Shakespearean Literature to ESL learners and methods of mitigating the challenges. The questionnaire was also selected for this study as it permits wide coverage and it is easy to administer.

A questionnaire also allows the respondent to freely complete the instrument knowing that their identity will not be exposed. Furthermore, a questionnaire is easy to construct and data collected through it is equally easy to quantify. Orodho (2003) also notes that questionnaires give the respondent adequate time to go through the entire document at their own pace.

The researcher used a questionnaire that had both closed and open ended questions in this research. The advantage of closed-ended questions is that they are easier for the subject to respond to and for the researcher to code and analyse (Grafton and Jones, 2004).

Closed-ended questions are also amenable to statistical analysis. They also ensure that respondents have the same frame of reference in responding to questions. Open ended questions on the other hand allow respondents greater freedom of expression and provide a wide range of responses.

The questionnaire as a data gathering method has a number of disadvantages. Poor results can be obtained if the questionnaire is poorly constructed (Grafton and Jones, 2004). The other disadvantage is that the response rate especially to mailed questionnaires is usually low. To curb the problem of low rate of responses to mailed questionnaires the researcher self-administered questionnaires for this study.

3.4.2 Face to face semi-structured Interview

The researcher also used the face to face interview method of data collection. With a face to face interview the researcher obtained immediate feedback, more data and clarity from respondents. An interview is an important data collection technique which involves verbal communication between the researcher and the subject (Corbetta, 2003). Some of the responses to interview questions may not be accurate as respondents might give responses they think the researcher wants to hear. The researcher may also be biased and may direct responses. Fink (2003) refers to an interview as an oral questionnaire. Semi structured

interviews have predetermined questions but they also allow for follow up questions and elaboration (Dumay and Qu, 2011).

The purpose of interviews is to find out what is in someone else's mind. Interviews help gather information regarding an individual's experiences and knowledge, his or her opinions, beliefs, feelings and demographic data. In this study the purpose of interviewing Literature in English teachers was to investigate their experiences in their teaching of Shakespearean Literature to ESL learners.

The advantage of face to face interviews is that it provides immediate feedback. Another advantage of an interview which compelled the researcher to use it is that the interviewer gets more data and clarity (Grafton and Jones, 2004). Interviews also help to overcome misunderstandings and misconceptions of words or questions as a result the answers are clearer. In addition interviews allow for the discovery of new aspects of the problem by investigating in detail some explanations given by respondents (Fink, 2003).

Cohen, Marion and Morrison (2011) state that an interview is a flexible tool for data collection which enables multi-sensory channels to be used such as verbal, non-verbal, spoken and heard. Therefore an interview is quite effective in that what is spoken is enhanced by the non-verbal communication.

There are however several disadvantages of interviews as well. One disadvantage is that of cost. Interviews are costly both in time and money. An interviewer has to spend a certain amount of time interviewing each participant separately. The interviewer in most cases has to travel in order to reach the participants (Grafton and Jones, 2004). Orodho (2003) also notes that the presence of an interviewer can be perceived as a handicap as far as anonymity and respect for the private life of the interviewee are concerned.

3.5 Pilot study

Pretesting of the research instruments was done by the researcher at a school that is not part of the population. The test was done to ensure that the questions were clear and unambiguous. Results were used to modify or adopt the instruments. Research instruments were also reviewed by the researcher's workmates. The researcher made some adjustments where it was necessary from the results of the pilot study.

According to Teijlingen and Rennie (2001), the term pilot study refers to mini versions of a full scale study as well as the testing of a particular research instrument such as a questionnaire or an interview schedule. They posit that a pilot study does not guarantee the success in the main study however it increases the likelihood.

3.6 Data collection procedures

The researcher observed the research ethics. The researcher sought permission to carry out the research from authorities. The researcher obtained a letter of authorisation from Midlands State University's department of Applied Education. The letter was used to seek permission from the Ministry of Education to carry out research in Gweru Urban District. Further authorisation was sought from the heads of the selected schools, teachers and learners concerned.

Participants and informants of this study were enlightened of the purpose of the research study and how they stood to benefit as stakeholders. They were also told of their rights in the research study. Participants were assured that the data they provided was solely for academic purposes and that their names and identities were to remain anonymous and hence confidentiality was guaranteed.

The participants were also informed that their involvement in the research study was voluntary and they were free to pull out at any stage if they felt they could not continue for whatever reason.

3.7 Data presentation and Analysis plan

Collected data from Gweru Urban schools on the problems and solutions in teaching Shakespearean Literature were presented systematically and logically in the form of tables, bar charts, pie charts. Qualitative data was analysed thematically.

3.8 Summary

The main focus of this chapter was on research methodology. The Descriptive survey design was used and a sample of four schools provided respondents. Simple random sampling and purposive sampling methods were employed in selecting respondents. The questionnaire and interview are the two data collection instruments that were used. In the next chapter, the findings of the research will be discussed.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

The previous chapter highlighted the research methodology and research instruments used in conducting the research. This chapter goes on to present, analyse and discuss data gathered from the field in relation to the challenges and solutions in teaching Shakespearean Literature to ESL learners in Gweru Urban District. Data were collected through questionnaires and interviews that were conducted by the researcher. Demographic data will be presented first followed by findings presented thematically under the following headings; Benefits of Shakespearean Literature to ESL learners, strategies used in teaching Shakespearean Literature, problems encountered in teaching/learning Shakespearean Literature and solutions to enhance understanding of Shakespearean Literature.

4.1 Demographic details

The researcher sought to establish demographic characteristics of the respondents and these are gender and form.

Distribution of Respondents by Gender

Table 4.1: Distribution of learners by Gender (n=40)

Gender	Frequency	Percentage%
Male	10	25
Female	30	75
Total	40	100

The figures in table 4.1 show that 25% of respondents were male while 75% were female. Although gender was not a variable being measured it helped in making sure there was a balance in views.

Table 4.2 Distribution of learners by form (n=40)

Form	Frequency	Percentage%
Form 3	10	25
Form 4	30	75
Total	40	100

Table 4.2 indicates that the majority of learners were in form four that is 75%. Only 25% were in form three. This indicated that Shakespearean Literature is mostly introduced in the second year of the O' Level course. It could be an indication that teachers want to introduce Shakespearean Literature to learners who have learnt to appreciate other local literary works. Teachers may also decide to leave the text for last because they believe Shakespearean Literature needs more time. It may also be a strategy to make sure learners do not forget the events since they will be close to approaching their final examination.

4.2: What is the significance of Shakespearean Literature to ESL learners?

Theme 1: Significance of Shakespearean Literature to ESL Learners.

Shakespearean Literature is beneficial to ESL Learners. (Learners) (N=40)

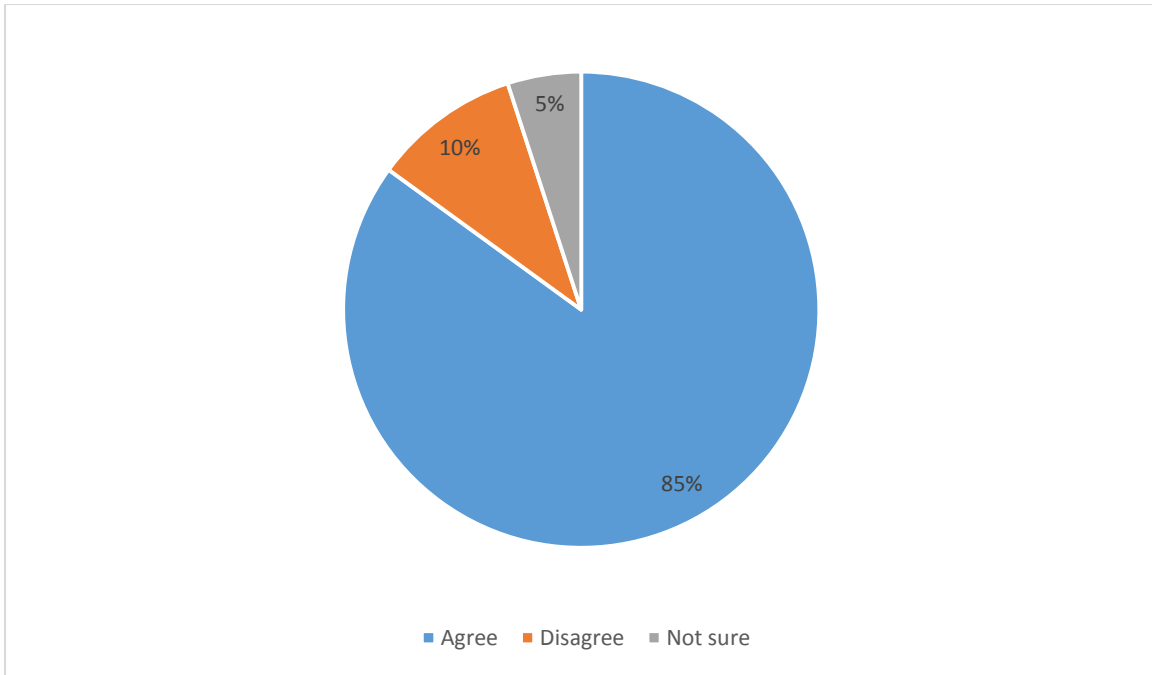


Figure 4.1 Significance of Shakespearean Literature

Figure 4.1 shows that eighty five percent of learners agreed that Shakespearean Literature was beneficial to ESL learners. A mere ten percent disagreed that there were any benefits of learning Shakespearean Literature to ESL learners. Five percent of the respondents was not sure whether or not there were any benefits. The majority of the learners therefore saw the benefit of learning Shakespearean Literature which therefore means they support its inclusion in the O' Level syllabus. Responses show that learners are of the consensus that Shakespearean Literature is beneficial to them.

Table 4.3 Learners’ responses on how they benefit from Shakespearean Literature

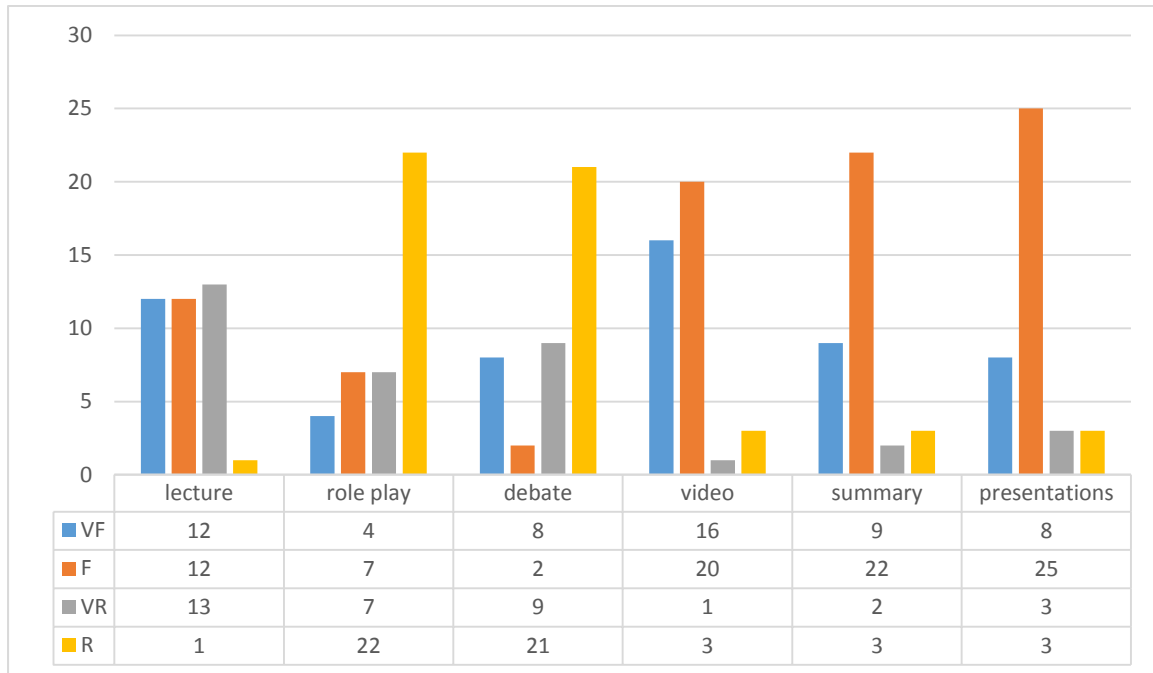
Benefit/Non-Benefit	Frequency	Percentage %
Improvement of English Language	24	60
Connects with other cultures	8	20
English hard to understand and too old fashioned	6	15
Culture and beliefs irrelevant to modern world	2	5
Total	40	100

Table 4.3 shows the explanations given by learners on why they find Shakespearean Literature beneficial or non-beneficial to ESL learners. Sixty percent of the respondents were of the opinion that Shakespearean Literature improved the learner’s English Language while twenty percent believed it connected learners with other cultures. Cultural connection must have been seen as important since learners are now living in a Global Village. Twenty percent of the respondents however gave explanations to show that Shakespearean Literature was non-beneficial to ESL learners. Fifteen percent of them believed that Shakespearean English was hard to understand too old fashioned. The other five percent also pointed to the irrelevance of the beliefs and culture of the medieval period.

4.3 What methods are teachers using in teaching Shakespearean Literature?

Theme 2: Strategies used in teaching Shakespearean Literature.

How frequently teachers use various teaching strategies. (Learners) (N=40)



Key: Figure 4.2

VF-very frequently F- frequently VR-very rarely R-rarely

Figure 4.2 shows that the most frequently used strategies of teaching Shakespearean Literature were presentations, watching videos and scene summarisation. Lecture method was moderately used and the least used were role play and debate.

Most effective teaching methods (Learners) (N=40)

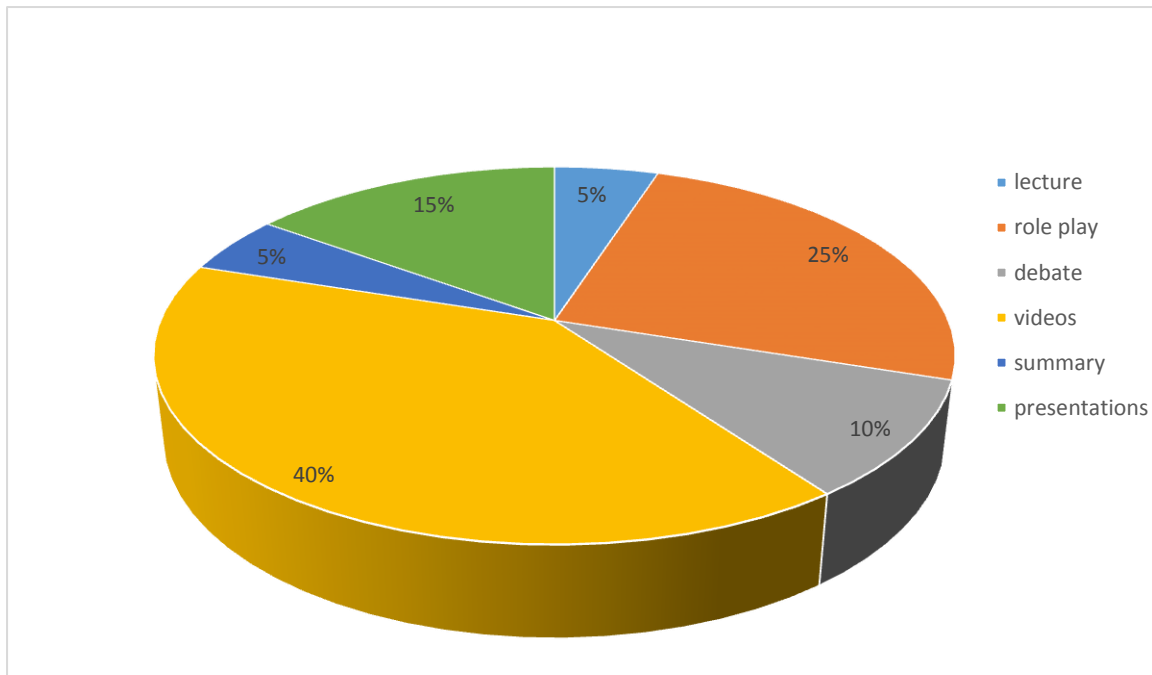


Figure 4.3. Most effective teaching methods

Responses indicated on figure 4.3 show that forty percent of respondents believed that watching videos was the most effective learning strategy followed by role play/drama with twenty five percent. Fifteen percent of the respondents indicated presentations were the best strategy. Five percent were of the perception that scene summarising was the most effective and an equal number, five percent were for the lecture learning strategy.

Instructional approaches and strategies taken when teaching Shakespearean Literature

Teacher 1

I try to help learners understand by reading text with them and asking them to summarise thereafter. We read and explain meanings as we go on. I have tried asking them to read in advance and it was disastrous because they were unable to comprehend.

Teacher 2

We have limited copies of the text so we read in class. If I assign learners to read they come up with excuses of having no texts. I ask them to give summaries after each chapter.

Teacher 3

I mainly use teacher expository and presentations. In the initial stages when I want learners to understand I take them through the background, setting and plot of the play but as we begin reading I assign them some presentations in pairs or groups.

Teacher 6

I always source modern English versions of the plays which we read before I expose learners to the Original Shakespearean play. I see it helping as learners get to understand the storyline.

Teacher 10

Videos have done the trick for me over the years. Learners will never forget a film they have watched. Questions that require them to account are performed exceptionally well. I let them watch the video of the play before we read the play in class.

The accounts by the teachers show that reading the play in class and summarising is a favourite of many teachers. Presentations are mainly used when learners are giving scene summaries. A few teachers mentioned the use videos. It appears that teachers are using about two teaching strategies and most of the strategies used are teacher centred and place learners in a passive role. Learning would be more effective if learners are more involved in the learning process and if they are not treated as empty vessels.

4.4 What problems are teachers facing in teaching Shakespearean Literature to ESL Learners?

Theme 3: Problems faced in teaching Shakespearean Literature to ESL Learners.

(Learners) (N=40)

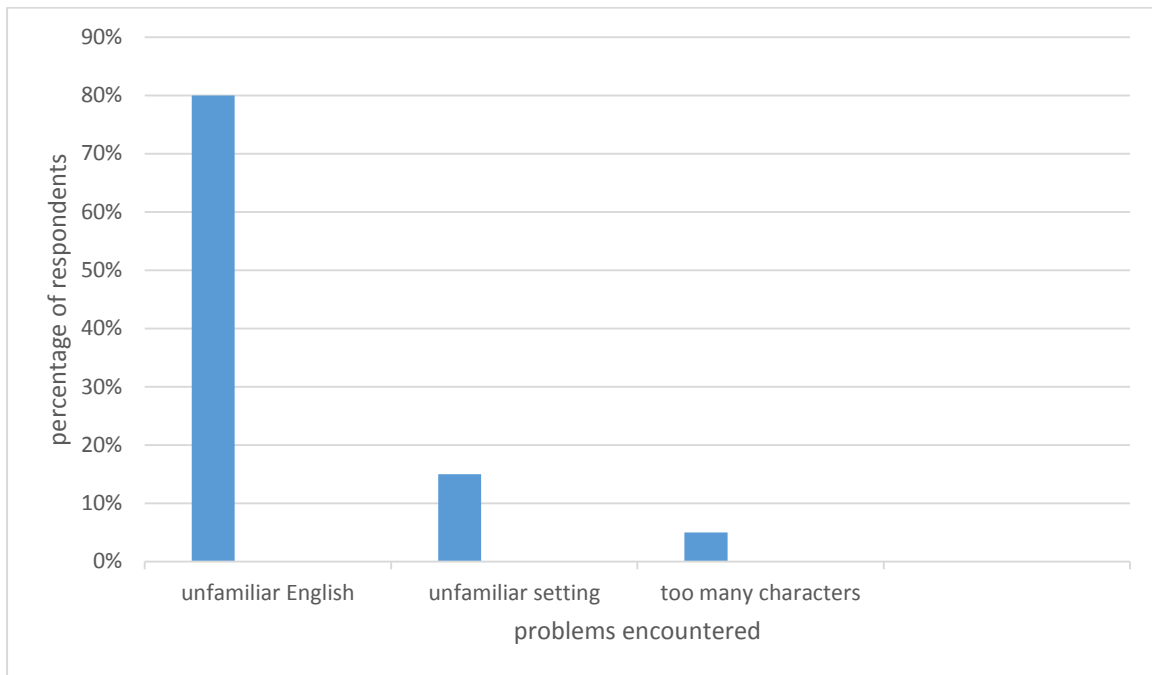


Figure 4.4 Problems faced in teaching Shakespearean Literature

Figure 4.4 indicates that eighty percent of the learners cited unfamiliar English as the main hindrance in the learning of Shakespearean Literature. Another fifteen percent indicated that unfamiliar setting also posed problems in the learning of Shakespearean Literature. Another challenge that five percent of the learners pointed out was too many characters in Shakespearean works.

Teachers' responses on problems faced in teaching Shakespearean Literature to ESL Learners

One of the main problems the teachers that were interviewed highlighted was negative attitude from learners. This was a focal point of the twelve participants. Teachers attributed the negative attitude to fear of Shakespearean language which learners have labelled difficult. Teaching Shakespeare is also a challenge since teachers have be

innovative enough to motivate the learners and convince that they can tackle the plays.

Examples of the teachers' responses included;

Teacher 1

Learners have a fear of Shakespeare from what they have heard from colleagues therefore getting them to believe they can tackle him is a mammoth task.

Teacher 4

The mere mention of Shakespeare is like a death sentence to our learners. They have heard scary stories about his language.

Teacher 7

Learners are intimidated by Shakespeare and as such feel they are too inferior to learn him. I struggle to motivate them to appreciate his works.

Teacher 11

Our learners are not widely read. They are unaware of Historical events of Europe that are referred to in Shakespearean plays. I assume duties of a Geography, History and Literature in English teacher to help them understand events in the plays without which I will be talking to myself.

4.5 How can the problems faced by teachers in teaching Shakespearean Literature to ESL Learners be addressed?

Theme 4: Solutions to the teaching of Shakespearean Literature to ESL Learners.

Table 4.5 Ways to enhance understanding of Shakespearean Literature. (Learners)

(N=40)

Way	No. of respondents
Use of contemporary version of text	27
Watching videos	24
Drama/Role play	12
Use of internet	11

Twenty seven learners attested that understanding Shakespearean Literature can be enhanced through using contemporary versions of his works. They were of the opinion that the works be in modern day English which learners are familiar with. Twenty four learners also believed watching videos would help them understand the works. Twelve learners proposed involving learners by having them act out the works that is letting them dramatise the events. Eleven learners also believed that use of the internet to research and interacting with other learners across the globe would help in their understanding of Shakespearean Literature.

Teachers' responses on how to enhance understanding of Shakespearean works.

Participants indicated that they overcame the problem of negative attitude by learners by demystifying the conception that Shakespearean language is difficult and that Shakespearean works are alien to ESL learners. This they achieve by making parallels between Shakespearean events and English and the modern day happenings and English. Teachers had the following comments to make on their strategies;

Teacher 5

I quote some examples of words and phrases from the text to be studied and paralleled their meaning to modern day English to make pupils realise the similarities. For example the phrase “I know not” which popular in Shakespearean works and “I do not know” which is the modern English. We study the two to discover the similarities.

Teacher 9

I make parallels between events from the play with events happening in learners’ communities for example, the political situation. We can talk of how power corrupts and give examples of political leaders all over the world who have been corrupted by power as an introduction to a play.

Teacher 12

I get the learners fully involved by assigning them to research on the religious cultural beliefs of the medieval societies in order to whet their appetite and make them relate to and better appreciate Shakespearean works.

4.6 Discussion

Significance of Shakespearean Literature to ESL Learners

Responses from learners on the significance of Shakespearean Literature show that learners are

of the consensus that Shakespearean Literature is beneficial to them as ESL Learners. Learners mentioned the following as some of the benefits derived from studying Shakespearean Literature; improvement in English Language skills and it connects them with other cultures. The findings of this study are supported by Khan (2011) who noted that Shakespearean Literature helps develop students’ general language skills. Milburn (2007)

asserts that exposing learners to Shakespearean English increases their comprehension of formal and academic form of English which will see them succeeding at college and workplaces.

Joki (2016) also believes that Shakespearean Literature is an indispensable part of cultural education. Shakespearean Literature is also viewed as carrying universal themes and life lessons (Paquette, 2007). The lessons fit in every community so studying this type of literature is beneficial to both native and foreign language speakers. Shakespearean Literature thus prepares and equips learners with formal language that they will find useful in the world. What it therefore implies is that challenges that are faced in teaching and learning Shakespearean Literature have to be eliminated to allow learners to fully benefit from the literature in terms of life lessons, essential human concerns and linguistically.

Strategies used in teaching Shakespearean Literature

The responses from both learners and teachers showed that teachers were mainly using some teacher centred varieties and there was not much variety in the strategies. According to Irish (2011) traditional methods are boring and uninspiring to learners. Lack of variety in teaching strategies could be making learners less receptive of Shakespearean works. A greater number of learners had the perception that videos were the best strategy.

Judging from the most popular choice of learning strategy by learners one might conclude that they need audio-visual aids so that they can see and listen as well. They might also desire to get closer to the setting in order to relate to events they read about. Film takes them to places and away from the rigidity of the classroom environment to a more relaxed one. Sheppard and Wade (2006) refute that film is the best strategy by arguing that it inhibits learners from forming their own perceptions of the play other than those offered by the director and it places them in a passive role.

Teachers need to motivate learners through use of varied and learner centred teaching strategies such as debate, role play/drama and use of the internet. Learners learn differently therefore using various teaching strategies would be the best way of catering for the different type of learners. Learner concentration is affected by learning strategies, if they are boring the learner can create a mental block. Teachers should always make sure they keep learners interested and involved in the learning process.

Problems faced in teaching Shakespearean Literature to ESL Learners

Judging from the learners' responses, it appears most learners are intimidated by Shakespeare's medieval English. It is possible that learners develop a negative attitude and do not put any effort to familiarise themselves with English. Unfamiliar setting may also make learners feel detached from the events and thus develop a negative attitude and create a mental block when learning Shakespearean Literature. Khan (2011) attributes the learners' negative attitude as emanating from the events in the play which are historically, culturally and religiously alien to an ESL Learner. Johnson (2011) noted that changing learners' negative attitude towards Shakespearean Literature therefore becomes a challenge to the teacher.

Thurman (2017) indicated that another obstacle is that of language competence of the ESL learner and by that he was referring to the English language. He believes that Shakespeare's language is too complex for an ESL learner. The language is even complex for a native English speaker since it is archaic and the challenge is more for an ESL learner who has challenges with the modern day English (Khan, 2011). Teachers have to bridge that gap between an ESL Learner and the Shakespearean reality.

Solutions to the teaching of Shakespearean Literature to ESL Learners

Solutions proffered by respondents mainly had to do with improvement in teaching strategies by teachers. These included the use of more learner centred teaching strategies and help in motivating learners to appreciate Shakespearean Literature. Hartley (2017) proposes use of such strategies as role play. White (2015) posits that use contemporary versions of Shakespearean plays would help learners understand and appreciate the works. If works are translated into modern English then they would be better understood by learner.

Thurman (2017) is also for the idea of translated versions but in a more radical sense since he proposes the translations be done in the learners' first language before they are changed back to English. Use of modern media and technologies to expose learners to information on the internet is another proposition made by Milburn (2002). Modern media would help learners search for information on the internet and also link them with learners in the global world to share some ideas.

Reynolds (2012) proposes the use of drama as a teaching strategy. His argument is that Shakespeare wrote for theatre therefore his works would be better understood if performed as drama. Learners would be able to make more meaning of the works and connect with events better through drama. This view is shared by Hartley (2017) who also suggests use of role play in order for the plays to come alive.

If these solutions are employed they can help to make learners more receptive of Shakespearean works and to make teachers' work in teaching Shakespearean works easier. The result of which would be that learners reap the benefits from this type of literature.

4.7 Summary

Chapter four presented, analysed and discussed the findings of the research study that looked into the problems and solutions in teaching Shakespearean Literature to ESL learners in Gweru Urban District secondary schools. The major findings were that teaching of

Shakespearean Literature was hindered by the negative attitude resulting from the medieval English of Shakespeare's time, unfamiliar religion and culture. Solutions proffered include using teaching strategies that help learners understand better and motivating learners through learner centred activities. The next chapter gives a summary, conclusions and recommendations of the study.

Chapter 5: Summary, Conclusions and Recommendations

5.0 Introduction

Chapter four showed results from the field of study that were gathered from responses from the questionnaires and interviews that were administered to participants. This chapter gives a summary of the study, conclusions and recommendations meant to address the issue on teaching Shakespearean Literature to ESL learners in Gweru Urban Secondary schools.

5.1 Summary

The aim of the study was to find out the problems and solutions to the teaching of Shakespearean Literature to ESL Learners in secondary education. The study sought to identify the challenges faced by both ESL learners and teachers and establish possible solutions to overcome these challenges.

Chapter one focussed on the background to the study, delimitations and limitations of the study. The study involved learners and teachers from four Gweru Urban secondary schools as respondents. It also established the beneficiaries of the study who include; the teachers, learners and policymakers.

Chapter two focussed on literature related to the study. Through this literature the significance of Shakespearean literature was explored. Different authors showed the positive and negative effects of this literature to ESL learners. Methods employed by teachers in teaching Shakespearean literature were looked at and of the methods shown most were traditional teacher centred ones. Problems faced in teaching Shakespearean literature to ESL learners were highlighted among which were that the literature was socially, culturally and linguistically alienated from the learner. Most of the solutions proposed in overcoming the problems faced in teaching Shakespearean literature tasked the teacher to come up with innovative learner centred teaching methods.

Chapter three's focus was on research methodology. The descriptive survey was used. The design was complemented with interviews and questionnaires which were used to collect data, Purposive sampling was used in selection of target schools and it was collaborated with the simple random sampling technique which was used in selecting the respondents. A total of forty learners and twelve teachers were sampled as participants of the study.

Findings of the study were presented, interpreted and discussed in chapter four. Findings indicated that Shakespearean literature was appreciated by learners although it posed problems in learning it. Findings also showed the various ways that can be used to counter the problems such as use of modern learner- centred teaching methods.

5.2 Conclusions

The study has made the following conclusions;

On the significance of Shakespearean Literature to ESL Learners, the researcher concluded that Shakespearean Literature has a lot of benefits to ESL learners and both learners and teachers appreciate its significance. There are linguistic, cultural and social benefits that come from learning Shakespearean literature.

The study confirmed that most teachers use traditional teacher centred methods in teaching Shakespearean literature. Such methods place a learner in a passive role and as such learners are demotivated. Traditional methods do not meet the twenty first learner's needs.

The study also confirmed that teachers are facing problems in teaching Shakespearean Literature to ESL learners and learners too are facing challenges in learning Shakespearean Literature. Central to the problems being faced are the negative attitudes of learners to Shakespearean literature.

The study established solutions to the problems encountered in teaching Shakespearean literature which include use of modern teaching methods and demystifying the belief that Shakespearean literature is difficult. Learning Shakespeare could also be made easier by equating events in Shakespearean plays to events that learners can relate to.

5.3 Recommendations

The study recommends the following strategies which can be implemented by various stakeholders to improve on problems faced in teaching Shakespearean Literature to ESL learners;

- ❖ The curriculum developers should make the study of Shakespeare compulsory at secondary school education to ESL learners.
- ❖ The curriculum developers should allow use of contemporary versions of Shakespearean plays.
- ❖ Teachers should make use of more learner- centred teaching approaches such as debate and drama to motivate learners and allow them to construct knowledge rather than consume information passively.
- ❖ Teachers should motivate learners adequately to appreciate Shakespearean literature especially by drawing parallels between the literature and today's world.
- ❖ The Ministry of Primary and Secondary Education should carry out in-service training of teachers in ICT to equip them with skills to handle the 21st learner and meet the learner's technological needs.
- ❖ Parents and schools should play an active role in availing books and internet access to the learners.

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