LANGUAGE EDUCATION FOR SUSTAINABLE DEVELOPMENT; APPLICATION OF LITERATURE-BASED MODELS

Beatrice N. Manyasi[i]
Maasai Mara University,
Narok, Kenya

Abstract:
Education is the key to addressing the social, political, and economic problems that society faces. In order to establish literature-based models that are used in the instruction of Integrated English, the study examined the learning activities that were used in teaching and learning. The study used qualitative research methodology. The instruments for data collection were observation schedules, interviews, and recordings. Data was analysed qualitatively and the results were presented as per the emergent themes. The findings revealed that: reading, singing, debating, role-playing, dramatization, summarizing, and responding to questions were the learning activities that learners were engaged in. The literature-based models applied in language education were: culture model, language model, and personal growth model. The study suggests that an environmental model should be developed and used to prompt authors of literary and non-literary materials to incorporate environmental concerns into their work. It will lead to balancing learning of language skills; literary and non-literary texts, focusing on environmental challenges and appropriate intervention strategies. Acquired knowledge, skills, and values inform practice, which later inform appropriate action.

Keywords: language learning activities, literature-based models, environmental model and sustainable development

1. Introduction

The adoption of the 2030 Agenda for Sustainable Development, often known as the Sustainable Development Goals (SDGs) was instigated to establish universal goals that fulfil the critical environmental, social, and economic concerns impacting the world. Goal 4 Target 4.7 of the Sustainable Development Agenda states: "*Ensuring that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights,*

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[i] Correspondence: email manyasi@mmarau.ac.ke, beatymanyasi@gmail.com

gender equality, promotion of a culture of peace and nonviolence" (UNESCO, 2014). There was a need for global citizenship and appreciation of cultural diversity. Education empowers learners to adopt active roles to resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive, and secure world. Hence, there was a need to mainstream Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) into the programs and activities across curricula. It includes but is not limited to: Climate change and environmental sustainability, Energy conservation, Poverty reduction, Food security, Sustainable production and consumption. Global Citizenship Education ought to deliberate on strands such as: Peace, Human Rights, Intercultural Understanding, Respect for Diversity, and Inclusiveness. It emphasizes the interdependence and interconnectedness of people and places. Despite planning for the 2030 development agenda, and nations being tasked to implement its tenets, we have continued to witness environmental sustainability challenges across the world, leading to: conflicts, hunger, malnutrition, diseases, starvation, death, abject poverty, and drought.

1.1 Environmental Concerns

In Africa, particularly Kenya, Somalia, and South Sudan**,** climate change has led to frequent conflicts in different parts of the region among pastoralists due to drought, limited food, scarce sources of water, and animal feeds. As a result, hunger, malnutrition, death, and abject poverty have been the order of the day, which is against the sustainable development goal of ending child poverty in all its forms, everywhere. (Report released August 31, 2023). Children living in poverty are a denial of their fundamental rights to: good nutrition, health, water, education, protection, and shelter – diminishing their life chances and ability to realize their potential. Lack of investment in human capital has destructive, life-long consequences and serious implications for future generations (Manyasi, N. B. 2017)

Drought affects the survival of human beings, animals, and plants. It disturbs all parts of the environment and communities. Some of its impacts are: economic, environmental, and social. The Economic impacts cost people or businesses, for example, farmers lose income when a drought destroys their crops. They may spend more money on irrigation due to too low water supply. Similarly, ranchers may have to spend more on feed and water for their animals. In addition, businesses that depend on farming, such as companies that manufacture tractors and food, may lose business due to drought-damaging crops and livestock. Frequent wildfires that occur during drought, destroy forests and other plants, consequently; people who work in the timber industry may be affected. It can also cause rivers, lakes, and other water sources to dry up, hence, businesses that sell boats and fishing equipment may not be able to sell some of their goods. Power companies that rely on hydroelectric power - electricity that's created from the energy of running water - may have to spend more on other fuel sources if drought dries up the water supply. Low water levels, would likewise affect businesses that

depend on water transportation for receiving or sending goods and materials. As a result, People might have to spend more on food.

Besides affecting the environment, it can damage the habitat of some living things (UNESCO, 2014). Some of the environmental impacts are: destruction of fish and wildlife habitat, scarcity of food and drinking water for wild animals, reduced food and water supplies, increase in diseases among wild animals, and migration of wildlife as witnessed in Maasai Mara Game Reserve in Kenya, where wild animals migrate to Tanzania and vice versa. Other impacts experienced are the extinction of some species, loss of wetlands due to lower water levels in reservoirs, lakes, and other water bodies, and water erosion of soils leading to poor soil quality. Social impacts of drought include public safety, health, and conflicts among people when there isn't enough water for people and livestock which affects their lifestyle. Health problems related to low and poor-quality water, fewer leisure activities, health problems related to dust, loss of human life, and increased number of forest and range fires, are a threat to public safety and poverty due to reduced income among members of the community.

1.2 Integrated Language Teaching

Despite the environmental challenges, education is a social pillar. Literary and non-literary texts enrich the language classroom, bringing the world into the classroom and enhancing critical literacy. One of the Goals of education in Kenya is to promote a positive attitude towards good health and environmental protection. This is in line with the need to mainstream Education for Sustainable Development (ESD), implying learning approaches, activities, and the underpinning models (Koutsompou, 2015).

Language learning techniques can be included in the concurrent acquisition of both *content and language,* according to the Cognitive Academic Language Learning Approach (CALLA). Integrating literature in language teaching is aimed at developing learners' *language proficiency and communicative competence.* Literature addresses the interpersonal, informative, and artistic value, plus the acquisition of the four language skills: listening, speaking, reading, and writing. Students improve their linguistic competence by reading, responding to text, juxtaposing moral lessons and insights from real-life experiences, understanding and appreciating their own and other people's culture, relating to characters, and exposing them to samples of appropriate writing, values, contemporary global challenges besides acquisition of positive attitudes (Koutsompou, V. I., 2015).

The rationale of integrating the four skills in English Language Teaching was to: boost students' development of communicative competence, inspire students to learn by bringing *diverse texts* into the lesson, and use realistic communication. The integrated-skill approach exposes learners to authentic language to interact naturally in the target language. It allows teachers to track students' advancement in multiple skills at the same time and is highly motivating to language students. Two Forms of Integrated-Skill Instruction used are Content-Based Language Instruction and Task-Based Instruction. In *content-based instruction,* students practice all the language skills in a highly integrated,

communicative manner, while learning content such as History, Geography, science, mathematics, social studies, and environmental education among others. Language learning strategies can be integrated in the learning of content and language skills. In *task-based instruction*, students participate in doing tasks that require communicative language use. *Tasks* are activities that can stand alone as fundamental units that require comprehending, producing, manipulating, or interacting in authentic language contexts. Focus is on meaning, not form. To increase student interaction and collaboration, pair work and group work are often used. Balancing learning of language skills, literary and non-literary texts, is guided by literature-based models, hence the purpose of the study.

2. Purpose of the Study

The study was guided by the following objectives:
- To examine learning activities used in teaching Integrated English language.
- To establish literature-based models applied in teaching Integrated English language.

3. Review of Literature

3.1. Language Teaching Models

The term language teaching models refers to a range of strategies, techniques, or frameworks that are employed in the field of education to support language instruction. These models provide guidance and structure for language instructors to effectively convey language concepts, skills, and cultural understanding to learners. Language teaching models can incorporate a number of methodologies, such as communicative language teaching, task-based learning, the audio-lingual approach, the direct method, and many others. To encourage language competence and acquisition, these models frequently include learner-centred strategies, real resources, and interactive exercises.

There are three language teaching models:
- The Cultural Model;
- The Language Model;
- The Personal Growth Model.

The Cultural Model is a way of teaching languages that places a strong emphasis on the value of integrating and comprehending other cultures. The model recognizes that language is profoundly interwoven with culture and that learning a language entails not just acquiring linguistic skills but also gaining an understanding of the cultural context in which the language is used. Learners are taught to consider and value the cultural elements entrenched in the language they are learning by using the Cultural Model. Comprehending cultural norms, values, beliefs, conventions, and traditions is part of the model. Learners can get a deeper knowledge of the language and its complexities by immersing themselves in the target culture. The importance of intercultural competency - the capacity to engage and communicate with people from diverse cultural

backgrounds efficiently - in language acquisition is also emphasized by the Cultural Model. The development of empathy, tolerance, and respect for cultural variety are promoted in language learners, as this will help them negotiate cross-cultural relationships with prudence and flexibility. The Cultural Model calls for divulging students to real cultural elements including music, movies, books, and artwork in addition to involving them in activities that foster cross-cultural awareness and inquiry. This can include discussions, role-plays, and real-life scenarios that encourage learners to reflect on cultural differences and similarities. In addition to improving their language skills, language learners who adopt the Cultural Model get a wider perspective of the world and a greater understanding of other cultures (Gabriella Kovács, 2017).

The Language Model of teaching is an approach that focuses primarily on the structure, rules, and components of the language itself. It places a strong emphasis on grammar, vocabulary, pronunciation, and other linguistic elements. Learners are exposed to explicit instruction on grammar rules, sentence structures, and vocabulary usage. They are encouraged to *analyse the underlying principles of the target language*, such as verb tenses, word order, and syntactic patterns. The model often involves systematic practice and drills to reinforce language skills and accuracy. It also stresses the importance of developing listening, speaking, reading, and writing skills in the target language. Learners are provided with ample opportunities to practice and apply their knowledge through activities such as dialogues, role-plays, reading comprehension exercises, and written assignments While the Language Model predominantly focuses on the formal aspects of language, it is important to note that effective language teaching often integrates other approaches and methodologies to create a well-rounded learning experience. This can include incorporating communicative activities, authentic materials, and cultural elements to enhance language proficiency and real-world application.

The Personal Growth Model in language teaching and learning focuses on the holistic development of learners, aiming to foster not only language skills but also personal growth and self-awareness. It recognizes that language learning is not solely about acquiring linguistic competence, but also about *personal transformation and self-discovery.* Therefore, language instructors create a supportive and nurturing environment that encourages learners to explore their own identities, beliefs, and values through the language learning process. Emphasis is on the integration of language learning with personal reflection, critical thinking, and self-expression**.** Through various activities and exercises, learners are encouraged to reflect on their own experiences, goals, and motivations for learning the language. They are given opportunities to express their thoughts, opinions, and emotions in the target language, fostering self-confidence and self-expression. The Model also promotes learner autonomy and self-directed learning. Learners are encouraged to take ownership of their learning journey, set goals, and engage in independent learning activities. The model recognizes that learners have unique *strengths, interests, and learning styles*, hence; it encourages learners to explore and develop their potential. Incorporating the Personal Growth Model into language teaching involves creating a learner-centred classroom environment, where learners are actively

engaged in meaningful and authentic language tasks. It may involve reflective writing, journaling, group discussions, project-based learning, and other activities that promote self-reflection and personal growth. As a result, language learners not only develop language proficiency but also enhance their self-awareness, interpersonal skills, and overall personal development. The model recognizes the transformative power of language learning in modelling individuals' lives beyond linguistic competence.

3.2. Constructivism Learning Theory

Constructivism is a learning theory that emphasizes the active role of learners in constructing their own meaning of what they learn. They reflect on their experiences, generate mental images, and incorporate new knowledge into their schemas, promoting greater learning and comprehension. It is an approach to learning that holds that learners actively construct their own knowledge, reality is determined by the proficiencies of the learner (Elliott *et al.*, 2000, p. 256). The theory's vital idea is that human learning is constructed, therefore, learners build new knowledge upon the foundation of previous learning, knowledge is actively constructed by the learner based on their experiences. Integrated English language learning ought to be guided by literature-based models that enable learners to acquire communicative competence, the ability to communicate effectively in the language by observing: linguistic, sociolinguistic, discourse, and strategic competencies. In addition, content-based instruction should lead to cognition and learners' experience of contemporary challenges such as the negative effects of climate change and the need for appropriate action. Its implication for sustainable development and sustainable lifestyles should be emphasized. Similarly, it echoes the Personal Growth Model which acknowledges the transformative power of language learning in shaping individuals' lives beyond linguistic competence (Brydon, D., 2014).

4. Methodology

The study used a qualitative research paradigm that is appropriate to gather in-depth comprehension of education issues such as values, knowledge, pedagogy, and the goals the education system should serve (Cohen *et al.*, 2007). The researcher gathered an in-depth understanding of literature-based models applied in English language teaching and learning. The target population of the study was 66 student teachers of English Language. Given the small number of the target population, the researcher used the census sampling method to select the sample size. All members of the target population were selected to form the sample size. Data was collected using *observation of lessons and document analysis.* An observation checklist was adapted and adopted from Hwang & Embi (2007). The checklist consisted of observation of the language learning activities used and the literature-based models applied. The checklists were summarized and interpreted. The researcher analysed written essays, notes, and relevant sections of literary texts to establish literature-based models used in English language teaching and

learning. Data was analysed qualitatively using content analysis as per emerging themes, then inferences were drawn (Jwan and Ong'ondo, 2010).

5. Findings and Discussion

The learning resources used for teaching language were as summarised below:
- Novels.
- Plays.
- Short stories.
- Poems.
- Oral literature.

5.1 Teaching and Learning Activities Used
The teaching and learning activities used were:

- **Dramatization**

In the poem '*The Beard'* by Proscovia Rwakyaka, dramatization of the preacher's spirited movements on the pulpit, thinking that he had won the soul of an elderly lady to the Lord. The dramatization is heightened when it is later discovered that the old woman was sobbing because the preacher's 'goaty' like beard conjured up memories of her dead goat.

- **Debate**

Learners debated on the issues raised in the novel as they discussed themes. One of the themes discussed was the relevance of female genital mutilation in Blossoms.

- **Silent Reading**

Silent reading involves reading without verbalizing. It was used when reading newspapers, chapters in novels, magazines, and comprehension passages.

- **Interpretive Reading**

Reading aloud in a manner that brings out the *intonations, rhythms, and meanings as intended by the author*. Learners read aloud parts of novels, plays, short stories, poems, and different genres of oral literature. They used: *proper voice projection, appropriate pronunciation, stress, intonation, and rhythm, as they read aloud.* It enabled them to read competently and confidently.

Learners analyzed the poem *'Woman'* by Hu Hsuan; as one read it in an interpretive manner to highlight the contemptuous way women were treated in traditional African society.

- **Role Play - Dowry Negotiations**

Learners practised presentation skills by assuming the roles of the two spokespersons in *'The River and the Source'* by Margaret Ogola. Students wrote *a speech* to present a spirited bargain by the people of Yimbo to reduce the amount of bride price to at least twenty heads of cattle. This was presented in class, observing formality and etiquette. Other students commented on it and *discussed* how bride price is negotiated in their community. A debate about '*Bride price should be abolished*' was discussed in class.

- **Singing a Dirge**

Akoko sings a dirge while mourning her husband- Owuor- that they loved one another although such feelings were not recognised in traditional African society.

> *"Women have given birth to sons*
> *But none are like Owuor*
> *The son of Kembo, of the line of Maroko My friend, my husband.*
>
> *Men live with their wives*
> *Like cats and dogs, ravens and chicken but not the son of Kembo My friend, my husband.*
>
> *When I first set my eyes on him*
> *So tall. So handsome. So full of nyadhi (style) My heart was smitten within me by my friend my husband.*
>
> *My father demanded thirty heads*
> *And the son of Kembo did not demur Paid up like a real man My friend my husband.*
>
> *Yes, women have had sons*
> *But none will ever be like Owuor*
> *The son of Kembo of the blood of Maroko My friend my husband."* Ogola, 2012, (p.63).

Through group discussions and oral presentations, learners critically analysed phrases that justified that Akoko and her late husband loved one another. In addition, they later wrote condolence letters to Akoko for losing her beloved husband hence integrating listening, speaking, and writing skills.

- **Chain Story Telling**

Plot was taught using chain storytelling. The teacher asked one learner to start narrating the story, at an appropriate point, another learner took over. All learners were accorded a chance to master the plot of literary texts. Learners were motivated to acquire speech skills and performance skills.

5.2 Activities for Appreciation of the Plot

The activities used were: *reading, dramatization, summary writing, and answering questions:*

- Learners **read** the text silently.
- The teacher read aloud significant sections of the text.
- Learners **dramatized** segments of the text.
- The teacher guided the learners to **write a summary** of events per chapter.
- The teacher used `**wh' questions**` to enhance learning and understanding of the plot (questions such as: what happened?, Where were the events taking place? when..?, who….? why...?)

5.3 Appreciation of Characters

It was done through collaborative learning using: *discussion, hot seating, questions, and answers*:

- Learners **described** characters using *illustrations* from the text.
- Group **discussion** on specific questions relating to particular characters was used. Some of the questions used were:
  - In *"Things Fall Apart"*, how does Okonkwo's killing of Ikemefuna affect Okonkwo's life?
  - In "*The River Between"*, how does Waiyaki's relationship with Nyambura affect him?

  The answers to these questions facilitate the learning of language and comprehension skills.
- **Hot seating** was used. Some learners took up the roles of certain characters in literary texts and were questioned about their actions and motives.

5.2 Models Used

Data collected through interviewing teachers, classroom observation, and analysis of learner's notes, revealed that the models used were:

- Cultural model,
- Language model,
- Personal growth model

5.2.1 Cultural Model

Literary texts were used for the distillation of culture. Learners read Literary texts as part of their instruction about history, politics, social morals, and traditions.

In the poem, *'The African Vigil'*:

Dramatization of the African way of courtship was done. The young man and young woman's relationship was based on silent communication. They met daily but they did not utter a word, they didn't touch one another, they only exchanged glances. The setting is in a rural village. The lovers do not meet in Java, KFC, cafeteria, or cream parlour but in a natural and rural setting: the winding footpath, the distant hills, the water

pot the lady carries, the water hole, the round beads adorned on her neck reveal the African sense of beauty.

Literature gives learners a distinctive comprehension of the target culture. They witness life through the eyes of literary characters in a way that gives them awareness about the people and events that shaped the culture. While analysing '*Blossoms of the Savannah,*' by Henry Ole Kulet, learners witness the Maasai Culture of *abduction, forced marriage, and female genital mutilation* (FGM) of young girls. One of the Maasai male characters in the novel, juxtaposes his daughter's resistance to forced marriage to an old man, to that of a goat's kid that stubbornly refuses to suckle after it is born. That its owner would have to force it to suckle. The Maasai community considered FGM a rite of passage and mandatory; hence, resistance to it was frowned upon.

Other cultural practices presented in *'The River and the Source'* by Margaret Ogola were:

- **Naming of Children**

Children were named according to: *the time they were born, after their dead ancestors, or according to their personality.* In *'The River and the Source'* by Margaret Ogola, the main character in the text is named *Adoyo,* meaning born during the weeding season, *Obanda,* after her dead uncle, a former great medicine man in the society, and *Akoko,* to portray her strong personality. The name also means 'the noisy one,' because of her endless chatter. When the baby spends much of the time crying, it is interpreted that it is because of *a disappointed ancestor* who wants to be named. Nyar Alego, the baby's grandmother, gets into an incantation to find her cure. In a conversation, she begins by naming *Rahuma,* her deceased father, *Achieng,* her late mother, up to the time she mentions *Akelo,* her late *younger sister and co-wife.* The moment she says, *"Oh Akelo my sister, is it my fault that you died…."* (p. 11). Before completing the sentence, the baby stops crying and falls asleep. She is then named *Akelo*.

- **Gender Inequality**

Akoko's mother-in-law accused her of *witchcraft. She says that* was an unforgivable offense. She summons a crowd and informs them that because of the insult, she has decided to leave her matrimonial home for her paternal home.

> *"The crowd hissed; such a thing was unheard of. Didn't a man own a woman's body and soul?"* (p. 32)

Revealing the contemptuous manner women were treated in the traditional African society.

Girls had no right to choose their spouses. A father selected a husband for his daughter. Chief Odero had dispatched twelve suitors by the time Owuor arrived to seek Adoyo's hand in marriage.

Her grandmother says:

"Oh Rahuma… did you not select a husband carefully for me and did I not as a good daughter agree without a murmur?" (p. 10).

Girls were taught to be shy before men. Akoko does not conform to this, something that really infuriates Otieno, her prospective brother-in-law.

"Traditionally the girl at this point should have been the picture of demure shyness, her eyes fixed firmly on the floor, her hands held together in front of her mouth. Not Akoko. She walked in, steps measured, head held high, hands at her sides. Her head swiveled around a bit and then her gaze rested on Owuor." (p. 22)

The teacher guided students to debate *about "Gender inequality has no place in contemporary society."* Later, learners wrote argumentative essays in groups and presented them in class. Language Learning in context was meaningful, enjoyable, and effective. Learners became aware of some of the retrogressive cultural practices that may need to be discarded in contemporary society.

- **Matrimony**
  Marriage was highly valued.

"Marriage was sacred and Chik saw to it that it remained that way by a series of taboos that made it impossible to sever the union." (Ogola, 2002, p. 32).

It is treated as a communal affair. Marriage negotiations are done formally by representatives from both sides. Not everybody is allowed to talk. Each side had to appoint a spokesperson to speak on their behalf. Aloo K' Olima represents the Yimbo people during negotiations. The spokesperson had to measure words and remain calm always, as highlighted in the following speech by the Sakwa spokesperson.

"We have come to see Odero the son of the great chief Gogni Adinda for the purpose of betrothing our family to his for even as far away as Sakwa we have heard of the beauty and the spirit of his eldest daughter. We would have come earlier had we not been mourning for our Chief Kembo K 'Agina who died last moon, but we came as soon as we could for my nephew Owuor Kembo, now chief in his father's place, urgently seeks a wife. It is unthinkable that a chief should be unmarried, a situation which has arisen only because of the sudden death of his father-the young chief himself being only twenty seasons old." (p. 16).

The speech was meant to impress the girl's father because Chief Owuor is wifeless so, whoever was to marry him would hold the envious position of *mikai* - the first wife - who is respected in the society for she controls the co-wives and would bury her husband around her hut.

The Yimbo spokesman's speech,

"Brothers, people of Sakwa, we are pleased to welcome you to Yimbo. It is customary because of the good dak (neighbourliness) between us, for you to marry our daughters and we yours. We are therefore more than neighbours, we have great wat between us because of the intermingling of blood though this has not occurred between our two lines so there is no danger of brother marrying sister-a great taboo. Since therefore you are our brothers, we will not make things difficult for you."

He stopped to take a sip of kong'o (a traditional brew) and you could have heard the ants talk, so great was the silence. However, nobody was fooled by his sweet words. He continued:

"Our daughter, Adoyo Obanda is a great beauty whose assets have been praised and sung by many a nyatiti singer from here to Chumbu Kombit, from Sakwa to Loka Nam. She is as fleet as a gazelle and her flying feet have been incorporated into the sayings of our village so that mothers sending their daughters on errands, tell them to run like Adoyo of the flying feet. She has been carefully brought up and has been taught all the requirements of Chik. She is a very apt pupil, and will therefore not bring shame and ruin to her husband by improper conduct.
Her antecedents are peerless for she can trace her bloodline clear to Ramogi our great father and her blood is pure for we have always taken care to marry correctly. She is also the eldest daughter of our great chief, a man whose fame is known throughout this land. After careful consultation we have therefore decided that thirty heads of cattle should be the proper bride price." (p. 19).

This was *two and a half* the usual bride price and yet the spokesperson says, *"We will not make things difficult for you."* Learners applied interpretive reading observing: *etiquette, figurative language, formal words, appropriate stress, tone, and mood*. The sipping of kong'o was meant to create suspense. Even if the spokesperson strongly disagrees with what is said, he has to remain calm - *emotional intelligence* - which is key to listening and speaking skills.

The people of Sakwa get out to deliberate on the bride price. Emotions flare up. Owuor's brother, Otieno, tells his brother that they should go away as the amount is too much. It was enough for three wives. When they come back to the house, the spokesperson presents their resolution in a very calm manner (Manyasi, 2017).

The activities were aligned to the cultural model which stresses exposing learners to cultural elements to gain an understanding of the cultural context in which the language is used.

5.2.2 Language Model

Given that literature is built from language, it opens a path for students to construct their own understanding of words and phrases. Reading provided learners with *tools for effective communication.* Learners were involved in the following activities:

- **Information-Based Activities:**
  o Comprehension Question Exercises,
  o Oral Presentations.
- **Personal-Response Activities:**
  o Question and Answer,
  o Journal Writing,
  o Group Discussions,
  o Hot Seating,
  o Oral Presentation.
- **Language-Based Activities:**
  o Group Work,
  o Language Activities (cloze, jigsaw puzzle, prediction exercises),
  o Debate,
  o Performance Activities (dialogue, dramatization, role play, reciting poetry, singing).
- **Paraphrastic Activities:**
  o Students Re-tell Story to the Class,
  o Summary Writing.

5.2.3 Activities for Teaching Stylistic Devices

Symbolism: Learners discussed how the blossoming of the flowers in Minik's garden was symbolic of her work in saving girls in the novel *'Blossoms of the Savannah'*.

- Collaboration and cooperation: in groups, learners discussed the application of the following stylistic devices, giving illustrations from target literary texts,
- Structure,
- Use of language,
- Satire,
- Irony,
- Hyperbole,
- Euphemism,
- Soliloquy,
- Monologues,
- Imagery,
- Asides.

Presentations were made in the classroom with peers assessing the suitability of the illustration used for each.

5.2.4 Personal Growth Model

Emphasis was on engagement; teachers used literature to help students understand themselves better and relate with the world around them by exploring universal themes and values established on moral-philosophical activities. Teachers engaged learners in Reflective sessions and discussions about moral predicaments.

In "*Blossoms of the Savannah*" by H.R. Ole Kulet, learners were engaged in role-play, hot seating, group discussions, and dialogue, to reflect on characters' actions and intentions. One student took the hot seat - the role of a character - others questioned him or her about their actions in the text. Different students took hot seats or the roles of the following characters and were asked questions by other learners as below:

- Ole Kaelo (Father to Resian)
  - Why did you ensnare Resian your daughter, to get married to Oloisudori, an old man?
  - Why did you want to subject your daughter Resian, to Female Genital Mutilation, abduction, and forced marriage?
- Oloisudori (a wealthy, elderly man in the community)
  - Why did you attempt to rape Resian?
- Ole Musanka (an elder in the clan)
  - Why do you want the Kaelo

Extensive reading of literary and non-literary texts was used to *facilitate mastery of reading skills and* demonstrate awareness of universal themes such as:

- Social Justice,
- Gender Responsiveness,
- Drug and Substance Abuse,
- Human Rights,
- Corruption,
- Good Governance,
- Integrity,
- Digital Literacy,
- Climate Change and Action,
- Patriotism,
- The Bottom-up Economic Transformative Agenda,
- Human Trafficking,
- Sustainable Development Goals.
- Accountability.

5.2.5 Appreciation of the Relevance of the Text to the Learners' Experiences

The teacher guided learners to relate the experiences in the text with their own life experiences by asking them questions such as:

- What would you do if you were Okonkwo just before the killing of Ikemefuna in Things Fall Apart, By Chinua Achebe?

- Have you had any similar experiences as the ones faced by the Kaelo sisters - Taiyo and Resian- in Blossoms of the Savannah?
- Learners held group discussions and debated on the relevance of the following analogy:

"Ole Kaelo equates Resian's resistance to abduction, forced marriage, and FGM to that of, a goat's kid that stubbornly refuses to suckle after it is born. To him, the two are similar."

- Learners were given tasks to creatively rewrite some scenes from literary texts to express the way they would take place in their community.
- Learners discussed in groups, why elders in Things Fall Apart, by Chinua Achebe, decided to give the colonial government land in the 'Evil Forest,' and the rationale for the name of the forest.

6. Conclusion and Recommendations

The activities used in learning language were: dialogue, role play, group work, hot seating, dramatization, oral presentation, debates, writing summaries, chain storytelling writing short reports, and using the integrated language approach. The literature-based models applied were: Cultural, Language, and Personal growth models. To effectively use Integrated Language Teaching and Learning as an enabler of environmental education and climate action, mainstreaming it into the curriculum -formal education- is vital to ensure the use of a comprehensive approach. There is a need to introduce and apply tenets of the environmental education model in writing literary and non-literary texts besides their analysis. Characters in texts should highlight contemporary environmental concerns juxtaposing them with possible climate actions to effectively use language education for social transformation. It can enable students to acquire the knowledge, skills, values, and positive attitudes essential for contributing to sustainable development, sustainable lifestyles, and an understanding of global interconnectedness plus commitment to the common good.

6.1 Recommendations
- Pertinent contemporary issues such as effects of ozone layer depletion: *skin cancer, eye cataracts, damage of crops, damage to aquatic fauna, impairment of the body's immune system, damage of the genetic material (DNA) leading to mutation of the affected organisms among others,* should be highlighted through characters and settings in literary and non-literary texts. The writers should highlight contemporary environmental concerns in their poems, novels, plays, and short stories. Therefore, besides the three models that were used by teachers- *Cultural, Language, and Personal growth-* there is a need to introduce an environmental model to sensitize writers to cover themes on environmental issues and teachers to focus on environmental concerns during literary analysis besides other universal themes.

- Retooling teachers to competently identify and link contemporary conflicts caused by climate change and environmental degradation in literary works is essential. Teacher Educators and researchers should apply the environmental model of teaching and learning to inspire new approaches to language teaching, incorporating contemporary environmental concerns.

- The Kenya Institute of Curriculum Development (KICD) should approve students' course books with some comprehension passages highlighting the effects of climate change on biodiversity and humanity such as pollution, forced displacement, health risks, drought, floods, Loss of biodiversity, conflicts due to lack of resources like decreased water resources, global warming, poverty and hunger among others. It will compel authors to creatively include climate change and action issues in addition to environmental education in their texts, hence addressing contemporary challenges. the obligation of the current generation to leave for future generations a planet that is healthy and habitable by all species should be significantly covered and later analysed critically.

Conflict of Interest Statement

The author declares no conflicts of interest.

About the Author

Manyasi, N. Beatrice is an Associate Professor of Language Education and Dean, School of Education, at Maasai Mara University- Kenya. She holds a PhD degree from Moi University and has published widely in refereed journals and books. She previously served as a Chair of Department (Curriculum, Instruction, and Education Management) and Director of Kajiado Campus of Maasai Mara University, Kenya. She is a member of: Association of English Language Educators and Researchers (ASELER), Distance, Open and E-Learning Practitioners Association of Kenya (DOLPAK), and Society of Educational Research and Evaluation in Kenya (SEREK). Her areas of research interest are: language education, applied linguistics, curriculum instruction, research, and educational technology. She has published widely and links to her academic networks are:

ORCID: https://orcid.org/0009-0000-9510-6083
Google Scholar: https://g.co/kgs/Yj7FsH
ResearchGate: https://www.researchgate.net/profile/Beatrice-Manyasi-2/research

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