A POSSIBLE SOLUTION FOR THE TEACHING OF LITERATURE IN ENGLISH IN NIGERIA

Gamaliel Joshua
*Dorothy DeWitt
Department of Curriculum and Instructional Technology,
Faculty of Education, University of Malaya
*dorothy@um.edu.my

Lim Jia Wei
Department of Language and Literacy,
Faculty of Education, University of Malaya

Abstract

Literature in English in Nigeria is vital as it develops and expands language awareness and creates socio-cultural awareness. Despite the enormous benefits students and readers gain from literature education, it has some issues that thwart its effective teaching and learning. These issues include the negative attitude of students towards literature in English, lack of engaging instructional strategies, lack of qualified and experienced teachers to teach literature, inappropriate or perceived irrelevant texts, too many books to study and insufficient learning materials. Others are inadequate funding, and above all, the use of a traditional approach to the teaching of literature which does not encourage interaction. The use of technology in an authentic manner is a potential strategy that could enhance and stimulate learning at any time. It may likely change the negative attitude of students toward literature in English. Hence, using devices such as a mobile phone could perhaps address contemporary pedagogical issues and would support, promote, augment and enhance interactive learning. Mobile technology is unique and can provide relevant and accessible learning resources to change learning focus. Appropriate literature materials or resources could easily be accessed online to inspire and motivate students to learn anytime and anywhere (Hao, Lee, Chen & Sim, 2018). Mobile or smartphone applications such as SMS, Facebook, WhatsApp, Twitter, internet access, mp3/mp4 player as well as audio and video recording are motivating apps. These applications may serve as a library for a classroom that could engage students, encourage, enhance, as well as promote learning.

Keywords: Teaching, Literature in English, Education, Mobile Learning

INTRODUCTION

The Federal Ministry of Education Abuja, Nigeria, in collaboration with the National education research development Centre (NERDC), released a blueprint in the year 2009 on secondary school education. The design of the curriculum highlighted the significance of literature in English. Nigeria has embraced and valued education from its inception and has adopted learning as a key or instrument for change in society, and literature is a tool for human development as well as transformation (NERDC, 2009; Taiwo, 2013). The teaching of literature in English is valuable, critical, and vital to the students in Nigerian. Besides, literature in English is a tool that can respond appropriately and passionately to human challenges and needs. This issue is in line with the philosophy of the Nigeria National Policy on Education (N.P.E, 2013).

Moreover, the Nigeria National Policy on Education (1977, 1998, 2004, 2013) highlighted the need for better secondary schools' education as a base for future nation-building. Literature in English is encouraged as a means to develop and equip students with different value and awareness. literature in its unique contribution to education aims at the development of the students, readers and helps them to adjust as a citizen (Burton,1954; Lindsay, 2017). The Nigerian policy documents presuppose practical and interactive learning to train students to be proficient in language and literature for future career prospects. With the increasing use of English as a medium for communication in Nigeria and other places, the need for literature education as a vehicle for learning language and values in society is desirable (Ajoke &Shapii, 2017; Hall, 2005). However, despite its enormous resources,

and richness in content, literature is placed and taught as an optional subject in secondary schools and tertiary institutions in Nigeria (Labo-Popoola, 2010). This situation is worrisome and discouraging as it affects its teaching and learning negatively.

Perhaps, the challenges are enormous that undermine the quality of education in Nigeria. That means that education funding is adversely affected in all levels of learning in the country. In Nigeria, education faces the challenges of the perennial funding crisis for a long time (Micheal & Wumi, 2017). The combination of both federal and state governments annual budget for education from the 70s to date is not more than 10%. The budget falls far below the United Nation Education, Scientific and Cultural Organization (UNESCO) minimum recommendation of 26% of the annual budget to education, and is lower compared to other African countries like Ghana and Kenya (Ebi & Ubi, 2017; Mathew, 2016). However, lack of funding has caused instability in the educational system, inconsistency in the educational policies, inadequate infrastructural development, poor remunerations for teachers, poor learning facilities such as lack of well-equipped libraries, e-libraries and conducive classrooms as well as persistent strikes demanding for improvement and better working conditions among others. All these may be occurring as a result of insufficient funds budgeted for education at all levels, inefficient management, corruption, wastage and leakages, lack of supervision, political interference and lack of standard educational policy. Within such a context, this paper focuses and examines some of the issues affecting the teaching of literature in English in Nigeria secondary schools, with the hope of proffering solutions and suggestions.

Globally, and especially in Nigeria, less time or hours are allotted for the teaching of literature in English (Fatimayin, 2017; Ihejirika, 2014). Indeed, teachers and students need to do more in literature in English if it is to develop and improve their skills to function in society (Maclean, 2010). Ruubel and Laanemets (2012) stressed that curriculum today is not made for this digital generation. Hence, literature in English would achieve the desired purpose in Nigeria if they address some of the issues raised in this study. Literature in English is a dynamic subject that requires interactive learning activities to attract interest. Therefore, it should be accorded priority because of its unique benefits to students. Asutay (2013) described literature education as an explanation or information about authors, cultures, literature, literary history, and works. He further states that the aims of literature education should be widespread, to create interest in reading. Schrijvers, Janssen, Fialho, and Rijlaarsdam (2016) noted that literature education transforms the personal, intellectual, and social development of an individual in society. The teaching of literature is not only to expose students to language proficiency but to develop their social, moral, critical thinking and intellectual ability through readings literary books (Greyson, 2017)

Benefits of Learning Literature in English

Generally, arts are channels of developing life skills and attitudes that are transferable and are a way of contextualizing other learning that helps students to build confidence (Fleming, 2006). The teaching of literature in English in Nigeria is crucial and desirable. Students that studied literature education develop and expand language awareness and improve interpretive abilities (Jones & Carter, 2012; Mckay,1982). Hence, extensive reading of the literature texts helps encourage and exposes students or readers to the practical use of literature knowledge and the development of reading proficiency (McKay, 1982; Sanju, 2016). Similarly, reading encourages students to understand the different use of language structures, language skills, the style employed for students to understand the forms or meanings used in the text (Ajoke & Shapii,2017; Choo, 2011). Indeed, extensive reading prepares and inspires students, writers, and readers with social skills and expose vices such as kidnapping, banditry, corruption, political thuggery, sectional and religious bigotry through literary writing to educate the populace. Through literature works, many negative, disgusting and retrogressive attitudes that are dangerous, especially to the Nigerian society are exposed. Writing and reading are channels in which literature challenges many repulsive narratives. Literature is, therefore, a tool that encourages students to be creative and sensitive to situations. Likewise, it expands reading abilities and language skills (Norling, 2009; Prinsloo, 2018; Tevdovska, 2016; Violeta-Irene, 2015). Moreover, reading exposes students and readers to experience the world through novels, stories, poems, and plays (Chinwe, 2016).

Studies show that literature has many benefits which students gain as a result of studying or reading. Some of the benefits include the development of language, improves awareness of language use, excellent writing and linguistic diversity, it serves as an authentic source of language materials, improves vocabulary, syntax and encourages communicative skills, it provides an opportunity for interaction in the learning process, and a source of cultural enrichment. Indeed, the study of literature in high schools and universities is desirable as it exposes and develops students and readers to the linguistic and cultural knowledge of the different cultures.

One of the essential benefits is that literature develops, encourages and improves students critical thinking skills to enable students to understand the rules of social interaction (Chinwe, 2016; Grayson, 2017). Literature helps students to develop their social skills through reading books and listening to stories. Hence, literature should be accorded priority in the secondary school curriculum because of its unique nature in exposing and developing critical thinking abilities. Students evaluate literary texts that are within their level, age, and

interests to encourage their independent thought as well as language abilities. Also, students are engaged in different learning activities to stimulate their skills to be logical in reasoning and be able to compare, contrast, comprehend and draw a conclusion on literary issues in the texts (Chaudhary, 2016; Romero, 2016). Literature text encourages and promotes critical thinking ability that leads self-discovery, self-understanding, self-development and control (Mart, 2016). They are developed morally by reading moral books that can strengthen their social situation. Moral teaching exposes students to the different spiritual and moral sense of empathy, respect, kindness, honesty as well as strengthens and develops their intelligence and interpersonal relationship (Ihejirika, 2014; Khatib, Rezaei & Derakhshan, 2011; Suliman, Yunus & Mohammed, 2018).

Teaching literature for personal development or any course requires a pragmatic or different approach in a classroom situation. It involves interaction and conversational method to motivate students to express an idea on either novel, play or poetry (Lange, 2006). Literature provides authentic reading materials to expose students to a different source of the unmodified language in the classroom. Indeed, as they acquire skills in a difficult and unknown language in texts, it helps them more aware of the norms and use of the language in and outside of the class for effective communication (Mart, 2016; Widdowson 1995). likewise, literature education has the potential and the wherewithal to develop students' social skills as well as serves as a valuable source of motivation (Khatib & Rahimi, 2012; McKay, 2005; Mohammed, 2013). Literature is the best resource language is skilfully used by students or readers to increase and expand their awareness and encourages aesthetic appreciation to develop interpretive skills (Ajoke & Shapii,2017). Also, it is a source of accurate diction, sentence patterns and narrative to develop language ability (Calefato, 2018; Choudhary, 2016; Floris, 2004; Romero, 2016).

Literature models characters. Characters in literary works are sources of a model for students. As they read, it models them for social skills, moral and character development. Books that centre on poor social habit, immorality, corruption and other social vices corrupt students' social attitude and social standing. Hence, teachers should recommend literature books that promote and develop human relations, intellectual ability and social interaction in society (Grayson, 2017; Hall, 2005)

Studying literature inculcates and promotes reading ability as well as enhance literary knowledge and accuracy in and out of the classroom. Through reading, students and readers appreciate literary works. Reading suitable literature texts are stimuli to literary appreciation and response that strengthens and builds their confidence (Choo, 2014; Suliman, Yunus & Moh'D 2018; Rashid, Vethamani & Rahman, 2010). Engaging in either efferent or aesthetic literature reading is a catalyst to expand and enrich language skills, increase vocabulary development as well as it fosters a relationship between the reader and the texts (Khatib, Rezaei & Derakhshan, 2011; Syofyan, 2012; Llach, 2007).

Of course, literature education introduces students and readers to a wide range of issues in society. Literature promotes moral, philosophical, cultural awareness and sensitivity (Cho, 2011). Literature books offer different ways for a student to learn cultural diversity, as it helps to develop self-confidence. Similarly, literature is a vehicle for the portrayal of culture and cultural activities. Similarly, it helps to develop socio-cultural knowledge and aesthetic enjoyment of language through reading (Jones, & Carter, 2012; Mart, 2016). Students would gain insight and increase their knowledge and understanding of their culture and that of others through reading different literature texts that develop, enhance and encourage moral and cultural activities and understanding (Rashid, Vethamani and Rahman, 2010). Indeed, literary texts motivate and stimulate students to appreciate various cultures and increase cultural awareness in society (Choo, 2014; Romero, 2016; Syofyan, 2012). literature promotes social tolerance for cultural differences for both the readers, teacher and the student (McKay, 1982). In as much as students learn about different cultures, people, ethics, their behaviour and social norms in varied literature texts, it develops their tolerance, forbearance and social interaction (Daniel, 2013).

Issues in the literature in English in Nigeria

Despite the huge benefits derived from the teaching of the literature in English for secondary school students, it has some challenges. The major obstacle is the negative attitude toward literature in English. The negative attitude can prevent the development of linguistic awareness, improvement and proficiency (Fatimayin, 2017; Ihejirika, 2014; Silver & Efraim, 2012). A negative attitude towards learning is a barrier to intellectual advancement and understanding (Labo-Popoola, 2010; Chinwe, 2016; Ihejirika, 2014). Of course, the negative attitude of students is a serious obstacle to the development of their literary skills as well as written or oral expression. The significant decline in both reading, writing and oral production, poor performance in examinations, as well as creative skills could be as a result of the negative attitude of students towards literature in English (Ajoke &Shapii, 2017).

Another challenging issue is the lack of engaging instructional strategies in teaching activities (Fatiloro, 2015). Teachers employ instructional strategies or approaches that were not engaging when teaching in secondary schools (Labo-Popoola, 2010). Studies have linked the poor performance of students in the literature in English and other subjects in external examinations to lack of engaging instructional strategies. Teachers use inappropriate instructional strategies, and sometimes do not engage students in activities that would motivate them to learn (Akiri, 2013; Daniel, 2013; Fatiloro, 2015; Silver & Ifraim, 2012). Teachers seem to concentrate on preparing

students for examinations during the lessons and lack inspiring instructional strategies or approaches that will motivate them to learn the basics of literature. So, they employ teacher-centred instructional strategies in classroom learning that do not develop and encourage students to actively participate in literature lessons (Ikonne, 2016; Ihijerika, 2014). Teacher-centred learning strategies do not permit interaction and participation of learners during lesson delivery. Hence, it mars understanding and causes students to lose interest in the subject (Ifeanyi, 2014; Ojomo, 2006).

A related issue to the lack of engaging instructional strategies is the qualifications of teachers to teach literature in Nigeria. As a result of the lack of qualified literature teachers Fatimanyi (2017), said there is a decline in reading culture in Nigeria. Also, there is a low level of reading competence among students (Ajoke and Shapii, 2017). Most of the teachers are either English language teachers or other subjects but lure to teach the literature. These teachers are presumed to lack technical abilities to teach and expose students to the different literary usage to develop their cognitive, affective, and psychomotor domains (Fatimanyi,2017). As a result of the deficiencies in literature, there are poor planning, bad pedagogy, and scruffy presentation in the classroom. The resultant effect is that students lack a solid foundation in the literature, poor performance, and an unhealthy attitude towards literature in English as most teachers do not have the prerequisite training to teach. This scenario has continued to cause a devastating effect on the students as there are no qualified teachers to encourage students on literary usage. Of course, it distorts the quality of written and oral expression. This issue is not supposed to be so if literature in English is accorded priority in the syllabus.

Another area of concern is that teachers do not teach Literature texts to develop and encourage meaningful learning. Literature texts are a rich source of language development and social skills. Therefore, teachers should handle it in a way to promote and enhance the social development and communicative competence of the students in and out of the classroom (Chinwe, 2016). Teachers should relate literature concepts to real-life situations and experiences (Muhammed, 2013). Literature is life; and because it is an expression of life and reservoir for human experience and development. It, therefore, needs a competent teacher to use instructional strategy to relate issues in a text to life experience (Chinwe, 2016). However, most teachers lack the ability and competency to relate episodes, events, and characters to real-life situations to inspire and motivate students to learn and understand. There is a need for competent literature teachers to be employed, as they will use their technical abilities to effectively relate the literature to real-life learning to motivate students for future career prospect

The inappropriate and perceived irrelevance texts that do not match the learning needs and interests of the students is another challenge to the teaching of Literature in English in Nigeria (Chinwe, 2016). Literature texts are supposed to be inspiring and motivating as Ikonne (2016) holds that when the literary texts are appropriate, they create interest, pleasure, and infectious enough to inspire students to learn (Ihejirika, 2014). However, in Nigeria, most of the texts prescribed in the syllabus are deemed not compatible, relevant, or appropriate for the students. Some of the books are neither inspiring nor motivating to develop students' skills and interest in learning (Daniel, 2013). Indeed, most literature texts prescribed in their syllabus are selected by curriculum designers which teachers and students are obliged to read. Students, therefore, perceived some of the books not relevant and have no link to their socio-political and cultural background (Fatimanyi, 2017; Ojomo, 2006). The perception of inappropriate materials in literature in English can reduce motivation to learn. It could also result in a lack of comprehension and poor performance in oral and written work (Chinwe, 2016; Fatimanyi, 2017; Ojomo, 2006). Similarly, most teachers are not conscious of the language level or abilities of their students. Indeed, having an idea will help and enable them to use appropriate texts and strategies to motivate students to learn in and out of the classroom.

Similarly, too many texts are another issue that is challenging to students. They are required to read many books before their Senior Secondary School Certificate (SSCE), and National Examination Council of Nigeria (NECO) (Fatimanyi, 2017). These two examination bodies have a different set of texts in literature books. These books include two African novels and two non-African novels, two African and non-African plays each, five African and non-African poems which students are required to read. The irony is that these two bodies have similar objectives; to prepare secondary school students for self-reliance and tertiary education. Students have no option but to read literature texts prescribed for them. This idea is challenging for the students, as they grapple with extra work or books to read. Hence, the situation discourages and forces many students to choose another subject rather than literature in English.

Apart from the different books for students to purchase, many of the recommended texts to read before their exams are not available (Fatimanyi, 2017). Besides, some of the books are not relevant or appropriate to the age and interest of the students (Pudrean, 2015). Even when some of the texts are available, they do not portray the socio-cultural and political background of the students (Anka, Ibrahim & Yabo, 2014; Labo-Popoola, 2010). Of course, the scenario exposes students to the danger or difficulties with an unsettled mind to acquire language and literacy skills as well as have better language expression. The resultant effect of the action is a mass failure in their external examinations, poor communication skills, and proficiency.

Besides, the selection of texts for secondary school is a challenging one for Nigerian students. Indeed, the success of the literature in English examinations often depends on the choice of relevant books. The selection of books for students is central to the development of their literary abilities, linguistic skills and competence (Ihejirika 2014). Therefore, if the texts directly or indirectly were not taught to enhance the development of language skills, vocabulary development and proficiency, it would be difficult for students to understand the contents. Most of the compulsory novels, poems and plays term as non-African prose, drama or poetry are perceived or appeared to be irrelevant. These texts do not reflect the socio-political and cultural background of the students, and they find it hard to comprehend and relate it to their life experiences (Mohammed, 2013). These texts do not encourage and motivate students to learn literature in English because of the strange settings, themes, contents, narration, and literary focus. Though it is good to expose students to different texts that deal with world affairs, it should take a gradual path and optional. The choice of literature texts should reflect African sensibility, cultural background, level of competence, as well as short, stimulating, and relevant (Ajoke & Shapii. 2017Chinwe, 2016; Labo-Popoola, 2010). Of course, the selection of a few reading texts can determine eagerness to learn for success-out-come of their studies.

Insufficient infrastructure in a library, e-library, and multimedia learning facilities is another issue that perverts learning literature in English. There are no facilities that will inspire students to read. There is a lack of libraries in most of the schools, and where it exists, it is a consulting room without adequate learning facilities. Where there are books, they are archaic or outdated books that do not reflect 21st-century learning materials. Learning goes with time to reflect the present realities. Most of the libraries are ill-equipped Fatimanyi (2017), and cannot function in this present dispensation. Also, most of the schools do not have e-library, and if they have, the school cannot subscribe to any network for students to use. These unwholesome activities proved difficult for students to access learning materials online to improve and enhance their learning abilities and develop their socio-linguistic knowledge Mohammed (2013) as well as promote their academic excellence; a catalyst for their employment in the labour market.

The low level of competence and attitude (Ajoke & Shapii 2017; Fatimanyi,2017), can mar the quality of teaching and learning. More so, attitude and competency are determinants to the output in a classroom situation (Labo-Popoola, 2010). Thus, incompetence can result in poor planning, and poor classroom presentation Fatimanyi, (2017), and this could affect the students towards the subject. Hence, it results in poor performance in their examination. Indeed, Lackadaisical attitude and incompetence of a teacher can prevent smooth instructional strategies that would have attracted attention, making the lesson relevant to them. Most literature teachers in Nigeria are perceived unqualified to teach the subject because they lacked basic qualifications. As a result, they have little or no literary knowledge to develop a variety of techniques, activities, and strategies to facilitate teaching and learning (Ikonne, 2016). Shortage of specialist teachers to the subject has contributed negatively to the teaching of literature in Nigeria (Fatiloro, 2015). Literature education needs competent teachers to teach secondary school students the basics. Also, to expose them to the world and to prepare them to face the reality of career opportunity. As literature is challenging and secondary school students considered it a difficult subject Ajoke and Shapii, (2017), therefore, it requires qualified, proficient and experienced teachers to teach students for better outputs

A Way Forward

The challenges of inadequate funding for education in Nigeria has affected the quality of education as a whole, and especially those who take the literature in English in secondary school. Students who take literature as a subject need quality education to develop the higher-order thinking that enables them to have multiple perspectives of issues nationally and globally. They need quality education to encourage creativity, stimulate the imagination and promote aesthetic response to literature in society. Indeed, competent teachers and appropriate materials can prepare students to face the challenges in the future workplace (Ihejirika,2014). It is, therefore, necessary that adequate training for teachers and proper learning materials can prepare students for the task as well as change their negative perception towards learning. This idea shows that behaviour or attitude to learning can change positively and progressively (Daniel, 2013). Therefore, teachers should relate literary texts to life experience. Hence, teachers should use suitable pedagogies to engage students to improve language and literary skills.

Engaging instructional strategies that focus on the development of students' critical thinking and productive strategies such as digital voicing, voice recording, role play, poem recitation, group discussion and debates are vital strategies that are effective. These technological device aids and develops students speaking and hearing skills to improve their language awareness (YanJu, Yan Mei & Moh'D, 2017). Also, voice recording technology is another essential strategy to practice poetry reading or pronunciation. It can help students in word pronunciation, intonation practice, rhymes and rhythm while reading a poem or short story exercise. These activities could take place in remote areas as most students seem to have access to a mobile phone. Strategies are essential learning activities that use different materials or texts or digital devices such as multimedia applications

for learning purposes. Perhaps, using technology is an authentic, effective and convenient ways of engaging students as well as increasing their learning outcomes. It also assists the students in composing writing Erlik (2017), and it encourages and stimulates students to learn. Also, written and oral expression is enhanced as well as improve their vocabulary development (Anka, Ibrahim & Yabo, 2017; Onunwa & Oken, 2018; Ojomo,2006). Indeed, technology helps students to develop intellectual thinking, learning interests and abilities. The availability and accessibility of the devices may likely be an antidote to the study of literature in secondary school.

More so, training and re-training of teachers through workshops, conferences and seminar at regular intervals for continued professional development schemes for innovative teaching to refresh their teaching strategies are vital and should be encouraged. This idea would develop and enhance their competency and proficiency. It would help teachers to use different approaches to facilitate and improve the teaching activities. Competent and qualified teachers would likely employ engaging instructional strategies and innovative teaching to capture attention to the learning content. Effective teaching requires a professional teacher who uses learning tools, techniques and strategies to process information to motivate students to learn. Consequently, students can have an interest, acquire and develop literacy skills, and be motivated to take literature education as a career. Having qualified and experienced teachers would nurture and develop students' social skills and critical thinking. The qualified teachers would use related innovative as well as stimulating technological devices and paper texts for proper learning and understanding.

Likewise, NERDC, a body responsible for preparing syllabus and curriculum or modules for literature in English and other subjects should involve secondary school teachers. This idea would help the teachers to brainstorm on the different genres of the literary texts for the students. Also, technological apps such as video, audio, digital photograph slides and its activities are interactive multimedia devices that should be included in the syllabus to encourage interactive learning activities. Perhaps, few relevant, inspiring, and motivating texts that are within age, vocabulary, as well as the socio-political, historical, and cultural settings, should be considered in the selection. Hence, books to be prescribed should be short, simple, and appropriate to their level to create interest and develop their critical thinking skills.

Lack of infrastructural facilities impedes the teaching of the literature and other subjects in Nigeria. Non-availability of infrastructures such as a library, e-library, and adequate classroom thwart teaching and learning. Library and e-library are not visibly present in most secondary schools in Nigeria. However, where they exist, they are buildings that lack equipment. E-library is new technological learning through the use of an electronic device that provides and enables students to have access to learning contents online to ease learning activities. There is, therefore, the need for the availability of e-library in most schools to augment paper books. Students find it difficult to obtain paper books, hence the need to introduce technological learning such as e-library to provide accessible learning content. This innovation will stimulate, inspire, and strengthen learning ability. Technology has the potential to change the face of learning in this era. Technology is a tool, a driving force for research, teaching, and learning in the 21st century. With technology, students can access learning materials online to read and understand the concepts easily (Morison, 2018).

All the above solutions and suggestions could be in one vital, viable, great, powerful and accessible means of education in 21st-century learning. As Nigeria annual budget for education is below the UNESCO recommendations, adopting technological learning devices would likely provide a long-term solution to the numerous challenges affecting the teaching of literature education. Technology has the potential and is an authentic and powerful device that may improve essential learning materials and teaching techniques. The use of technology makes learning flexible, accessible and available in rural and remote areas where there are no schools, teachers, or libraries (Ally, 2009). Perhaps, mobile technological applications such as video, audio, WhatsApp, digital photograph, and others can deliver vital information, resources and instructions to students through their mobile phones or smartphones. The flexible and interactive mood of mobile technology provides, improves and increases learning as well as enables students to access learning resources anytime and anywhere. It permits students to have unlimited access to databases knowledge, e-texts, multimedia contents and accessing information beyond human imagination (Dumancic, Topolovcan & Matijevic, 2016). Therefore, a mobile device will motivate and enhance learning in and out of the classroom. The interactive and active participation of students in mobile learning stimulates and facilitates learning tasks as they interact with their peers or teachers (Ozdami & Ercag, 2018). Using technology in literature education would ease and replace much infrastructural development that the government is likely to budget for annually. As most students have mobile or smartphones, the government should provide policy framework, technological services, and put in place all required instrument for students to access vital information, learning resources, and strategies to enhance their education. This idea would expose students to different learning skills and themes, thereby developing their critical thinking abilities and proficiency.

CONCLUSION

The literature in English and other subjects in Nigeria required a learner-centred approach which involves student's social interaction and participation for personal development and social improvement. Indeed, Chan

(1999) suggests that literature should be taught in schools because it has the potentials to develop, enhance and promote learning activities. Literature worth more and is valuable to readers and students. As it can help to develop and expand language knowledge and awareness and educate the individual reader in society. Consequently, literature is considered a vital subject in countries that use English as a medium for instruction and administration as it serves as a rich source of language input to develop their understanding. It is within the context that literature should be made compulsory in all senior secondary schools in Nigeria because of its worth and benefits. This idea will enhance its teaching and learning for social development, character moulding and a better job opportunity.

The world is moving towards digital learning. Therefore, all courses should go digital for better performance and outputs. Nigeria education will improve when technology is accessible for learning. This idea will help students gain unlimited access to teaching and learning materials anytime and anywhere. Literature is part and parcel of human existence, therefore, it's an architect of life, a life moulder, a character builder, a source for language input and beauty as well as a source for cultural awareness and projection. Hence, curriculum designers should involve literature education experts in restructuring curriculum, making literature education a compulsory subject in Nigeria, and allocating more hours for class activities to address the challenges.

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