



**NAMIBIA
UNIVERSITY
OF SCIENCE
AND TECHNOLOGY**

**A PEDAGOGICAL STYLISTIC EVALUATION OF LITERATURE STUDIES
AT ONAWA SENIOR SECONDARY SCHOOL, OMUSATI REGION**

BY

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**THESIS SUBMITTED IN PARTIAL FULFILMENT
OF THE REQUIREMENTS FOR THE
MASTER'S DEGREE IN ENGLISH AND APPLIED LINGUISTICS**

STUDENT NUMBER: 220003378

NOVEMBER 2021

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ABSTRACT

This study examined the difficulties, importance, and methods of pedagogical stylistics in literature teaching and learning. The goals of this study were to assess the linguistic difficulties that arise when learning literature in an ESL environment, to determine the linguistic significance of literature in an ESL context, and to evaluate the linguistic approaches that can be used to address some of the difficult linguistic issues encountered when learning ESL literature at the senior secondary level in Namibia.

Data collection techniques that were qualitative and quantitative were employed. The interpretative paradigm served as the study's intellectual foundation because it used the pragmatic technique as its methodology. To further emphasise their significance in teaching and learning through pedagogical stylistics, the study was supported by a variety of techniques for the analysis and interpretation of the data that were gathered.

The investigation was conducted in the Omusati region at a secondary school. At Onawa Secondary School, the study's sample included 950 students and 5 ESL instructors. The individuals were purposefully chosen via random convenient sampling. Four teachers who were in charge of instructing literary studies to students in grades 10 through 12 at Onawa Secondary School made up the sample sizes for this study. Using a simple random sampling approach, 30 students (from Grades 10, 11, and 12) were selected for sampling. Teachers were interviewed using the interview guide and students who received the test item as questionnaires were given to collect data, and selected texts used for analysis were also used. After coding the data, the researcher searched for overarching concepts that manifested themes, tables, and patterns.

According to the objectives, the data's findings show that there is not a cohesive approach to teaching and studying literature at all. For teaching literature prescribed texts that are not matched to any style forms, L2 teachers lack some pedagogical stylistics skills. Although there is evidence that literature is important for students' linguistic and academic development, literal texts are presented in a way that is not consistent with pedagogical, semantic, pragmatic, feminist, or other literal device approaches. In essence, the study finds that the significance of literal text selections to types of stylistic approaches of analysis—which L2 teachers are intended to reinforce during teaching and learning of literature texts chosen—were misaligned in the curriculum and syllabus. As a result, the curriculum was created without the most helpful suggestions from ESL teachers. Furthermore, neither the curriculum nor the scheme of work specifies the genres to be emphasised in literary studies, and some genre writings are not officially permitted or included in the language policy.

CERTIFICATION

The undersigned certify that they have read and hereby recommend the acceptance by the Namibia University of Science and Technology a dissertation titled **A PEDAGOGICAL STYLISTICS EVALUATION OF LITERATURE STUDIES AT ONAWA SENIOR SECONDARY SCHOOL, OMUSATI REGION** submitted in (partial) fulfilment of the requirements for the master's degree in English and Applied Linguistics (Faculty of Human Science) Department of Communication at the Namibia University of Science and Technology.

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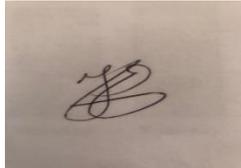


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DECLARATION

I, Eliakim Mandume Fillemon, hereby declare that the work contained in the thesis/mini-thesis, entitled a pedagogical stylistics evaluation of literature studies at Onawa Senior Secondary School, Omusati region is my own original work and that I have not previously in its entirety or in part submitted it at any university or other higher education institution for the award of a degree.

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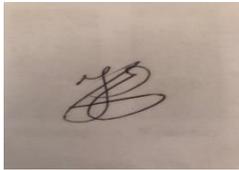
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DEDICATION

First and foremost, I dedicate this research to the King of Kings, the Almighty God, for his mercy, grace, and guidance in life, which enabled me to complete this study. It was not going to be possible without His spiritual guidance. Secondly, I dedicate this study to my parents, Mr. Fillemon Shikongo and Mrs. Aina Shikongo, who showed me many doors of opportunities in life. Thirdly, the study is dedicated to my wife, Mrs. Penehafo Ndeshimana Fillemon, my two sons Aishe Fillemona, and Alushe Fillemon, and my siblings, who supported me throughout the journey of this course until its conclusion. You have been there for me during those difficult hours of sleepless nights. Moreover, I appreciate my wife who was always checking up on me whenever things were not going well. I dedicate this study to my employer, the Ministry of Education, Arts and Culture, my mentor and role model Dr. Linus Kambeyo, and my friends, supervisors, and classmates who shared their words of advice and encouragement which enabled me to finish this study. I am thankful and I do not know how much I can reward you for the companionship in achieving these great strides towards a milestone of academic excellence.

ACKNOWLEDGEMENTS

Firstly, I would like to thank the Almighty God, for giving me the energy and wisdom to carry out this study. Secondly, I would like to sincerely thank my supervisor: Prof. Haileleul Zeleke Woldemariam, and my co-supervisor Dr. Elina Ithindi, for their guidance during the build-up of this research work. Thirdly, I wish to acknowledge Omusati Education Directorate for granting me the opportunity to conduct this study in their directorate. I acknowledge the assistance I received from the Principal of Onawa Senior Secondary School and the Department for Language, including the Head of Department and the ESL teachers. Similarly, I wish to acknowledge the learners who participated in this study for their valuable inputs. Similarly, I would like to thank my family for the inspiration, for believing in me, and their reassurance throughout the study. I would like to thank Dr Nelson Mlambo for her valuable inputs and assistance in the study. Finally, I would like to thank my best friends, Mr Mupakeleni Pomwene Eino and Mr Paulus Heita Hekandjo for the moral support throughout this study.

LIST OF ACRONYMS

CPD	-	Continuous Professional Development
EMIS	-	Education Management Information System
ESL	-	English Second Language
HoD	-	Head of Department
LoTL	-	Language of Teaching and Learning
L2	-	Second language
MBESC	-	Ministry of Basic Education, Sport and Culture
NSSCO	-	Namibia Secondary School Ordinary level
STARI	-	Strategic Adolescent Reading Intervention

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CHAPTER ONE: INTRODUCTION

1.1 Background of the study

A language must be taught and learned through pedagogical stylistic methods that help students enhance their linguistic abilities. Since Namibia gained complete independence from the South African government that practised apartheid, the educational system has gradually evolved by incorporating certain new policies; nonetheless, up to this point, new revisions to the basic education curriculum are still being made. For instance, the latest evidence in Namibia found that the use of stylistic analysis in teaching literature generally and poetry, theatre, short stories or novels specifically created gaps. One of such studies is by Kapewasha (2022) which discovered that, lack of functional stylistic analyses of native Namibian writing, especially short stories, served as the study's driving force. The ideational, interpersonal, and textual functions of language were the three main foci of the study on functional stylistics. Another study by Ashimbuli (2022) focused on the use of lexis and syntax in feminist stylistics where gender stereotype plays a role. This empirical evidence presented in these studies demonstrated that there is need to deepen the focus of literature studies in senior secondary phase in the context of applying pedagogical stylistics as far as its methods is concerned.

Moreover, Namibia decided to make English its first language in 1990. Political, economic, social, and educational considerations led to the decision to use English as the Language of Teaching and Learning (LoTL) (Iipinge, 2013). The nation's educational system has changed and revised its curriculum in recent years to keep up with inescapable developments (Care, Kim, Vista & Anderson, 2018). English performance remains a key reason for concern despite numerous policy adjustments (Iipinge, 2013). The difficulties now faced in reinforcing English proficiency at the senior secondary level show that there is a learning gap to close when introducing English to students from Grades 4 to 12. (Iithindi, 2015). At the same time, teachers lack enough training in the new instructional language (Totemeyer, 2018). Additionally, Totemeyer (2018) contends that if English is taught as it currently is, with few resources available for teaching and learning, it will hinder students' ability to fulfill their learning goals and basic competencies.

The issue with literature studies that are presented first to senior secondary students is that they don't address any gaps that students may have, according to the researcher's experiences and the observation made while teaching. Second, while learning a second language, it is important to

comprehend the literal components in order to improve one's capacity for offering one's own perspective and review of the limited literal studies now mandated by the curriculum.

According to the Omusati Education Directorate, student performance in English has been subpar during the past few years. The following table was created based on results of the English performance in the Namibia Secondary School Ordinary level for the 2018–2019 academic year, with reference to some of the results and statistics from the previous three years (NSSCO).

Table 1.1: Analysis of 2015/16/17 performance statistics for English NSSCO results

A-D Quality Symbols							Poor symbols E-U				
Year	A*	A	B	C	D	Total	E	F	G	U	Total
2018	1.5	4	9.2	16.5	22.6	53.8	18.0	14.3	7.2	3.0	42.2
2019	0.8	2.3	9.0	24.8	25.8	62.1	18.7	10.6	4.7	3.0	37.0

Source: (Education Management Information System [EMIS], 2018/19)

Statistics showing the performance in English as a Second Language (ESL) at the national level are shown in the table above.

The Omusati Education Directorate served as the setting for the current study, which used one secondary school as a case study. The National Curriculum for Basic Education's requirement that literature be taught in schools as part of English second language piqued the researcher's interest in examining how well students performed in that literature. Once more, the researcher was curious about how English teachers delivered literature lessons to their students. Good performance through teaching and learning would be expected with the appropriate methodological techniques.

Due to unskilled teachers, readability issues, and school cultures that don't encourage English practise at all skill levels like the LoLT, many schools are currently having trouble delivering literature content to students (Hall, 2014). The Namibian Language Policy in Education has been tilted to reflect the facts and improper methodological principles employed in choosing texts at the level of learners' understanding when they are investigating literature (Isikh & Tarakcioglu, 2017; lipinge, 2018). In order to fully handle methodological notions of text selection that are appropriate for the learners, it may be necessary to emphasise adding literature material as a separate subject in the language policy for education.

Additionally, academic achievement in English and other disciplines at the senior secondary level has not been strong for the Omusati region in the past. For instance, in 2014, just 14% of the 3204 students who took the NSSCO level exams were placed in higher institutions (Ministry of Education, 2014). This

represents how English teachers and students have been performing, and this was the main question the researcher wanted to answer. The subject matter of literary studies, which appears to be difficult in terms of methodological principles, piqued the researcher's curiosity. According to a study by Ola-Busari (2016), the performance of students when they attend tertiary education is significantly impacted by the lack of a reading culture and low literacy levels in Namibia's educational system. The survey also showed that the amount of literature being taught in the Namibian educational system was significantly impacted by low competency in English, the country's second language.

1.2 Statement of the problem

Language and communication education have greatly benefited from the study of literature. As a result, linguistic discourses on pedagogical stylistics strongly advise using techniques that will make it possible to teach and learn languages through literature. According to my personal observations, a wide range of methodological and content-related issues appear to be impeding the teaching of literature as required by the curriculum. According to several studies (Hall, 2014; Isikh & Tarakcioglu, 2017), there are insufficient teachers with experience in teaching literature, low readability, a lack of literature textbooks, and inadequate methodological principles used to choose texts suited for the learners' grade level. For example, a study by Benonguil & Barnido (2022) concluded that, there are certain difficulties that prevented students from understanding and enjoying literary materials. However, on the other hand, the study indicated that the evaluation of the teachers' approaches correspondingly revealed the learners' positive perceptions of the teachers' educational techniques and practises (2022).

Furthermore, Woldemariam and Gawas (2020, p. iv) argue that “although Namibians read different literary texts, not everybody goes into a bookshop or library to pick one of the four genres of literature: poetry, novel, short stories or drama.” This generally tells us that the culture of reading is dying in schools, yet the schools are supposed to nourish and expose the minds of learners to learning different linguistic stylistic aspects which are revealed in the literature studies of texts of various genres. Therefore, the focus of this study was to critically analyse linguistic problems that exacerbate poor performance in literature as a component in teaching and learning ESL in the Omusati region. The study took place in the Omusati region, using a selected school that offers Grade 8-12 literature as a component in a new high school literature curriculum in English as a Second Language.

The study focused on linguistic-related problems. Literature studies do not aim at the linguistic, functional, pragmatic and sociolinguistic competence of the Namibian high school learner. Recent exploration in main Namibian studies indicate that at senior secondary level, within the Namibian secondary school curriculum (Grade 9-12), there are only two Namibian literary texts: Sifiso Nyathi's *God of Women* and a poem about Hendrik Witbooi is also included in the new ESL syllabus (Woldemariam & Gawas, 2020). Apart from that, European canonical poems, plays and novels have been added (Woldemariam & Gawas, 2020). This gap indicates a lack of sufficient reading materials and literary texts which are most appropriate for junior and secondary schools in English, particularly with regards to the short story, novel, or an autobiography (Woldemariam & Gawas, 2020).

1.3.1 Research objectives

The main objective of this study was to analyse applied pedagogical stylistics in literature studies in Namibian senior secondary schools. More so, several subsidiary objectives were explored as follows:

- To evaluate the linguistic challenges in studying literature in an English Second Language (ESL) situation;
- To determine the linguistic significance of literature in English Second Language (ESL) context; and
- To assess the linguistic strategies that can be applied to challenging linguistic problems in learning ESL literature in the Namibian senior secondary level.

1.4 Significance of the research

This study may be supportive for policy makers, curriculum experts, learners and teachers to recognise the benefits of literature for mounting English language skills at the senior secondary level in the context of the Namibian English second language teaching. The findings and recommendations of this study are expected to provide strategies that can be adopted to assist Grade 10-12 teachers at secondary level in making decisions on how to integrate various pedagogical styles as well as methodological concepts in their classrooms when teaching English as a second language.

Also, this study is significant and appropriate for English teachers as the findings can assist them to review their methodological approaches to teaching and learning literary texts which are appropriate for the level of the learners. Furthermore, the study can benefit learners since they are the centre of focus and particularly focusing on equipping them with the necessary English skills which are appropriate for their future endeavours. Additionally, the study can enlighten policymakers to make appropriate changes to the current language practices in schools and the policy, which are currently affected by a myriad of factors. Last but not least, the study through its findings fulfils existing gaps in

methodological concepts with regards to teaching and learning diverse genres of literature and literary texts.

1.5 Delimitation of the research

Simon (2011) defines delimitations as the options that can be made by the researcher. With regards to the present research, more teachers could have been interviewed but this was not possible because the study was done within a limited period. In addition, the case study was carried out only in one region, in this case, Omusati region. Since a small sample of one secondary school and English teachers only, learners in Grade 10-12 of the revised curriculum and their Head of Department (HOD) were chosen as participants for this study, the findings of the study cannot be generalised to other schools in the region. The reason why this particular school was chosen by the researcher is because of its impeccable record and being top performer at national level over the past years according to the Ministry of Education, Arts and Culture's ranking of public and private senior secondary schools. The school is also near the researcher's residential place; thus, he did not have to commute for a long distance to and from the research site. Lastly, the researcher chose this school because of its well-equipped resources and other needed equipment for teachers to do better. The results may help determine what needs to be done to improve their pedagogical approaches.

1.6 Limitations of the research

Limitations are the shortcomings, conditions or influences that cannot be measured by the researcher, that place restrictions on the study methodology and conclusions (Ronald, 2021). The limitations of this study were money, time and unwillingness of participation from the participants.

Money was needed to print out the thesis draft for editing purposes. This was a challenge due to the fact that the researcher is a student with many added responsibilities such as being a father caring for his children, and a husband with so many bills to pay, thus, there were money constraints. In addition, the researcher commuted almost a week to and from the school and was required to have transport fees on daily basis. Furthermore, research instruments used required money in order to make an adequate number of them. This in return might have resulted in inadequate data collection.

Limited time to conduct the study was also another challenge. The researcher is a part-time student and a Head of Department; hence time was very limited to organise the thesis work and fulfilling the responsibilities at work for the employer. Dividing time for classes, practice and research study consultation was challenging. This might have resulted in limited data collection. On the other hand, the reluctance of teachers and learners as participants in the research study was also part of the challenges.

To mitigate these limitations, the researcher tried by all means to solicit money from savings accounts and family members with regards to financial resources to cover the study budget. The researcher also applied a methodology that was cheaper and used time sparingly to complete the research within the agreed time. In addition, the study was conducted during weekdays, as the researcher had to take leave. Participants were assured of confidentiality, and the study purpose and instructions were also clearly explained to them.

1.7 Definition of technical terms

Pedagogical stylistics – This is characterised by activities that enable interaction between the text and the students (readers). It is done with the specific purpose of selecting a text that matches classroom activities while the teacher does the interpretation (Haynes, 1989).

Literature studies - belongs to the major genres: epic, drama, lyric, novel, short story and ode (Cuddon 1991, pp. 505-506).

Stylistics - “can be used to teach linguistics, an inductive way into a sometimes demanding subject area (‘bottom up’ rather than ‘top down’ investigation) that teaches as much (or prompts as many questions) about ‘language’ as it does about ‘literature’” (Hall, 2017, p.3).

Needs analysis - A needs analysis refers to the undertakings involved in gathering the essential information for increasing an effective curriculum that runs into learners’ specific needs (Flowerdew, 2018).

Phonology is the sound of spoken language; the way words are pronounced (Leech & Short, 2007).

Semantics is the meaning of words and sentences (Leech & Short, 2007).

Pragmatics is the way words and sentences that are used in everyday situations; the meaning of language in context (Leech & Short, 2007).

Discourse analysis is the language used in explicit social contexts, and as such language serves as a means of provoking some form of social change or meeting some form of goal (Saragih, & Saragih, 2021).

Morphology is the way words are constructed, words and their constituent structures.

Lexicography are the words we use; the vocabulary of a language (Leech & Short, 2007).

1.9 Chapter summary

This study sought to establish various pedagogical stylistics evaluations of literature studies in Onawa Senior Secondary School Senior Secondary School, Omusati Region. The key issues and points highlighted in this chapter are the pedagogical and literature methodological shortcomings in the approach to literature teaching. The chapter highlighted also past poor performance, which was observed in ESL, particularly at senior secondary level. Some of the highlighted challenges have to do with curriculum aspects whereby a few genres have been selected, representing only a few Namibian literature content requirements. In addition, the background of the study and the statement of the problem to justify the need to conduct this study were presented by pointing out the methodological gap in research. Furthermore, the researcher noted with concern the low interest by learners to read a lot, as many researchers have indicated that low reading interest hinders not only effective communication but limits the horizon through which they could have enriched themselves. The other issues reviewed in the background chapter have to do with the teachers' lack of critical skills, insufficient materials for appropriate literature at senior secondary level and the environmental setting. Lack of technological integration in teaching literature seems to be less featured or highlighted in the background as a challenge. However, the literature review provided the contextual justification of challenges on the other hand, as a strategy to improve pedagogical aspects. In the next chapter, the researcher reviews the literature related to the set objectives of the study.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

A literature review is defined by Welman, Kruger, and Mitchell (2005, pp. 38–39) as "the reading of information that is linked to the issue being investigated." Reading and analysing written books, essays, and journal articles that have provided information about the research topic is the process of doing a literature review. According to Snyder (2019), a literature review presents data from different authors on the same subject. It gives the researcher crucial facts and background data about the issue being researched. The researcher can avoid repeating earlier studies by conducting such a review. A researcher will be aware of the areas that have already been researched and those that require more investigation.

A literature evaluation helps the research team come up with better plans for the project's next steps. Additionally, the researcher will be aware of any potential obstacles. In general, it improves the researcher's readiness. The literature on a pedagogical stylistics analysis of literary studies is reviewed in this chapter. The chapter begins with a discussion on how researchers have conceptualised pedagogical stylistics and how to evaluate literary studies in senior secondary curriculum. This debate is then woven throughout the chapter's many subsections. Following a thematic approach, the following themes were considered, *the linguistic challenges in studying literatures in an ESL situation, the linguistic significance of literature in an English Second Language (ESL) context and the linguistic strategies that can be applied to challenging linguistic problems in learning ESL literature at the Namibian senior secondary level.*

2.2 The linguistic challenges in studying literature in an English Second Language (ESL) situation

There are a number of language difficulties when studying literature in an ESL environment, according to recent studies. According to a research by Tariq (2018), the study of literature and literary texts had previously placed less emphasis on the finer points of language expression, such as phonology, prosody, morphology, syntax, and lexicology. The investigation of linguistic issues, which are largely disregarded in the study of literature, is particularly relevant to another statement Tariq made. According to Kamati and Woldemariam's (2016, p.1) study in Namibia,

Teachers lacked knowledge of subject methodology and knowledge of subject content. Classrooms were overcrowded, creating more challenges for the teachers to assist individual learners. Learners lacked self-motivation and confidence in the subject, as English was

stigmatised as a foreign language which was regarded as hard to learn. The school lacked teaching and learning resources. Parental support was not practised as most parents were uneducated.

As for this study, it means that myriads of challenges are facing teachers as results the expedition seeking the relevant assistance from the experts for instance Senior Education Education (SEO) become necessary. On the other hand, a coordinated approach in this regard would have been routinely accepted as coordinated activities for Continuous Professional Development (CPD).

In addition, Tariq contends that modern linguistics can be used to identify stylistic characteristics that are quite obvious in terms of a piece, an artist, a literary tradition, or a literary era. In addition, despite their efforts to improve their contributions, ESL students often struggle due to a variety of factors, including inadequate subject knowledge, lack of topic knowledge, demureness, anxiety over making mistakes, lack of subject curiosity, fatigue and hunger, and low language proficiency (Haimbodi & Woldemariam, 2019). In the context of this study, it has been an obvious fact that some of those challenges such as low languages proficiency deemed to injurious to facilitate learning for second language acquisition in many occasion.

Furthermore, research in Uganda discovered that secondary school students in Uganda are not given copies of the required novels, theatrical texts, or poetry anthologies because it is the responsibility of the parents and teachers to provide these materials (Nambi, 2018). The second issue raised by Nambi relates to the relevant educational authority's decision to modify or replace literary materials like novels, plays, and poetry anthologies every four years, which calls for a fresh round of textbook acquisition. Similarly, these challenges are not strange to the Namibian education system, since the curriculum review happened after every five years, where new studying materials/resources might be needed to replace textbooks which become irrelevant or outdated.

Reading and literacy rates are found to be quite low in South Africa (Mtotywa, Manqele, Mthethwa, Seabi & Moitse, 2022; Wessels, 2010). In essence, this shows that difficulties with literature pedagogy, such as those stated above, are not exclusive to Namibia's educational system but are more than likely an African, if not a global, issue. Another comparison relates to the lack of libraries at schools, which could be the source of literary texts that are typically preferred in teaching literature. Or, if they do have libraries, their stock may be inadequate in comparison to the demand for reading materials, or they may simply have outdated materials (Wessels). Lack of libraries facilities has in many cases goaded the situations of improving the reading as highlighted by Wessels.

One of the conclusions from Ithindi's (2015) study shows that the lack of literature in schools hinders the teaching of general literature. Few students indicated that they had lost interest in literature, and the majority of students said they loved literature and were eager to learn more literary materials (Ithindi). The current researcher agrees with Ithindi because assessing students' interest in reading literary works that are debatable, alluring, or just uninteresting poses the biggest obstacle in teaching literature. Making the classes highly entertaining is sometimes the teacher's responsibility, which is difficult for language teachers. Even to introduce the lesson on literature reviewing a drama or a play whereby learners given an opportunity to parody.

Additionally, there is a wide range of stylistic characteristics, which is problematic, especially when studying literature. The first group of ESL components includes: "phonological, the patterns of speech sounds, metre, rhyme, and sound; second, the abstract and concrete affairs of words; third, the relative frequency of parts of speeches; and fourth, the rhetorical features, the expressive use of figurative language" (Tariq, 2018, p. 48). There are instances of foregrounding, divergence, and the use of metaphorical language that has not been at the forefront of teaching and learning.

Teachers continue to struggle with finding literary teaching resources that are appropriate for the type of curriculum being used, which raises concerns about the difficulties of teaching literature in practise (Blikstad-Balas, Gabrielsen, and Tengberg, 2019). Additionally, the difficulties encountered in the Namibian educational system in approaching the teaching of the pertinent literature are not unique to our educational system but are also widespread in other nations. For instance, according to a study by Atek, Hassan, Azmi, Yah, and Azmi (2020), there have been relatively few studies in Malaysia that have investigated students' preferences for approaches used to teach English literature. This is a blatant indicator that literature instruction needs to be thoroughly investigated in order to enrich more instructional methods with empirical data from the field.

Language barriers in the chosen literary works, particularly those chosen by curriculum creators, are related to the learners' lack of interest. For instance, Atek et al., (2020) mention in their study that due to text difficulty, poor vocabulary, and a lack of language ability proficiency, the literature component ends up being tough for many students. In the case above this is where teacher ought to have become better facilitator, by assisting students with enhancing their vocabularies, practice tantalising proficiency.

According to Sioco and De Vera (2018), there are a number of issues related to a lack of materials in English language teaching that are preventing students from acquiring functional grammatical competencies. These issues include teaching methods, the classroom environment, students' disrespect for the English language, anxiety, and lack of motivation. Once more, Sioco and De Vera

note that a shortage of teaching resources has resulted in gaps in learners' grasp of grammar skills when employing poetry. It has been overemphasised in many study that lack of motivation, anxiety, teaching methods remain an obstacle towards effective literal understanding of the texts prescribed by the curriculum as Sioco and De Vera remarked. For this present study the researcher regards it as a gap to be filled with relevant knowledge.

Similar to this, Woldemariam and Gawas (2020) assert that the high school curriculum for Grades 9 to 12 still falls short of what the curriculum requires in terms of teaching and mastering Namibian literature in English. This has limited the range of genres with regard to two Namibian literary works, *God of Women* by Sifiso Nyathi and a poem about Hendrik Witbooi, which are part of the new ESL curriculum alongside other European canonical poetry, dramas, and novels (Woldemariam & Gawas, 2020). By far, this is a sign that difficulties with curriculum implementation exist, particularly with regard to the choice of texts and other readings of literary materials.

According to Giovanelli (2010), when it comes to contextual text selection, advanced level students prefer English literature over the language or the group choice, and there is little emphasis placed on having a basic understanding of language and linguistic terminology. As a result, there is a risk that a significant portion of the student's understanding of how texts function will be lost in the enthusiasm for and emphasis on the subject matter of the texts. Additionally, as multiple studies have looked into how students are functioning (Leino, 2014; Miall, & Dobson, 2001; Rapetsoa, 2017) learners who advance to the senior secondary level in the educational system are expected to achieve a number of competences. For instance, students are still required to deal with "non-fiction" and "media materials," demonstrating proof of "close reading," and applying the appropriate vocabulary (Baker & McEney, 2017; Janus, 2017; Giovanelli, 2010). Most of these studies have not addressed how often and what approaches should dictate which literal device could be appropriate for any teaching method teachers can employ.

Another issue that has been noted is the methodological approach used in teaching literature with regard to pedagogy, which in most cases means that the teacher's approach may be too teacher-centred with an overabundance of interaction, discussion, problem-solving, and question-and-answer techniques (Adhikary, 2020). Adhikary (2020) lists "lack of training and skills, problems with the physical environment, crammed classrooms, lack of interest/motivation of the teacher, and so on" (p. 26) as other difficulties. The current researcher concurs with the evidence of the difficulties that prevent the teaching and learning of literary genres at the senior secondary level that has already been established. However, CPD is reckoned to be a gap in knowledge as most of the studies have not

indicate the methodological shortcomings on how to address teacher being too centred in the teaching approach or any other strategy.

The growth of students' interests and capacity for learning is what is at risk right now. In addition, this can be viewed as a knowledge gap that can be filled by identifying an everlasting answer and, in doing so, taking into account learners' needs in terms of the difficulties they face. In other words, it would be necessary to extensively explore the produced gap while keeping learners' interests in order to find answers to the problems identified. The following elements must also be taken into account in order to close the knowledge gap, including (a) the learner's preparation, (b) their performance level, (c) their ability to retain knowledge, and (d) the resources' availability (Faraj, 2021, p. 90). The teacher will be able to know what to consider when doing a needs analysis, which is covered in subsection 2.4.2 of the current study, if the aforementioned elements are taken into account whenever he or she plans a literature lesson for his or her students.

According to Daskalovska and Dimova (2012), the expressive function is inhibited by the referential function, which mostly consists of teaching materials like instructions, because it lacks significance and competence and is solely confined to the referential functional language. Additionally, the reference materials used in the classroom only support communication at one level, focusing on managing social events or seeking out information, which they refer to as communication for transactional purposes, and they do not encourage the use of figurative language. Due to this, competences can only be produced in very specific contextual circumstances (Badia, Martn, & Gómez, 2019). The functions mentioned above, the expressive and the referential could possibly enhance the usefulness of materials to be used in the classroom yet learners will remain puzzled on how to apply figure of speech in the analysis of literal texts. This issue to the researcher is the theoretical and methodological shortcomings that need to be addressed by this study.

The socially charged nature of literature is one of its more challenging features, which can be linked to its theoretical complexity and other learning obstacles beyond only the language's reduction (Bagherkazemi & Alemi, 2010). Kováiková (2020) makes a similar claim, claiming that literature is useless for English for Academic Purposes (EAP) and ESP (English for Specific Purposes), especially in the course where the focus is on assisting students in achieving their academic and professional goals. One of the academic and professional goals of the learners may be to become proficient in the second language. According to a study, a number of problems are regarded prevent people from using English properly. For instance, Hassan, Kazi, and Asmara's (2020) study, which looked at a range of challenges experienced by Pakistani students, identified problems with the teaching strategies, the classroom environment, and students' attitudes about the English language, anxiety, and lack of motivation.

Numerous scholars have sought to investigate and conduct study on the possible causes of Namibian secondary and tertiary students' limited English language skills. For instance, the Namibian educational system lacks a reading culture and promotes low literacy attitudes; literature is not offered and is also studied as a separate topic in primary and secondary schools (Axakhoeb, 2019; Benjamin, 2004; Hartney; Ola-Busari, 2016). Once more, it may be due to elements like the way that English envelops all other languages in the nation (Ola-Busari, 2016; Smit & Schwarz, 2019). Inadequate preparation for the demands later in the academic writing at tertiary levels is provided in the Namibian education system's primary and secondary phases. There is also no in-depth directed reading, phonemic awareness, or knowledge of English phonemic codes being explored well in schools at all phases (Axakhoeb, 2019; Benjamin, 2004; Hartney; Ola-Busari, 2016; Smit & Schwarz, 2019). The insertion above is a prove that phonics as part of reading is not strengthened or perhaps there is no sufficient reinforcement at various phases leading up to the secondary phase.

Ngololo and Nekongo-Nielsen (2017) claim that one of the current issues is that many teachers, especially those who teach English, are not fluent in the language. What does this suggest for the secondary phase of education (Grades 10, 11, and 12) in terms of the teaching and learning of literature? It essentially means that students will have trouble understanding some of the contents that are offered to them, and that the educational environment is not favourable to studying English. Simasiku, Kasanda, and Smit (2015) concur with the aforementioned statement by stating that teachers lack the confidence to teach in English, and as a result, this is negatively affecting learners' academic performance, particularly for those who are writing external examinations.

Additionally, a nationwide competence test for teachers was carried out in 2011 and made public in practically all media (Nekongo-Nielsen & Ngololo, 2019). More than 22, 399 of the 27, 000 instructors in public and private schools across all 14 areas were selected to take the competency test (Fourie & Kemanya, 2015). Only 1.66% of the teachers were found to be proficient, placing their English proficiency into four distinct levels: pre-intermediate 35.76%, intermediate 42.99%, and advanced 19.59% (Fourie & Kemanya, 2015). Additionally, new information demonstrates that many teachers (78%) generally delivered subpar performances (Fourie & Kemanya, 2015). Taking into account the aforementioned empirical data, this indicates that a portion of the ineffectiveness of poor teaching and learning is due to a lack of proficiency among teachers.

Once more, Fourie and Kemanya (2015) assert that instructors' cultural inability to read is to blame for the low performance. Teachers were compelled to increase their own English Language Proficiency (ELP) due to this (Wolfaardt & Schier, 2011). This shows that, despite their best efforts, teachers are

not developing their ability to communicate in English. Indirect effects of these tendencies on learners include teachers' inability to instruct students effectively in the official language and in schools if they lack the essential language skills.

Leo (2021) discovered in a different study that most students are unable to speak English adequately before entering the fourth grade. Leo makes the observation that this unexpected shift in instruction from mother tongue to English establishes some tradition in terms of how students engage in the learning, taking into consideration not just the new language of the other disciplines. In relation to this, how pedagogical literature has developed and is still taught to these students is a concern, as Kirchner, Alexander, and Totemeyer (2014) found in the pilot and main study started by the University of Namibia in 2011. If learners struggle to speak, they will likely struggle to read. Another thing is that the National Curriculum for Basic Education recommends the mother tongue development as from 0-3.

The fact that abilities like reading, speaking, writing, and, to a lesser extent, listening is not properly taken into account at lower grades when problems disrupt this process of language development is of utmost importance. Because of the automatic promotion of students with many flaws, it is very possible that this will spill over to higher grades. In my experience as a language teacher and a researcher, there are instances where students fail to show mastery of the aforementioned skills, which negatively impacts their performance on any assigned literary task. In a similar vein, Haimbodi and Woldemariam (2019) contend that despite instructors' training and introduction to the learner-centred principles concept, learners receive less attention in English classrooms that are designed to promote literature pedagogy. In other words, linguistic investigations are hampered by teachers' inability to engage students with the necessary methods for interpreting and presenting literary works that are appropriate for their grade levels.

Major literary texts are extremely difficult literary and linguistically, culturally inexperienced, and inadequate to learners' curiosities, according to Mussa and Fente's (2020) research. Additionally, according to Mussa and Fente's study, most reading activities do not provide helpful culturally relevant, contextual, or thought-provoking tasks, or language-responsive activities that contextualise important linguistic elements. Thus, the need for local content in literature become an urgent serious yet the schools cannot obtain such materials.

Additionally, Mussa and Fente (2020) report contentious findings that assert that learners' attentional deficits and the difficulty of understanding texts from different cultural contexts are major factors in the difficulty of understanding literary works. However, literary works like short stories, plays, and poetry have evolved to be more enjoyable and instructive for students (Dvalidze & Shavladze, 2013).

If literary works are generally considered to be difficult, then it can be inferred indirectly that certain students may be more interested in reading just genres that are generally appropriate rather than the required texts.

However, it can be difficult to comprehend the poem's words, sentences, and rhyme since they often obscure the texts' intended meaning (Dvalidze & Shavladze, 2013). According to a study by Ola-Busari (2016), the low proficiency level was a factor in the Namibian educational system's failure to foster reading cultures and high literacy development. The study by Ola-Busari (2016) agrees with the finding by Fourie & Kemanya (2015) which state that teachers after their proficiency test results placed them as pre-intermediate 35.76%, intermediate 42.99%. This literally means ineffective teaching and learning of literal

Learning to read is a skill that is necessary for communication because it helps one to grasp life. One of the learning challenges that many students have is finding it difficult to read. The disciplines provided include a number of Namibian languages and English. Through the National Institute for Educational Development (NIED), the Ministry of Education, Art, and Culture (MoEAC) has released a revised curriculum that uses a number of reading promotion tactics to achieve certain goals. However, the challenge of reading proficiency remains a stumbling block to effective reading.

Despite the Ministry's best efforts, not all students consistently achieve the necessary competences in all of the languages available in the educational system. According to published research, the majority of students have a long history of being unable to read and comprehend successfully (Shikalepoh, 2016 & Liswaniso, 2021). Additionally, the Ministry's redesigned curriculum proposed a learner-centered approach in which students should be the centre of learning. This is true for tasks including literacy comprehension, reading aloud, and leisure reading (Ithindi, 2015 & MoEAC, 2016).

The reformed curriculum included a weekly reading session in the timetable allocation in schools for all grades in response to the requirement that students read independently and widely. The primary issue, according to the researchers, is that it is yet unknown whether this time period has been sufficient to support learners' ability to read for enjoyment and their own gain (Fariha, 2022; Hogge, 2022). The materials for reading at the required level are frequently insufficient, may not match the learners' cognitive ability, or may simply not stimulate the learners' understanding of the texts they are reading (Nekomba & Ngutjinazo, 2019). The insertion above implies that, many of the prescribed textbooks are supplied to schools based on the budget availability. If the school cannot afford to procure enough textbooks, then, learners are forced to share whatever is available.

Additionally, Namibia lacks a sufficient supply of books that are available in all languages. Due to financial limitations, the Ministry of Education, Art, and Culture occasionally cannot purchase enough textbooks for all students (Fredriksen & Brar, 2015; Nekomba & Ngutjinazo, 2019). The chosen book may not be adequate in terms of vocabulary or topic, or it may simply be too challenging for the level of learners, which is the other problem noted. The inconsistencies in the genre of literature occur between the reader and the text, and they affect how well it functions in ESL classes (Hasan & Kheder, 2017). Given the context of the issue, the researcher highlighted knowledge gaps that must be filled in order to determine effective reading comprehension strategies for improving literature activities or test performance, particularly in the literature component.

Ola-Busari (2016) adduces that the literary studies component is still not given an acceptable amount of time, and that instructors' management of other English components, which measure numerous abilities, is insufficient given the period. Ola-Busari has connected the aforementioned subject management issues brought on by literary studies not receiving adequate attention as a separate subject in order to analyse and evaluate students at elementary and secondary schools.

The researcher concurs with Ola's findings; Bursar's the content of literature is actually combined with other ESL subject components rather than being treated as a separate subject. When students are unable to understand what they are learning in literature, teachers sometimes find it difficult to concentrate on the linguistic components. Another issue is that Namibian students may already be proficient in their native languages before they are introduced to English. As a result, individuals frequently incorporate elements from their mother tongues (first languages) into their English learning (Ola-Busari, 2016). The literature component could also allow language teachers to focus on students with the right texts for assessment reasons if it is given enough time as a separate topic rather than a part of ESL. Teachers currently don't have enough time to cover all the literary genres and literary device features that students need to study in order to become proficient English second language speakers.

Hernando (2017) identified additional challenges that may arise when reading English-language novels, such as terminology unfamiliarity, intellectual capacity challenges brought on by complexity and language obstacles, and challenges interpreting the author's goals. Hernando (2017) also mentioned issues with understanding the text's meaning (95%), language obstacles (97%), and some of the text's strangeness and problems (99%). The main responsibility of English teachers is to provide the knowledge and abilities needed for literary analysis. But since it is true that one cannot provide what one does not possess, this means that teachers are unable to analyse, interpret, and assess a work of literature, which makes it difficult to understand its main themes.

2.2.1 Poor reading skills

Reading difficulties and low reading abilities can be caused by a variety of circumstances, including inadequate teaching, earlier exposure to language and literacy activities, and more naturally occurring risk factors (Alcár & Vega, 2017). Poor reading abilities are still a problem among students, especially when it comes to phonological processing. According to research by Nepando (2018) in the Ohangwena region, learners had trouble pronouncing syllables, left out words when reading, and had trouble reading fluently. The study also connected reading issues to inadequate visual discrimination, poor syllable blends, and insufficient knowledge of phonic sounds. Similar research done in the Katima Mulilo circuit came to the conclusion that learning to read in one's mother tongue has an impact on how one learns to read and that there is no correlation between one's ability to read in one's mother tongue and one's ability to read in another language (ESL) (Nalisa, Chataa & Maemeko, 2019). While always mother tongue influence has been studied and is known to play a role in how students learn to read in another language, more research on how linguistic considerations are handled is urgently needed. In a nutshell, certain methodological issues must be resolved in order to get a valid universal conclusion.

Additionally, the study found that the student to teacher ratio is higher than what the Ministry has specified in the policy (Nalisa et al.), which makes it more difficult to effectively monitor students during reading lessons. It will take a long time for some students to start picking up the strategies if one considers the ratio and reading strategy the teacher must use to properly pay attention to all students with reading challenges. If a teacher has a larger classroom, they will need to devise methods for helping all of the students.

2.2.2 Non-existent reading culture

According to Borsheim-Black, Haimbodi, & Woldemariam (2019) Kirchner, Macaluso, & Petrone, 2014; Rene'lynn (2021); and Kirchner (2018) reading continues to collaborate the reader with the text or activity in to comprehend the information for analysis in terms of achieving an unquestionable social and cultural context. Numerous research carried out in Namibia have shown that the lack of intrinsic or extrinsic reading motivation among students is a cause for worry (Haimbodi & Woldemariam; Kirchner, & Mostert, 2017, Kirchner). The goal of linguistic critique is to reveal or accomplish hidden meanings in the chosen texts, but it is useless if students can't put what they've read into context.

Nepando (2018) claims that the absence of a reading culture can be ascribed to a number of factors, including a lack of reading conscientiousness, automatic promotion, a bad reading inclination background, a lack of at-home support, and poor teaching practices. Another issue noted is that

professors typically provide little support in the form of remedial assignments (Nepando, 2019). According to Nalisa et al. (2019), the basic school did not provide these students with a solid foundation or the right instructional resources. Additionally, insufficient classroom resources including textbooks, computer labs, and posters were cited as contributing factors to students' reading difficulties. Even though these aspects were noted, there is no reason to claim that there aren't any additional steps that can be taken to help students in particular, especially in light of recent advancements in technology that language teachers can use to their advantage.

On the other hand, having enough motivation results in desirable attitudes that encourage reading across numerous dimensions. For instance, according to a study by Maroua and Belkisse (2020), encouraging students to read more for self-improvement can give them the confidence to read more about their particular area of interest. Therefore, it is important for professors and students to build a relationship where they can discuss their opinions about what motivates them to read and how this leads to self-improvement. Similar relationships existed between reading activity, motivation, and achievement, especially when it came to enjoyment reading (print) materials, which was fairly and significantly associated to motivation (Kirchner, 2018; Kirchner, & Mostert, 2017). According to a large body of research, reading that is motivated by both intrinsic and extrinsic factors is what propels people to persist in reading for leisure, enjoyment, and academic objectives (Ahmed, 2017; Fridkin, 2018). Although it has been found that motivation is the key to students' interest in understanding the context of the texts they are reading, there is still a need to build a habit that will last.

2.2.3 Reading period introduced in the new curriculum

In this respect, reading is basically an analytical process, according to Stockwell (2020), who defines reading as the process of being thoroughly aware of the impacts of the text on the development of actualization. As a result, reading has become a crucial component of pedagogy, and as such, language teachers need to give their students adequate time to develop a love of reading. To improve students' reading abilities, the reading period was instituted in Namibian classrooms. According to the Ministry of Education, Arts, and Culture (2016), this should have been completed at the schools by now. It would guarantee that schools would have instructions for how to organise or implement the reading session.

The researchers do question whether schools have actually received these guidelines, though. In addition, "printed material, such as books (both fiction and non-fiction), prose books, and poetry books, in all the languages taught at the school and tailored to the learners' interests, should be made available in each classroom" is recommended (Ministry of Education, Arts and Culture, 2016, p. 50). Additionally, it is unknown whether educational institutions across the nation offer a variety of written

resources in ESL at the secondary levels. In light of this, the researcher wanted to look at what has been accomplished so far since the revamped curriculum for grades 0 through 12 was implemented.

The Ministry of Education, Arts, and Culture (2016), on the other hand, states that "the literature resources that learners will be reading during the reading period, but they can also select or choosing suitable literary sources from the local library in line with what their teachers procure to" (Ministry of Education, Arts, and Culture, 2016, p.50). In other words, students are free to bring in their own reading materials from home and teachers are not required to subscribe to or give the literary sources that are only included in the available rules.

In a nutshell, this indicates that parental participation must be strengthened to ensure that parents support teachers' efforts to speed up students' reading acquisition. Because the government is not doing enough to involve Non-Governmental Organizations (NGOs), which can be addressed for donations of literary reading materials, coordination of reading is hindered by another issue that the researcher discovered. Many NGOs are eager to collaborate in the education of Namibian children. In the future, if teachers are given enough reading materials to create a tiny classroom library for their students, this can enlighten them with enough information to handle a variety of issues.

Nevertheless, many linguists have questioned whether and how literature should be included in language curricula (Bonsignori, Cappelli, & Mattiello, 2019; Cutts, & Waters, 2019; Meyer, 2021; Podsiadlik, 2021). When teaching language through literature, many language teachers have faced difficult situations. First off, there are only a small number of pedagogical tools that can be utilised to teach language through literature (Boyd, 2017). Second, not enough literary works have been pulverised for use in language curriculum instruction, particularly in the Namibian educational system (Ithindi; 2015; Simataa & Nyathi, 2016). Thirdly, no credible stances on the value of literature in language classrooms have been discovered (Babae & Yahya, 2014; Colantonio-Yurko, Miller & Cheveallier, 2017). These difficulties might be caused by selection criteria that do not specify how linguistics components can be strengthened.

2.2.4 Implementation of reading programmes such as the reading period

Studies have been conducted in an effort to learn more about the programmes that are available to improve the reading period. For instance, research that used the Strategic Adolescent Reading Intervention (STARI) for 483 randomly selected students in grades 6–8 found that it arbitrated the behavioural impacts on each of these three post-test outcomes (Kim, Hemphill, Troyer, Thomson, Jones, LaRusso, & Donovan, 2017). The study also found that teachers' insights into their students' emotional and cognitive involvement contribute to students' reading competency and that negotiated

commitment enhances combative teenagers' reading growth (Kim, Hemphill, Troyer, Thomson, Jones, LaRusso & Donovan, 2017). To put it another way, learning and response will be delayed if the students are not mentally ready.

What the current researcher has discovered is that there is a gap between the state of research knowledge regarding learning to read and the state of public awareness as a result of the studies that have been undertaken. Additionally, Hall (2017), Zyngier and Fialho (2010); Zyngier and Fialho (2010) examined how recent research in pedagogical stylistics has concentrated only for a longer period explicitly on perceiving and deducing textual arrangements with less or no attention to the reader's emotional state and has simply ignored to explore new methods. However, several research that have been done on reading periods have offered advice on the best course of action. According to Castles, Rastle, and Nation (2018), there should be a reading period during which a teaching and research programme on reading achievement is stable, developmentally sensitive, and based on a profound understanding of how language and writing systems function.

Usmonova (2021) looked at an intriguing problem: the gap that English second-language speakers and readers encountered when studying literature, taking into account the issue of language and various cultural background circumstances. However, the practical component, where learners can get experience in an ESL classroom setting, is more crucial (Usmonova, 2021). Nevertheless, English second language are the managers of their classroom situation, for them to identify where the challenge of linguistic aspects that inhabit learners progress to analyse selected is their priorities.

According to a different study, research should focus on how adolescents' assertiveness affects their ability to read widely and their reading performance in order to close the gap on reading competence (Castles, Rastle & Nation, 2018). Suk (2017) designed an investigation based on an experiment and a control group that evaluated the three dependent variables (for instance, reading comprehension, reading rate, and vocabulary acquisition). According to the study's findings, the experimental group, which received exposure to two reading strategies—intense reading (70%) and extensive reading (30%)—each week, was the most successful one during the reading time (Suk). Less effective were the control classes, which received 100 minutes of weekly intensive reading instruction (Suk). It's crucial to fully comprehend how reading affects articulation in ways that are visible during reading.

2.2.5 Subtractive bilingualism challenge

The fact that the majority of language teachers are non-native speakers and thus lack the skills and knowledge required for the development of ESL competencies is one of the difficult situations they are forced to deal with. As a result, a study by Marsh, Ontero, and Shikongo (2002) confirmed that

teaching and learning were negatively impacted when learners and teachers lacked competency in the target language, which occurred to be the language of instruction in schools (English). This is possibly the challenge that has emerged as clearest because, at the moment, language teachers' incapability is demonstrated by the fact that they have not adopted certain attitudes that would make them effective.

The views of the students about the usage of bilingual communicative skill development were the focus of a recent Indonesian study on the development of bilingualism among students at a certain university (Nurhikmah, Basri, & Abduh, 2020). Furthermore, Nurhikmah, Basri, & Abduh (2020, p.173) indicated that,

The types of bilingual portions, experience and teaching models the students get in the classroom, and these are impacted on by the attitudes towards the use of bilingual in academic setting. In conclusion, the more creative and involved the lecturers were in the process of supporting students' bilingual communicative competence development and providing opportunities for bilingual engagement and learning, the better the immediate results in terms of the student's outcomes both in L1 (Indonesian) and L2 (English) bilingual.

To put the aforementioned statement in context, it can be said that for the majority of instructors, learning revolves around growing their bilingualism because they are forming distinctive teaching philosophies. In this instance, it implies that educators should have acknowledged the distinctiveness of their own mother tongues. The majority of teachers knew that Namibia's language policy recognises that a bilingual approach is designed with the understanding that learners must first and foremost develop their mother tongue in their primary years. This also takes into account literary instruction, which is typically provided in both languages. Furthermore, students at the senior secondary level adopt this strategy to develop bilingualism as a socially beneficial learning strategy, which allows them to gain from studying two languages concurrently through the process of additive bilingualism (Marsh et al., 2002). In other words, the bilingual method facilitates more effectively the cognitive functions understood in context.

Another study done in Pakistan found that obstacles to dynamic and bilingual education were learners' unfavourable views, parents' fixation with English, the dominant elites' monolingualism, and subtractive language policies (Ali, 2020). Jimenez (2020) asserts that there are issues with the English-only policy's application. When the English-only policy is in place, social interactions are prohibited. Jimenez's study (2020), which is comparable, looked at how English language learners without bilingualism can affect language development in a way that has an adverse effect on their own learning. People nurture and rely on many languages because Jimenez (2020) found that social

interactions had a greater impact on language growth and acquisition which is recognised as subtractive bilingualism). It is possible to master the cultural usage and discourse norms present in several languages by learning multiple languages. Regarding cultural usage guidelines, the focus is on how appropriate communicative acts and speech sound in particular socio-cultural contexts.

As their society becomes more receptive to the ideals of embracing a bilingual language culture, a study performed in Japan similarly recognised the obstacles that bilingual standardisation and assimilation by civilised Japanese do to the Japanese language (Fujita-Round, 2019). Due to their reputation for being socially homogeneous and monolingual, which is a mind-set that is not unique to Japan, the Japanese are now confronted with a similar problem regarding bilingual education and language education in general (Fujita-Round, 2019). Due to time constraints, limited resources, and the complexity of understanding many social system stages and sectors, many of the issues are related to individual learning as well as language preservation, language damage, language endangerment, language death, and language revitalization (Fujita-Round, 2019). The best way to preserve a language is to embrace it as a sociolinguistic phenomenon.

In essence, one can come to believe that language acquisition is mostly influenced by the way that individuals interact with one another in social settings. This also relates to language policies, more specifically how they address the negative effects of mono-lingualism, subtractive and additive bilingualism, and bilingualism.

2.3 The linguistic significance of literature in an English Second Language (ESL) in context

The literature pedagogic methodology has serious limitations, such as encouraging students to participate in worthwhile activities that are interesting to them and that arise from the discussion of a specific literal text that is significant in the evaluation of particular competences (Daskalovska & Dimova, 2012). Literature also shapes students' attitudes and self-awareness through interaction with literary materials (Rahman & Manaf, 2017). Learning through literature increases students' curiosity and understanding of their surroundings (Cheng, 2016). Ithindi (2015) adds that instruction and assessment may improve students' general reading competency by combining language skills through literature. In other words, some comparative methods when applied it enable texts analysis in broader settings and discourse.

The literature pedagogic methodology has limited value, such as encouraging students to participate in worthwhile activities that are interesting to them and that arise from the discussion of a specific literal text that is significant in the evaluation of particular competences (Daskalovska & Dimova, 2012). Literature also shapes students' attitudes and self-awareness through interaction with literary

materials (Rahman & Manaf, 2017). Learning through literature increases students' curiosity and understanding of their surroundings (Cheng, 2016). Ithindi (2015) adds that instruction and assessment may improve students' general reading competency by combining language skills through literature.

Equally significant is the fact that each literary work, whether learned or read, alters the reader's perspective on the descriptions of the culture, society, economy, and politics of the era that the author has reflected via his or her writing (Isariyawat, Yenphech, & Intanoo, 2020). Isariyawat, et al., contend that learning and reading also help readers understand how other people feel about certain situations. Additionally, students who read for pleasure and study literature have a more advanced vocabulary, better critical thinking and understanding skills, and increased interpersonal skills including writing ability (Azmi, Hassan, Ali, Hidayah, Anas, & Suhaimi, 2020). Once more, via reading literature, students enhance their critical thinking abilities and cultural comprehension of a variety of fictional characters based on social classes, races, and ethnic groups (Rony, 2014). In other words, functional, pragmatic, and feminist expression facilitate cognitive progress.

A learner's ability to reason is enhanced by reading literature, and scholars and researchers have also emphasised the importance of studying literature or literary materials. Literature supports knowledge in a variety of ways to help readers develop their intellect, including language, which will alter readers so they are aware of the significance of linguistic practises in each era and region, as well as a configuration of prosody in each category: history, long stories, accounts, native stories, stories (Drees, 2021). Literature provides countless emotional benefits since it is the sculpture of communication (Guignard & Murphy, 2020). In other words, it offers options for contemporary stylistics to employ language, consciousness, and language as an art.

In applied linguistics, literature studies are becoming more and more significant. Additionally, poetry affects the reader's mood and feelings, causing them to become more fiercely compliant and develop an appreciation for literature and the arts (Levinson, 2017). Literary texts, in accordance with Shtepani (2012), add to learners' genuine materials, and their use in language lessons empowers students to improve their learning, build up their fundamental cognitive abilities, and modernise their social training. There is an integrated approach to teaching literature in the classroom that strengthens students' linguistic abilities and enables the development of their communication skills (Atek et al., 2020). A literary text's ability to make the pursuer's essence and motivation more nuanced and help people see the occurrences of infirmity, enjoyment, and various life concerns that cause pursuers to value life as well is one of its major features (Isariyawat, Yenphech, & Intanoo, 2020). In other words,

improving students' ability to decode meaning and derive meaning from literal texts is appreciated through applied linguistics.

Literary texts (such as prose, poetry, novels, and short tales) are at the core of our understanding of literature for readers, and teachers may use reliable examples of language use to establish language usage norms (Ashrafuzzaman, Ahmed, & Begum, 2021). Literature strengthens and expands vocabulary and develops a learner's analytical and interpreting abilities (Sirico, 2020). Reading literature in native tongues is also viewed as helpful for litigants to comprehend the deepest meaning (Ashrafuzzaman et al.,). The vast majority of what we know about literature is derived from empirical research that look into how grammatical proficiency might be a determining factor in understanding literature. According to a result from Ashrafuzzaman et al., a student may encounter challenges when attempting to acquire a particular language even with a basic understanding of syntax. They now recognised that literature may be used as a tool in communicative language education as a technique to encourage linguistic exploration across a variety of genres (Ashrafuzzaman et al; Lee & Wallace, 2018). Discourse analysis is fundamentally influenced by the implications of genre studies through literary texts.

In addition, English literature shows how it plays a social, moral, cultural, and pedagogical role in the context of learning (Azmi et al., 2020). When utilised properly in the classroom, a literal text can increase students' learning by introducing them to metaphors, proverbs, and idioms as well as the skill of wordplay, all of which are associated with literary standards (van de Ven, 2010). The enormous diversity of language development is closely related to the way instructional stylistics are implemented using technical terminology that are comprehended through sociolinguistic and social contexts.

The capacity to expose students to activities and questions that are similar to those encountered in real-world situations is another important benefit that is connected to the usage of literary texts. Because of this, students can read the texts with the satisfaction of doing so in either the text's original or fixed form (Sirohi, Bansal & Rajan, 2021). In reality, if teachers use learner-centred approaches and teaching methods like the interaction technique, discussion technique, problem-solving technique, and question-answer technique to teach short stories, poems, theatre, or novels, these will have an impact on learners' language proficiency (Adhikary, 2020). In addition to improving language proficiency, it gives students the assurance they need to approach any book on genres linguistically.

Texts, on the other hand, will ensure their language proficiency and increase their confidence and reading comprehension skills (Huang, 2019). Simataa and Nyathi (2016) found in a related study that there are a number of multifaceted advantages of including literature into an ESL classroom. These

comprise, among other things, the development of grammar and vocabulary, a broad reading incentive, intercultural awareness, language skills, and critical thinking abilities. They also involve the realisation of pragmatic (social language use) capabilities.

As a result, literature has a special place in the Namibian educational system, where it plays a crucial part in language learning from the very beginning. There are important milestone recordings of events that occurred leading up to Namibia's independence, taking into account the historical injustice and crimes committed against the Namibian people by the apartheid government. Through the characterization of the time period and the exchange of ideas regarding how people spent centuries and decades fighting for the freedom of Namibia, the literature that is already available could substantially contribute to the hoist of immense knowledge. Yet, the problem lies in ensuring that language teachers are equipped with a wealth of pedagogical information and knowledge for classroom performance by both the teachers and learners, which has an impact on learning outcomes and accomplishment (Atek et al., 2020).

Reading has been noted as being difficult for many students as part of literature; see (2.2.1 -2.2.4) where difficulties with reading were discussed. As a result, Lodhi, Ruqqa Munawar, Khan, Bhatti, and Ibrar (n.d.) indicate that reading can be important in a variety of ways, including expanding habituation on language-related items, making helpful information available, and exposing learners to a variety of situations. If students are given enough readings and are exposed to a variety of genres through innovative teaching, they will develop a love for literature.

According to Ghader (2017), creative pedagogy helps students gain confidence and improves their ability to produce coherent and lucid written or spoken discourses. To maintain relevant writing abilities, however, literature also helps students create sentence patterns that can be later organised into paragraphs with linking words (Moldován & Alexandra, 2021). When students are exposed to reading materials, there is a clear connection between using literature to assist easy idea flow through writing. According to empirical data from a study by Moldován and Alexandra, there cannot be effective writing without greater reading. As a result, reading a variety of literary genres broadens students' critical thinking, which consequently aids in the creation of coherent and cohesive writing.

Another key benefit of employing literature in the classroom is that it helps students learn about communication and develop their communication skills (Usmonova, 2021). Khan and Alasmari (2018) list several advantages of incorporating literature and literary materials into English instruction, including:

Meaningful contexts are used; learners are given access to vocabulary, dialogues, and prose; creativity and imagination are enhanced and made more appealing; a growing awareness of cultures; The development of critical thinking; and Communicative language teaching (CLT) and other principles are compatible.

On the other hand, Saddhono (2018) asserts that literature that promotes cultural and linguistic learning also has an impact on how people learn languages by: fostering interpretive skills, one's own culture, and language among language teachers; minimizing negative attitudes among learners in respecting their own culture; and promoting diversity among classmates.

In addition to the value of using literature as a pedagogical tool and studying English as a Second Language (ESL) in context, Emodi (2017) lists other benefits of using literature in the classroom, including the following: in short, a highly charged grammatical growth complexity in sentence teaching as well as vocabulary growth can potentially be guaranteed. Literature also helps with composition stimulus, improves rich content analysis in literary texts, promotes speaking in the classroom, generates purposeful reference questions, and can provide significant work with learners.

The integration of learners' cultural awareness and linguistic skills through literature is another benefit of using literature and literary materials (Isariyawat et al., 2020). In addition, Nasr (2001) offered additional creative previews that encourage literary study, particularly in ESL usages: the four language skills—reading, writing, speaking, and listening—will be strengthened; learners will be forced to think while also putting strategies into practise that relate to the unique qualities of verse and prose; learners' intellectual horizons will be expanded, which accelerates the maturation of their reasoning faculties; and learners will experience a sense of mutual exclusivity with the language they are learning. Therefore, it is imperative motivate the use of literal device in the analysis or reviews of text for the above reasons.

By enabling readers to engage in extensive reading from literary texts, literature has the advantage of civilising learners' language enactment (Abubakar & Isah, 2020). Additionally, literature helps language learners understand what they have read (Handayani, Youlia, Febriani, & Syafryadin). Literature should be taught in language schools, according to Abubakar and Isah (2020), because it contains beloved real materials and supports readers' aesthetic and linguistic development. In the same development, Marckwardt (2021); Mandarani, Retnaningdyah and Mustofa (2022) provide five justifications for employing literature, including inspiring language acquisition, advancing learners' linguistic awareness, enhancing their ability for interpretation, and educating the full person.

Simataa and Nyathi (2016) place a heavy focus on the value of literature in ESL since it supports multifaceted strategies that improve learners' pragmatic abilities, syntax, lexis expansion, motivation to read more, and growth of language skills through critical thought-provoking abilities. In a similar spirit, Umar (2015) has made an effort to shed light on the importance of stylistics and literary studies as well as how they relate to interdisciplinary ideas. This suggests that a book should be carefully read in literary stylistics, paying attention to the text's morphological aspects (Umar). Again, according to Umar, when the reader notices these characteristics, he or she transmits them clearly in the elucidation of the text or co-recounts them. This simply means that the setting in which texts are analysed exposes readers to the production of meanings in their own contexts first before bringing those meanings to relate to transdisciplinary contexts.

Additionally, it is believed that both legitimate and fraudulent texts have a significant impact on how literature studies of texts are realised (Al-Saeed, & Alenezi, 2021). Authentic and inauthentic texts can be used to study literature; genuine texts have an emphasis on eloquence and articulation while inauthentic texts place an emphasis on accuracy. The literature texts that are studied must enhance students' linguistic eloquence if they are to inspire them to engage in all-encompassing and beloved collaborations with one another (Ali, Ali, & Hussain, 2021). In this situation, the teacher's goal is to pick texts that are appropriate for the objectives stated in the syllabus.

There are a number of reasons why teaching literature in schools is important. The main one, though, is that it is regarded as a treasured authentic material that enhances linguistic and aesthetic knowledge as well as personal participation (Bakos, & Ilona, 2021). In a similar vein, Semali (2017) argues that literature is legitimate, reliable, and also a means of communication. It introduces a new culture, instructs students in a fun way, and develops their critical thinking abilities.

The evolution of cognitive linguistics and literary criticism is significantly influenced by the multidisciplinary field of linguistics and literature (Labinska, Osovska, Matychuk & Vyspynska, 2020). A variety of strategies take centre stage as the two attempt to complement one another. On the one hand, cognitive linguistics offers a mechanism by which literary critics' knowledge and perceptions could be examined in the context of an integrated theory of human intellect and language. It also contributes to scientific clarifications for their discovery (Freeman, 2017). Contrarily, literary criticism adds perception, point of view, flashbacks, and foreshadowing; as a result, their union expands the multidisciplinary field of linguistics and literature in new ways (Freeman, 2017). Additionally, the more literary criticism that students are exposed to, the better their argumentation, sentence structure, and grammatical essence.

Resources created in the linguistics discipline have been found to be the most effective at teaching literature because literature is the form of language practise that is most highly regarded aesthetically and attractively (Stockwell, 2020). Similar to this, Umar (n.d.) contends that the study of linguistics allowed novelists to exert their artistic control over linguistic resources in order to produce artistic results. The tools that can be made available to instructors strengthen the learning experience for students as well as for the teachers themselves, who can use the resources to improve their language skills and develop their literary analysis skills.

Additionally, according to Umar (2015), using instructional stylistics enhances our complexity in terms of language and pragmatics. Understanding language contributes significantly to the development of our empathic side in connection to literary materials. To put it another way, teachers can help their students become more proficient in linguistics and literature by recognising the value of research, reviewing their curricula, attending workshops, and conducting classroom-based research with a variety of literary and linguist specialists (Cushing, 2018). Additionally, pedagogical stylistic features are used for a variety of purposes, including the style of newspapers, advertisements, as well as the use of creative and dramatic language, in order to be inclusive in the context of sociolinguistic register, style, and other distinctive studies that are conscious of linguistic alertness (Hall, 2017). Recent developments include the "systemic" approach to teaching stylistics, which clearly emphasises knowledge (rhetoric), analysis (stylistics), and synthesis and creative production/creative writing (Burke, 2012; Jaafar & Ganapathy, 2022; Scott, 2012). It is essential to note that using a stylistics-based approach to analyse and generate ideas is compatible with the objective of linguistic and literary development.

The teaching of literature is a type of pedagogical stylistics in which texts have a tendency to be from contemporary literature; again, stylistically unconventional texts make it simple for the instructor to illustrate a thorough point of practise (Umar, n.d.). Again, Gnanasekaran (2018) asserts that rather than studying stylistically irregular texts for their own sake, ESL teachers can comprehend and debate them as part of grammatical and lexical choices that can be used to interpret literature. Instead of only explaining what a text is about and what it does in terms of pedagogical stylistics in the classroom, an approach that is subtle to "language and context" and enables learners to understand how a text function. This is how Ahmed (2019) explains the illustrative relevance. However, when a teacher is teaching poetry, a work must convey and express a certain message in terms of pedagogical stylistics

to reach a whole thoughtfulness of what it says and why for easy interpretation by students (Gist, 2022; McRae & Vethamani, 1999).

In order to promote learner-centred activities and the teacher's work, a model to demonstrate awareness of pedagogical stylistics in literature is put forth (Carter, 1996). The student-based, activity-based, and process-oriented method that Carter had initially established was initially modified by this paradigm. Following that, Zingier (1999) developed a model based on the courtesy that is moved away from instructional texts to give students the ability to understand the growth of explanation. As part of a comprehensive approach to education, emphasis is placed on the "schematic knowledge structures" that readers individually and collectively bring to the act of reading, as well as linguistic characteristics and the "cultural contexts of reading." In other words, it indicates that the learner's role as the learner-centred approach was taken into account in the model's expansion of the activities that ESL teachers should prioritise in the context of literal texts that are chosen for review.

As far as the pragmatic discipline is concerned, the importance of pedagogical stylistics depends on how it is connected to teaching by questioning conceptions against writings and even developing concepts over word-based interrogation (Hall, 2017). The majority of "earlier more formalist stylistics" who shifted toward a superior acknowledgement of the character of readers in creating meaning from writings basically mean that activities in the classroom require learners to participate in stylistic action in order to keep progressing one's understanding of how writings work. Teaching language for stylistics is seen by Stockwell (2020, p. 745) in a variety of literary genres. For instance; using literature to teach language clearly echoing stylistics:

Teaching language offers a central figure to illustrate how characterization can be inferred from the conversational patterns of fictional texts and how these patterns might undergird the indebtedness of characters, according to evidence from a study by Umar (n.d.): Texts tended to be modern literary works; stylistically unconventional texts were frequently used because they were entertaining and made it simple for the teacher to demonstrate a particular usage point; and grammar and lexical choices were deliberated as an engaging way to access the literature rather than being studied for their own sake. It is worth noting that in the past, teachers were not interested in developing the culture literal criticism which is placed at the centre of arts of literature reviews.

The aforementioned points provided a thorough analysis and further emphasised the meanings of the significance of texts in literature if one were to consider the evolving period for the development of stylistic areas. Literary texts should be examined for their intended meaning as well as reader interpretation. There are numerous other reasons why literature is important for language learning

as well. Literary genres, for instance, according to Violetta (2015), can be particularly alluring to learners since they provide rich content that is full of enjoyable classroom activities. Researchers believe that reading literary materials helps students become more resourceful.

Literature has underlined a need for resourcefulness and the use of mental energy (Usmonova, 2021). Additionally, Violetta (2015) adds that there are several discourses in literary texts that need to be dissected through analysis. Once more, literary texts assist students in developing their personal responses to a particular literary work in a way that ensures their use of creativity. Literary materials, therefore, become secondary to language proficiency.

Pinar and Jover (2012) conducted research on the requirements for applying literature. Their research suggests literary works that might provide a suitable means of insuring language proficiency. Similarly, McKay (2018) emphasises that those learners can be exposed to remarkable and significant texts that would inspire language acquisition. ESL students and native English speakers cannot be compared since their respective cultural backgrounds have an impact on how they learn a language (Usmonova, 2021). For instance, the ESL student is likely to cognitively arrange his/her thoughts inclined towards his/her home language cultural context whenever given a text to analysing a text.

Usmonova (2021) adds that linguistic erudition and a particular population's literature can be painstakingly linked while discussing culture because culture is a part of language. Therefore, when you read or investigate any form of literary literature, you can come into contact with various cultural aspects (Usmonova). In addition, it is believed by many academics that including literature analysis into ESL classes enhances students' participation and vitality in all four skill areas [listening, speaking, reading, and writing] (Andersen, Thrane, & Krogh, 2019; Hariyadi, & Yanti, 2019; Oloo n.d). Comparably, when one thinks about the framework used to conduct analysis, such as the eclectic approach, it does allow for student participation by evaluating their competencies using four skills.

Therefore, it is believed by many academics that if students in (ESL) classrooms are more engaged and active when learning literature, it will enable them to use their listening, speaking, reading, and writing abilities correctly. In an ESL classroom, studying literature is sometimes referred to as "hands-on experience." It can be compared to general training for learning (Usmonova, 2021). Literary works also use the four talents to apply new vocabulary and grammatical structures with examples (Usmonova). Literature typically depicts many classroom learning strategies that take into account the individuality of students and use multisensory classroom practises. If students get one-on-one instruction, they can be advised to study in harmony with their learning preferences or modality (Besio, n.d).

2.3.2 The significance of critical issues in dramatic stylistics

According to Umar (n.d.), the foundation for using functional stylistics is provided by linguistic stylistics. The functional method demanded attention in more expansive texts, providing investigative tools for stylisticians who demanded to focus their attention on more expansive texts like play texts and description fiction.

The analysis of literary texts like plays, novels, and short stories makes use of the speech actions theory in a dynamic way. To speak is to transmit a certain attitude, and the type of speech act achieved corresponds to the type of attitude indicated by its addresser, according to Suresh and Sudhir's (2020) observation that acts of communication are speech actions. According to Austin (1962), a speaker performs three crucial acts: the locutionary act, the illocutionary act, and the perlocutionary act. The speaker achieves a conventional force when they make the utterance. The act of stating something meaningful and true at the time the speaker's purpose is to say something significant is known as a locutionary act (Anyanwu & Abana, 2020, p. 13). They add that the phonic act (phonetic; about phones), phatic act (relating to language), and rhetic act are among the locutionary activities (with regards to meaning). The locutionary act, according to Aboh and Agbedo (2020), encompasses both the act of speaking and the practises of the words used.

There is a growing interest in analysing how much the locutionary acts uttered by characters in, say, *God of Women*, using what English Second Language (ESL) teachers teach in terms of pragmatic language relevance to curriculum requirements, as an example. *God of Women* is a drama by definition, and NIED suggests using it in the classroom, especially at the senior secondary level. Although *God of Women* critics may not have access to relevant literature for comparison, analysis, and contrast, there is pertinent literature on another drama that has been explored elsewhere.

ESL communication is one of the most important parts, and in order to communicate effectively, it is necessary to comprehend the relationships between the addressor and addressee (Woldemariam, 2020). At this time, the researcher does not know if teachers have received the necessary training to do such a thorough examination using the locutionary acts used by the characters in *God of Women*.

Communication in language aims to accurately transmit and comprehend the intention or purpose in order to accomplish the communication's objective. Illocutionary acts are necessary to analyse the statements made in plays and dramas in order to let the hearer (addressee) understand the speaker's (addressor's) intention or purpose when the main central communication is occasionally overlooked (Sefriana, 2020).

According to Searle (as cited in Maknun, 2016), an illocutionary act is a series of activities carried out with certain purposes and functions in mind. Ramanathan, Paramasivam, and Hoon (2020), on the other hand, believe that the illocutionary act emphasises the speaker's intentional meaning or performance. There are five basic categories of speech acts, according to Searle (1969); these are assertive (represents a speaker's belief about truth), directives (gets the addressee to do something), commissive (gets the speaker to do action), imaginative (expresses the speaker's beliefs or a sincere wish about some condition or situation), and declarative (by stating so, you can change the world).

Illocutionary acts are used to analyse characters' speech in order to comprehend how expressions are used and the intended meaning of statements made (Martin, 2018). According to a study by Rahayu (2017), when analysing the expression made more specific in the drama or play, the focus is on utterances that contain illocution, rather than the most common categories of illocutionary acts by the main character in "Me Before You Movie," it was discovered that this is more significant (Rahayu). In the nutshell pragmatic analysis to a more extend it has cognitive enhancement when it comes to speech act theory playing out.

It's also important to keep in mind that linguistic variations have an impact on speech acts. For instance, the two presumptive levels or standards to which linguistic variations can be attested are formal and informal (Bardovi-Harlig & Mossman 2020; Moschonas 2019; Nouichi & Beghoul, 2018). Again, and in general, people speak or utter things differently based on their age, sex, social standing, and other characteristics (Rahayu). As a result, it's crucial to consider the text's appropriateness.

People use pragmatic skill from several types of language, such as formal and informal language, in speeches (Crezee & Burn, 2019; Djabborova, Eshonkulova, & Babadjanova, 2020; Hmouri, 2021). Language can be used in both informal and formal settings. Peers are prone to employ informal language in combination with jargon, slang, and other variations. It's remarkable that there isn't yet a norm for speaking pragmatically or literally; we are free to express our emotions in our native tongue. The claims that perlocutionary actions cause the effects of our utterances on listeners that go beyond the hearer's understanding of the expression must be taken into account when analysing speech acts in theatre and plays such as perlocutionary acts.

2.3.3 The significance of the nature of communication and interpretation of dramatic discourse

The study of literature is crucial because each literary work is a unique application of language that replicates the author's distinct point of view. This is why pedagogical stylistic analysis is frequently employed as "back up" to analysts' interpretations of texts' meanings (Gervais, 2020). Similar to this, Short (2007, p. 13) asserts that pedagogical stylistics "falls as part of literary criticism, where linguistics

is used "instrumentally" as a matter of expediency because of its levelheadedness in providing some sort of "toolkit" for literary critics and students to use when undertaking literary interpretation." Namundjebo (2016, p. 11) cites research that shows "the effectiveness of drama-oriented English lessons to the benefit of students' speaking skills, motivation, self-esteem, and faith in their abilities to communicate in English, and that drama activities bolstered students to boost a community and foster group cooperation and collaboration, which helped in building students' confidence when speaking English in front of their classmates. Drama needs to be included in literature because, in addition to giving students more confidence, motivation, and speaking abilities, it can also help them discover their acting potential.

2.3.4 The significance of English poetry as language teaching materials

According to Ali, Tariq, and Khan (2021), using English poetry as language learning resources may help pupils improve their grammar skills. They go on to say that poetry should be studied for its creative insights and used as teaching material in academic English language classes. Fox (2020) asserts that poetry serves as a special pattern that distinguishes literature from other linguistic constructions. In other words, poetry serves a "poetic function," which is one of the primary goals of language, according to Jakobson's (1978) work. This emphasises the importance of poetry, which is one of the text's most distinctive genres (Gnanasekaran, 2018).

When poetry is analysed stylistically, the meanings that are associated with it are highlighted, and it expands into additional discourse aspects. For instance, stylistics, a technical study, aids in the logical construction of literary pieces, such as poetry, based on linguistic data (Ashimbuli, 2022; Muxtoraliyevna, 2022; Parveen, Jahanzeb & Hafeez, 2021). The use of poetry analysis at several levels of stylistics, including graphological, phonological, morphological, syntactical, pragmatic, and discourse, reveals a number of important characteristics. The tone and key themes of the poem, the etymological choices the poet makes that participate in recreation, and other stylistic devices can all be used to enhance the underlying major or minor topics of a poem (Arnault, 2020). Poems require a deeper interpretation to be understood, which stylistics and pedagogical techniques can offer.

Poets use a variety of poetic devices to create verse that is bouncy, zealous, and vibrant while also being congruent with the meticulousness of religious reproduction, imaginative audacity, thoughtful sentimentality, and knowledgeable wisdom that occasionally reveals an untainted critical propensity; diligent self-criticism, significant compassion, a tough essence, as well as chastity of mind (Reid, 2020). Alliteration, echo, repetition, and other literary devices, as well as the poet's extremely thick grammar, again show how all-encompassing his interests are (Yadav, Yadav & Quadri, 2021). Despite a positive reputation for review work done in the previous study, much of the work done and reviews of

numerous poets in Namibian literature by Namibian scholars are still woefully inadequate to provide opportunities for understanding among teachers and learners alike in their approaches during English language lessons. Therefore, the current study aims to fill a gap in the literature by examining why literature is taught, as well as how poetic devices can be useful in the analysis and review of texts of Namibian poems. It also attempts to address issues with teachers' short-sightedness and poor standards applied in the analysis using the stylistics methods (functional stylistics, pragmatic stylistics, and feminist stylistics) as an eclectic approach to literature study.

Poetic language is concise and honest (Pitari, 2021). As a result, poetry uses a variety of grammatical structures, practises using explicit language, combines several registers impromptu, and occasionally uses elocution (Ali, Hussain, & Ali, 2021). Beyond that, poetry creates its own figure of speech, investigates various word sounds and arrangements, and uses dialects that are different from the norm (Dowling, 2018). Wiese (2021) claims that poetry also employs a few linguistic motifs that are also used in everyday conversation, but not as frequently as in poetry. Couplets, sound repetition, consonance, assonance, the reversal of grammatical patterns, and other elements are included (Shurbanov, 2018). Poetry uses a variety of poetic elements, such as metaphors, similes, apostrophes, personification, synecdoche, exaggeration, metonymy, and antithesis, to use metaphorical and figurative language (Baranova, 2021). Since then, the argument for including poetry in language curriculums has frequently been ignored in an effort to inform students of the richness of the language they are learning in class.

Poetry also investigates unusual collocations, semantic ellipses, the blending of infrequent rudiments, as well as a variety of norms regarding the forms and nuances of creating poems in word form (Ali, Hussain, & Ali, 2021). These poetic biographies cleanse and amplify the effects and significance of the poet's main message (Godsell, 2019). Furthermore, poetry increases students' enthusiasm to communicate their personal involvements. Additionally, the prejudice in the poem work inspires the students to share their own experiences with confidence (işman, 2020). A deeper understanding of the meaning that students are able to uncover is required even if there has been enough research on the relevance of poetry and what it does to students who are trying to understand the metaphor, sarcasm, similes, etc. used and hidden by poets. The current study seeks to enhance just that, by asking and probe participants on what they done.

The use of structures, vocabulary, and catchphrases that enable learners to comprehend the poem's content and continue their practise of language acquisition with interest is necessary (Rabold, 2019). Another aspect of the poetry's language that may be addressed in a language classroom is the usage of words' connotative and denotative meanings (Towner, n.d.). In poetry, words take on different

connotations and meanings that make it possible for students to clarify them, discuss them, and further develop their critical thinking abilities while maintaining their interest (Fajriani, 2018). The learners are typically rewarded with a new and exciting perspective on life, which enhances their positive assertiveness toward language acquisition. If the students don't actively respond and share their experiences, all the above characteristics of poetry are pointless (Alvi & Alvi, 2019). Poetry develops students' creative and logical faculties while also promoting social conversation in the classroom (Gort Paniello, 2020). The abilities that students may possess are revealed through creativity and logical growth. Poetry, then, plays a role in the current objective of the study by identifying knowledge gaps and filling them with fresh information.

Poetry encourages students to think critically about how they use and apply the English language. The students transform the lines in poetry's distinctive line structure into conventional conversational patterns (Ali, Hussain, & Ali). Additionally, the students learn about the word employed in a poem's typical implications as well as its poetic and presentational uses (Ebrahimi & Jiar, 2018). Additionally, poetry employs imagery that help students see ideas, which increases their capacity for visualising (Pithouse-Morgan & Samaras, 2019). Additionally, poetry lends itself to group exercises that speed up language learning (Hemmat, 2020). Group activities are similarly engaging for language learners. Group exercises equip students to think critically and solve connected language learning issues independently (Andriani & Abdullah, 2017). Therefore, literary texts in an ESL classroom may affect the real learning behaviour that is mostly desired for a learner to learn meritoriously in a learning environment (Ali, Hussain, & Al).

Once more, poetry offers a distinctive fusion of subjective viewpoint, morality, historical narrative, and artistic licence (Godsell, 2019). The form makes it possible to persuade students to study a lesson. Poetry serves as a tool to examine notions of evidence, "truth," narrative, and point of view that are somewhat far from students' conceptions of what history is (Martin, 2020). It provides a point of entry to historical topics that can be supplemented by other types and texts of evidence (Cook, 2019). Poetry thereby provides expression for delicate issues, admits and accepts complexity and suffering (Licato, 2018). In addition, poetry might even temporarily replace the teacher's role as arbitrator (Baranzini, 2020). Poetry can also provide a platform for marginalised voices and stories (Goldsell).

According to Freeman (2009), the cognitive poetics could result in an interpretation process when combined with the rigorous analysis of language variants and configurations in texts and a systematic consideration of the psychological processes and exemplifications that are involved. In other words, cognitive poetics offers a singular analysis in which the individual's cognitive ability permits a profound contemplation while the individual interacts with the poetic work. When a person reads a text, it gives

them what is known as assumptions, which include cognitive poetry and related psychological practises and exemplifications that are complex in their intellectual ability (Eskin, 2020).

Poetry also gives us the chance to use creative language and its elucidation because the fictional experience places a high value on originality. However, it is not entirely a literary phenomenon (Xoshimova & Tadjibayev, 2020). Out of interest, students may acquire a special capacity for reflection or even become imaginative to create their own poems. Many students have untapped potential, and they may choose to read to increase their degree of creativity and broaden their imaginations.

Lyric poetry is widely researched to earn a credible deal in the distant past (such as the 18th century) and is now offered to us as a central significance to our consideration of the lyric as a valuation of its periods of great success. Despite being recognised as an old genre today (Tiffany, 2020). Asserting the broad-spectrum premise that all genres are interactive and absorbent, one must also contrast lyric poetry with other types of poetry and prose in order to fully comprehend the power of lyric poetry (Monroe, 2019). The assessment of lyrical poetry's power foundation was based on an examination of its fundamental abilities, including its systems, metaphoric and descriptive roles, as well as its styles, and phraseology (Merz, 2019). Although Namibian authors and linguists may have studied poetry's historical and cultural value in variety, the current study seeks to take the necessary measures to comprehend poetry's cultural and historical significance as well as that of other genres.

The rebirth of "formalist analysis" and growing emphasis on phraseology or diction in contemporary poetry are two more topics examined as part of the evaluation of lyric poetry (Tiffany, 2020). Overall, Tiffany emphasises the need of analysing the fundamental structures of lyric poetry by examining the persistent rigidity between form and diction and outlining critique of the New Formalist theories in literary studies. The study also makes assumptions regarding the relationship between poetry form and the outside world and its predisposition to expose method to thorough inspection, in a way that could result in meticulous understanding of the reality, similar to stylishness or diction (Tiffany).

2.4 The linguistic strategies that can be applied to challenging linguistic problems in learning ESL literature in the Namibian senior secondary level

Different studies have suggested various tactics. For example, Holmes and Dervin (2016) recommend that literary studies be approached in two ways, namely, the critical literary approaches, which essentially allow teachers and ESL learners to focus on the literariness of the text that should be studied and involves background, characterization, and motivation on the one hand, and the traditional literary approaches. The stylistic method. On the other hand, focuses on how to learn things from texts and incorporates literary text analysis and description into interpretation. Maley (1989) also notes that there is more excitement, motivation, and awareness for positive growth that

goes along with language functions in diversity. Van (2009) also provides an explanation and interpretation that is comparable to Maley Van (2009)'s approach of categorising approaches to literary analysis. The analysis and interpretation of texts can directly benefit from six comprehensive approaches, such as new criticism for reader responses and the author's goals over the social, political, and historical context of the text. The reader can use the various techniques, such as structuralism, stylistics, reader response, language-based, and critical literacy, to approach the texts in a variety of ways for their own analysis and interpretation (Van, 2009). How readers might express new criticism on a literature whose creators were objective in the context of social, political, and historical events is more intriguing.

Simataa and Nyathi (2016) also found that reading literary texts has many advantages for learners, including stimulating them and enhancing their skill with English through syntax, lexis, elocution, and writing. Once more, teachers must improve their writing and verbal English skills in order for Namibian students to graduate from high school with just minor language impairments (Simataa & Nyathi). Contrary to what Simataa and Nyathi emphasise, according to Ithindi, Engelbrecht & de Jager (2022) many Namibian languages teachers lack the motivation to raise their academic standing by raising the likelihood that they would be able to offer effective teaching and learning aids in terms of the linguistic difficulties they face.

According to Hernando (2017), reading novels can improve students' problem-solving skills, ingenuity, and unindustrialized oral and written language abilities. Additionally, novels serve as a comprehensive teaching tool that allows students to quickly acquire accustomed to reading (Droge, 2018). Contrarily, Lahmar and Bouhania (2019) proposed a three-stage approach to novels, which they divided into three stages: promoting awareness, text engagement, and aftermath stage. This strategy is helpful in developing learners who are more perceptive and motivated to study the language.

The lack of techniques to reduce inadequate literature study content is one of the reasons why our students do poorly. In line with Simataa and Nyathi (2016), Nepolo and Mlambo (2019) recommend foregrounding and figurative language analytical tools through the necessity for classroom specialists to examine public discourse from a formalist theory and the pedagogical stylistics perception in the primary, secondary, and tertiary education segments to enhance their interpretive skills and inventive writing skills.

Accordingly, the researcher believes that since the majority of people in the nation have easy access to newspapers, it will be a good idea for teachers to employ newspaper audiovisual content as a teaching aid to increase public conversation and advance language learners.

Newspapers occasionally supply us with scholarly and research-based items that could perhaps be the source of forecasting. Nepolo and Mlambo (2019) examined Driesch's Dictums, which were published from January 2014 to December 2015, and came to various conclusions about how to analyse foreshadowing most effectively. Foreshadowing can be used as an analytical tool for prose texts, according to Nepolo and Mlambo, but it can also be used in dictum analysis to some extent, depending on the knowledge that the scholars and researchers have. Finding deviation can be presented in a variety of ways such as lexical deviation, phonological deviation, syntactic deviation, grammatical deviation, graphological deviation, deviation from capitalization rules, semantic deviation, and figures of speech such as metaphors, personification, proverbs, references/allusions, and parallelism, is a crucial aspect of newspapers that teachers can look forward to (Nepolo & Mlambo, 2019). In light of the foregoing, it is important to note that newspapers can be useful teaching tools because of the articles they publish that are made available for lengthy reading and enrichment by researchers and academics.

In order to help teachers, adopt new techniques for teaching literature, the current study sought to identify new methodologies. Methodologically, there are still studies being conducted to identify techniques to teach literature in a new pedagogical way, even if there is evidence in the literature regarding how to improve teaching and learning performance. Hamdoun and Hussain (n.d.) carried out one such study to look into how learners may comprehend scientific and technical terminology for particular objectives. The two authors further assert that due to ineffective approaches to scientific and technical vocabulary for certain objectives, this has resulted in a decline in the standard of English as a whole throughout the world as a result of the teaching methods used in various schools.

The following strategies are provided by Atek et al. (2020, p. 342) in relation to the teaching models of literature: the cultural model, which calls for students to investigate and analyse the social, political, literary, and historical context of a particular text; the language model, which enables students to access a text methodically and systematically to illustrate particular linguistic features like literal and figurative language, direct and indirect speech; and the personal growth model, which emphasises how language is used specifically in a book and situates it within a particular cultural context.

Despite the models that have been put forth, the methodologies used can be classified as information-based, periphrastic, stylistic, language-based, personal-response, or moral-philosophical (Al Sabiri & Kaymakamolu, 2019; Rashid, Vethamani, & Rahman, 2010). The instructor can use a different strategy from each of these ways to teach literature.

The ability of students to use the language for a variety of uncontrolled tenacities must therefore be advanced by teachers, who are the curators of knowledge diffusion (Simataa & Nyathi, 2016). Once

more, studying literature greatly aids in the development of language learning skills by teaching students how to deduce meaning from a variety of linguistic cues. Language teaching does not always result in communication in the target language since it is a well-known fact that language teachers engage in activities they may not even be paying attention to (Hamdoun & Hussain, n.d.). Additionally, Hussain & Hamdoun, as cited by Simataa & Nyathi, 2016, p. 89) assert that:

Literary discourse offers perspectives, which inspire learners to this realisation and use language in a sensible and effective way. There is a difference between teaching about the language and communicating in the language. One great problem is that many teachers believe that teaching about the language in itself will make the learners capable of using the language for communication. In fact, there is often 'a great ability gap' between having information and being able to use it spontaneously for communicative purposes. Namibian learners should be armed with effective language skills that would enable them to survive in the global realm.

What is currently lacking in ESL learning and instruction are effective ways and approaches to increase the utilisation of required literary study, especially at the senior secondary level (Grade 10, 11, and 12). Simataa and Nyathi (2016) propose that the role and responsibility of all stakeholders, including material developers, syllabus designers, trainers of teachers, and the teachers themselves, to ascertain the learning materials to be employed and how to employ them in arrangement for the students to efficaciously advantage from these materials be put forth in order to achieve the proper methods and approaches. In other words, the relationship is inadequate since the resources are not appropriate and are not being used. From this point forward, this study investigates fresh approaches to help educators enhance productive tactics to maximise the usage of pertinent literary texts as resources. In other words, the texts selected are lacking in terms providing students with language usage awareness. Therefore, this current study aims at providing main goal of stylistics in the curriculum which is to increase students' awareness of language usage in selected texts, and pedagogical stylistics thus is distinguished by classroom activities that involve interaction between the text and the reader (student).

There are also outdated resources that need to be assessed for relevance given that the curriculum review now takes a different path that leads to the revised curriculum, which asks for new methods of teaching and learning. Simataa and Nyathi (2016) provide evidence that learners' assessment activities and course content should be developed in a specific way to help them eventually achieve fluency in both spoken and written English. Additionally, they claim that by looking at the special characteristics of the classrooms and educational system where they would work, learning and teaching would become more familiar. Given that this study used stylistic approaches, it would also

be beneficial if the suggested tactics were centred on integrating stylistic branches such functional, pragmatic, feminist, or educational stylistics.

Finding from current studies by Mandarani, Retnaningdyah and Mustofa (2022); Jaafar and Ganapathy (2022) argue that despite the fact that stylistics has a solid evidence component, this iterative investigation has not yet been lengthened to a comprehensive review of classrooms and language learning, and even less so for L2 learners, which is the cause of the tumultuous relationship among both language and literature teaching. Therefore, it is anticipated that this study will offer advice on a fresh way to guarantee that feminist, pedagogical, practical, or functional approaches are appropriately incorporated into the teaching of literature.

The analysis of the text as an action, where both the teacher and students unleash all that they can explore in terms of pragmatic, cognitive, and linguistic functions, in the process of the social and cultural contexts development of language use within the chosen texts, is one of the more in-depth analyses offered by pedagogical stylistics as part of reading and interpretation (Hall, 2017). A strategy that explicitly gives language teachers new instructions on how they might present the curriculum-approved literary content is necessary to realise the learning process. In light of the foregoing, the Ministry of Education, Arts, and Culture (2016) has prioritised collaborative and cooperative learning as variations in working methods as a top priority in order to help teachers create learning and teaching environments that are conducive to the reinforcement of literature. The present study went on to analyse options and modalities in the selection of texts that are appropriate for the level of learners as well as how they will engage in a learner-centred approach because this still needs additional in-depth investigations as far as linguistic approaches are concerned. Hall (2018, p.4) contends that,

Students are usually asked not just to contemplate differences abstractly, but to rewrite the sentence or a whole text in another style, by changing syntax, or to consider choice of lexis, or other syntagmatic and paradigmatic choices prompting attention to unusual or specific features of language use and so on to interpretative activity in readers.

In other words, if the norms of analysis and approach to interpretation can be clearly understood, the techniques that must be employed as a tool for literary texts can be devised. It is more crucial than ever for language teachers to revive second language abilities through the teaching of literature while also keeping in mind the fictitious value of that literature for language learners (Hlabisa, 2020). Numerous studies have revealed that one of the techniques for tackling difficult language issues in studying ESL literature at the senior secondary level in Namibia is that there are issues with linguistic and cultural heterogeneity that call for a more thorough approach in teaching and learning. These

studies show that literature may be taught at a considerably lower grade level utilising simplified texts, easy texts, and adult texts, breaking down the complexity of literary texts to the learners' much lower grade level (McKay, 1982; Zoreda and Vivaldo-Lima, 2008 & Vera, 1991).

Simataa and Nyathi (2016) believe that Namibian ESL learners in Grades 11 and 12 should be required to apply literature studies, but that methodology and approaches should be redesigned to get the most out of approved literary works for senior secondary schools. Researchers from Namibia, Ngololo, and Nekongo-Nielsen (2017), found that the support structure for instructors, the learning materials, and the style of delivery are all in need of improvement. Improvements strategies are therefore required to enhance teaching and learning in Namibian schools.

Several measures have been suggested, including the management of the schools, finding ways to involve parents in encouraging students to read at home, and the creation of community libraries (Nepando, 2018; Nalisa et al., 2019). Teachers are advised to approach teaching reading as a lifelong learning process that is developed in every grade rather than as something that falls under the purview of a single person in charge of a particular grade (Nepando, 2018). The current researcher agrees with that advice because occasionally professors, especially subject matter experts, do not take it kindly to involve students in reading activities that will strengthen their reading abilities. Early research suggests that clear, methodical instruction of sound-symbol interactions, or what is commonly referred to as phonics, should be increased, and that phonics- and comprehension-related activities need to be prioritised (Alcávar & Vega, 2017).

All beginning readers must make an effort to revitalise and integrate phonics and phonological awareness, as most early grade students have historically struggled to master some fundamental reading abilities because of automatic promotions (Brown, Patrick, Fields & Craig, 2021, Gerde, Wright & Samples-Steele, 2016; Jensen, 2019; Lin, & Zhang, 2021).

2.4.1 Integration of technology into the teaching and learning of English language skills

Technological integration, according to Gilakjanin (2017), is "the use of technology tools in broad subject areas in education to enable students to use computer and technology abilities to learn and solve problems" (p.96). Gilakjanin also describes technology integration as the use of technology to improve the educational environment. Technology is quickly improving our quality of life in many areas, particularly in education, where it has already made significant progress. With some technology integration, new teaching methodologies are being created (Gilakjani).

Technology is thought to have a significant part in satiating learners' curiosity and piqueing their interest in learning quickly for the aural and visual senses (Solanki & Shyamlee1, 2012). Technology

also happens to give fresh ideas and tactics to increase the creation of new teaching and learning approaches. Teachers have been sources of resources when it comes to the teaching of literature due to the historical tendency in the process of searching for new ways.

Virtual classrooms are thought to be a valuable resource for materials that encourage communication between language professors and students (Smith, Nicholas & Seimon, 2021). Smith et al study's focused more on the analysis of authentic materials in all of their variations when using a virtual classroom for language learning. Audio-visual resources that validate sociolinguistic, linguistic, and pragmatic language abilities are commonly used (Khoshsabk, 2018). Audio-visual resources are extremely enticing and have a tendency to promote both verbal and nonverbal communication, claims Smith et al.

University lecturers have recently focused on using web-based programmes like web components, the internet, e-encyclopedias, PowerPoint presentations, audio files, and audio-video programmes like YouTube as effective methods for teaching students about short stories, prose, fiction, plays, novels, and poetry (Al Manifi, 2019). The attainment and conception of both language and subject zone learning of literature can be aided by these strategies when used by senior secondary language teachers. Al Manifi then reaffirms a number of tactics, including teaming up with ICT specialists to incorporate diverse web-based, online, and offline resources that will help the teachers' diversity their language and content in literature through a variety of techniques. In light of the aforementioned techniques, this study hypothesises that it would be a good idea for L2 teachers to fully adopt the integration of technology into the linguistic teaching and learning of English language in order to develop skills in stylistic analysis. Schools are currently severely underfunded, and teaching and learning literature reviews are taught through carefully chosen literal texts which cannot be accessed easily.

However, because to technological advancements, students now have access to a wide range of texts (Blake, 2013; Reiber-Kuijpers, Kral & Meijer, 2020). Additionally, a study by Keezhatta and Omar (2019) found that research has been done and a number of characteristics of second language digital reading environments, tasks, and readers have been publicised. Accessibility and high-quality authentic texts, gradations of linearity, layout characteristics, and unified tools were the main characteristics of digital environments (Reiber-Kuijpers, Kral & Meijer). Different reading objectives, navigational components, and aspects of digital texts for readers to decode for analysis, information management, and interactivity led to the evolution of task characteristics (Reiber-Kuijpers et al., 2020). Language and reading proficiency levels, readers' judgments of their self-efficacy, locus of control, and of themselves as second language readers, as well as readers' topical, lexical, and global knowledge, were among the

characteristics for the reader. The current researcher did not examine the qualities, but after identifying a number of characteristics, he makes recommendations, such as the necessity of accessible digital reading and an emphasis on the viewpoint of the professors. In short, both students and teachers must play a part in the technology integration process for it to succeed.

As an expert, formal authority, personal model, facilitator, delegator, academic advisor, and gatekeeper of instructional technology, teachers play a variety of functions in language learning (Dingle, 2018; Downing, 2018). On the other hand, the learners' role is what makes technological integration possible through mitigating variables (Gilakjani, 2017). Along with the shift from teacher-centered instruction to learner-centered instruction, students went from being passive to active learners (Gilakjani, 2017; Shatumbu, 2019). Strong suggestions are therefore anticipated to come from the current research in favour of the incorporation of technological applications to help students improve linguistically through analytical viewpoint that is encouraged through online texts that emphasise stylistics.

Additionally, there is a suggestion to employ digital literature because it makes it simpler for students to understand narrative content. Even if the policy of Information Communication Technology in Education proposes a number of ways to be used, the introduction of teaching literature in schools comes at an ideal time given how heavily enforced technology is now. Now that learners may apply narrative texts, digital literature serves as a means of developing the fundamental skills needed. Additionally, Coiro (2021) contends that the English instructor should make use of digital literature, particularly when instructing students on how to interpret narrative texts at various stages of the learning process.

With the advent of technology, the film industry has become another area of narrative analysis where cognitive linguistics is being used. The meaning of a movie is metaphorically mapped in our sensory-motor system, according to a study by Gamliel (2020), and the brain's embodied simulation processes allow the viewer to infer this meaning from the evidence the movie provides (Cognarts, 2017). The two theories, Conceptual Metaphor Theory (developed in the field of cognitive linguistics) and Embodied Simulation Theory (developed in the field of neuroscience), have consequences as a result (Cognarts, 2017). In order to offer insights and a thorough examination of the function of film in contemporary literature for the teaching and learning of English language skills, the two are merged (Cognarts, 2017). As a result, exposing students to cinema as part of honing their aural abilities and analytical skills through the projection of films will give them the intensity of appreciating literature.

2.4.2 Needs analysis on literature course for learners in Grade 10, 11 and 12

One of the primary claims made by numerous authors and scholars is that literature need to be taught as a course or subject in schools in order to better integrate it with learning resources, delivery methods, and literary texts for contextual analysis. Literature is currently taught in schools as part of the English curriculum rather than as a distinct assessment component. The adequacy of the content and the appropriateness of the teaching and learning resources in addressing the requirements of the students are thus not determined through the need analysis (Andi & Arafah, 2017).

A needs analysis is the process of acquiring the necessary data to develop a curriculum that is effective and meets the unique needs of each learner (Flowerdew, 2018). In a similar vein, Hariyadi and Yanti (2019, p. 94) "refers to actions engaged in obtaining information that would serve as the basis for constructing a curriculum that will fulfil the learning needs of specific groups of students." In other words, if a course, curriculum, or teaching materials are developed without doing a need analysis, many issues in literary teaching and learning will go unaddressed. It would be unfair for teachers and students to ignore these needs during the text analysis process because they are always aware of them. The teacher must determine the learner's needs, draw a distinction between "goal" and "learning," and identify those needs in order for this to happen. A study conducted in China indicated that 70% of the participants had never taken an academic writing course before, and that the academic writing skills that learners found challenging are ones that are less frequently taught. If learners' needs are not understood, this results in a lack of concentration (Cai, 2017).

The findings of the needs analysis assist us as teachers in determining the language skill needs and language skill deficits of our students. We can only choose resources that fulfil the demands of the students after analysing their needs and figuring out the goals of the language course. In order to create curriculum and instructional materials that can increase students' motivation and achievement, we must first do a needs analysis.

Once more, there needs to be a reason for performing the need analysis. The goal is to connect the learner's needs with the ideas, expectations, and insights of instructors, administrators, and curriculums. Masuhara (1998) shows how the needs have a moral framework for carrying out the needs analysis. Masuhara (1998) poses these queries in an effort to develop a model that will result in the development of a needs analysis, such as Whose Needs Analysis? What is meant by needs in the literature? They seem to have a clear definition in terms of:

- Whose needs are there for proprietorship?
- types (what types of needs are identified)

- Foundations (what are the underlying causes of the problem?)

Later, Masuhara (1998) created a chart in which she ranked the needs identified in the literature on needs analysis that needed to be increased.

Table 2.4.2: Need analysis in for literature learning

Learners' needs	Personal needs	Age, sex, cultural background, interests, educational background
	Learning needs	Learning style, previous language learning experience, gap between target level, present level of proficiency in various competence areas (e.g skills strategies): learning goals and expectations for a subject
	Future professional needs	Requirements for future understandings in terms of knowledge of language, knowledge of language use, L2 competence
Teachers' needs	Personal needs	Age, sex, cultural background, interests, educational background, teachers language proficiency
	Professional needs	Preferred teaching styles, teacher training experience and teaching experience
Administrator's needs	Institutional needs	Socio-political needs, market forces, educational policy, constraints (e.g time, budget and resource)

Adopted from Masuhara (1998)

Adopted from Masuhara (1998)

In the needs analysis, partners' predicted needs are listed in depth in the table above. If these demands are not met, it will be difficult for teachers to supply the essential pedagogical elements of literature. As a result, needs analysis is a crucial evaluation technique.

2.4.3 Application of short stories, novels, poetry and prose in an English language

classroom

Faraj (2021) claims that books have the power to appeal to and satisfy each learner's own learning style. Once again, a novel can influence the students' creativity and enhance their expressive and discourse analysis by providing them with more perceptive thoughts (Jaashan, 2022). The authenticity of the literary work, the depth of the language, the range of imagination and creativity, and the process of critical thinking are just a few benefits for adopting literary genres in the language classroom, according to a similar study by Abuzahra and Farrah (2016). (p. 23). Since the teacher can utilise a variety of strategies, the inclusion of novels as a literary form in the language classroom now directly benefits the students.

According to Darquennes, Salmons, and Vandebussche (2019), the development of new relationships between the two disciplines has been reenergized by the rise of cognitive linguistics (linguistics and literature). In other words, fresh perspectives on literary creation, clarification, reaction, and assessment are proposed through literary texts of novels, poetry, and prose using the principles of language structure and use and linguistic analysis (Abdulmughni, 2019).

Additionally, cognitive linguistics provides methods for emphasising the literary creation, interpretation, and evaluation processes (Karam, 2020). Additionally, literary critics' discoveries are supported by cognitive linguistics, providing a way to place their knowledge and intuitions within the context of a unified theory of human mind and language (Johnson, 2018). Language teachers who study poetry, novels, and prose are the personification of cognitive linguistics growth, according to the deep discoveries of language science being presented today.

Learners will develop their analytical and critical thinking abilities through the literary genres of novels, poetry, and prose, provided they also read academic materials (Simataa & Nyathi, 2016). To put it another way, short stories are also taught for critical appreciation, where they are examined from the perspective of description (Adhikary, 2020). Additionally, stories are explained in terms of historical context, character development, by delving into setting, plot, and theme, and by asking students to suggest lessons they can learn from the short story (Adhikary, 2020).

However, short stories are now taught in the secondary phase for all-purpose goals, such as to increase enjoyment, promote reading habits, enhance vocabulary mastery, familiarise students with imaginative worlds, impart moral teachings, and so forth. Furthermore, using pedagogical stylistic analysis can reveal subtle differences between the speaking and thinking styles of characters (Sang, Mou, Yu, Yao, Li & Stanton, 2022; Stockwell, 2020). When these differences are particularly jarring

from commonplace speech, a pedagogical stylistic analysis can illuminate the "micro-craft" of the literary work, highlighting connections between passages that might otherwise only be subconsciously understood.

The power of poetry alone can empower students in many different ways. That is to say, the subjectivity of the poetry text's rich substance allows students to confidently elicit their own subjective sensations (Ali, Hussain, & Ali, 2021). Students can discuss hate, love, ambition, jealousy, and other universal but subjective human emotions through poetry (Ali, Hussain, & Ali, 2021). In other words, the sincerity and relevancy of the gifts provided in poems make them appealing literary texts that can benefit language learners (Moldován & Alexandra, 2021).

Through poetry, they can acquire the stylistics method of analysis, which teaches them to employ graphological deviations to punctuate sentences in a way that emphasises the strong sentimental drift (Batra, Egbunike, Lorre-Johnston, Kamugisha, Manzo, Miller & Zarranz, 2020). Poetry can also be used to show how well the poet has recycled alliteration in the poem's first stanza on a phonological level (Robbins, 2017). When analysing poems, stylistic methods like alliteration, assonance, consonance, and resonance that replicate consonant sounds can be used (Ford, 2021). The first sonnet's use of alliteration, assonance, consonance, and resonance adds musicality to the poetic phrase and also stretches out strong, suspicious overtones (Jacobs, 2016). The application of stylistic techniques including symbols, imagery, rhetorical devices, and allusion has a number of ramifications as well. For instance, literature is thought of as the ability to narrate stories and reassign points of view via the lens of the author. The poems are filled with words that the poet uses to artistic effect to express his or her sense of grief, happiness, sorrow, or fury about life (Parveen, Jahanzeb, & Hafeez, 2021). It is not yet known how L2 teachers interpret metaphors used by poets, for example, to make their students more aware of how meaning might be inferred from literature. But this study's findings are anticipated to offer such proof.

For the selection of a text, one must take into account the route of picking and the excerpting of key passages is necessary (Stockwell, 2020). (Stockwell, 2020). In other words, while a range of genres provide insights into interpretative innovation and eloquence among learners, novels enrich learners with interpretative innovativeness and an approach. The teacher's use of several stylistic analyses, such as narratology, discourse analysis, sociolinguistics, pragmatics, and the cognitive consequences of cohesiveness, together with the composition of language and literature, is what unites educational stylistics (Almadro, & Evaristo, 2018; Lejano, Lejano, Constantino). Additionally, whether it is a novel, short story, prose, or poem, character development, narrative structure, tone and mood, genre, texture, realism, and viewpoint are crucial elements that must be thoroughly reflected in the analysis

(Jones, 2020; Aktokmakyan, 2021). The application of the aforementioned narrative/literal device, such as character development, narrative structure, tone and mood, genre, texture, realism, and viewpoint, in the genre books chosen for the curriculum has not yet been determined. However, the results of the current investigation might be able to indicate that.

More specifically, a properly defined curriculum that includes short stories and novels as content encourages language study and fosters the development of intellectual and language abilities (Qassem, 2020). It is necessary to look at tactics that are suited to the learners' attitudes in order to fully realise the potential of short stories and novels. The effects of short stories and novels on the emergence of realistic and natural language as well as a variety of text forms, including narrative, descriptive, and argumentative short stories and novels, have also been the subject of several research (Brevik, 2019; Gebauer, 2021; Jucker & Locher, 2017) Furthermore, these genres enable students to practise the language present in these works and replicate this comprehension in their writing at the sentence or paragraph level (Allen, 2018).

On the other hand, short stories offer more extensive literature-based instruction. The necessary tactics are provided in a study by Dobrovolná and Krobová (2020) including pre-reading, during reading, and post-reading activities, as well as supplemental worksheets. The instructor should use some selection criteria when choosing texts since they are significant and can provide students with adequate opportunities and incentives for learning (Dobrovolná & Krobová, 2020). Of course, many aspects must be taken into account, such as the intellectual level of the learners' difficulty or the simplicity of the short stories and learners' grade.

Hernando (2017) suggests that librarians develop plans that would encourage more students to read English novels and should encourage the collection of English books in various genres. Reading is the simplest and most efficient approach to obtain knowledge, according to Namaziandost, Dehkordi, Alipour, and Tilwani (2020, p. 105) Hernando (2017) and Namaziandost et al., both make compelling reasons for encouraging students to read more novels. The School-Based Learners' Association should promote initiatives that will support English as a second language, according to Saneka and de Witt (2019). According to Wessels (2010), creating school libraries there and providing teachers with professional development opportunities through mentorship and induction will improve the teaching and learning procedures in the schools for improved literature pedagogy experience.

Similar to this, Farris and Werderich (2019) recommend that English teachers incorporate a variety of tactics throughout the sessions to ensure continual reading of various English books and adequate comprehension evaluation. The establishment of English proficiency development programmes with English books should be guaranteed by the many school stakeholders (curriculum developers, ESL

teachers, advisory team, authorities at policy level) (Al-Mahrooqi & Denman, 2018; Papp & Rixon, 2018). A ministerial language policy must therefore be strengthened to raise English competence to the fundamental level. Because having a strong policy only on paper won't assist if the teaching and learning process isn't actually changing at all levels of basic education through appropriate benchmark of the selected genre's texts. However, there are also opportunities for educational stylistics tools to have a wide range of effects by creating techniques for poetic language or literary language in general (Jaafar & Hassoon, 2018). However, there are also opportunities for educational stylistics tools to have a wide range of effects by creating techniques for poetic language or literary language in general (Jaafar & Hassoon).

On the other side, motivation is thought to increase the desire for reading, especially among students who are less driven to read. Namaziandost et al. (2020) discovered practical methods to encourage students to read their study materials. For instance, students can commit to complete language learning goals in order to raise their awareness of and desire to participate in reading classes (Meihami & Saadat, 2019).

The traditional approach to poetry, then, looks at the aspects of its style that set it apart from other works and were also seemingly appealing from an artistic standpoint (Jeffries, 2006). According to Jeffries (2006, p. 645), poetry needs to address the following issues:

Figurative language: "the idea that there is a distinct difference between literal language and other types of communication, such as metaphor and metonymy, with the latter considered as derivative from and dependent on the former" (Jeffries, 2006, p. 645).

Poetic licence is the notion that poets have the freedom to change the norms of language, including the creation of new words and expressions more freely than is typical in other text-types (Jeffries, 2006, p. 645).

Poetry has historically been regarded to have the ability (not always used, of course) to condense thoughts and ideas into fewer words than would be the case in any prose genre (Jeffries, 2006, p. 645).

Foregrounding: "the notion that the artistry of the poem lies mainly in those features (often deviant ones) that are 'foregrounded' by virtue of differing in some way from the text surrounding them" (Jeffries, 2006, p. 645).

Textual patterning is defined as "the uncommon (foregrounded, and/or aberrant) patterning of text, either through sound (phonology) or structure (repetition and partial repetition)" (Jeffries, 2006, p. 645).

Authorial voice: "the 'norm' that, absent signs to the contrary, implies that those poems are written in the author's voice, whether or not they are in the first person. Of course, prose fiction is an exception where even a first-person narrative is not always taken to reflect the author's voice (Jeffries, 2006, p. 645).

Formal structures: "Poetry's structuring by rhyme, metre, and stanza length has traditionally been a highly visible evidence of its separateness from other genres" (Jeffries, 2006, p. 645).

The aforementioned comments transport us back to our early education and the events that eventually led to the study of poetry, which are not necessarily in opposition to prose by simply combining the two forms for stylistic analysis. Additionally, stylisticians' perspectives on novel views into literary linguistics have included phonology, semantics, grammar, discourse analysis, and cognitive approaches to text analysis (Antovi, 2021). Aside from being applicable to poetry, literary techniques like phonology, semantics, grammar, discourse analysis, and cognitive methods to text analysis are also seen to be useful for prose, novels, and other genres besides poetry. Being devoted to the study's findings, the researcher expected to discover a more in-depth strategy that teachers may use to make their arguments based on the literary texts they are exposed to.

Poetry enlightens us by teaching us to find amusement in the sentence, words, and rhyme; as a result, it arouses the feelings, emotions, and opinions of the audience. Over time, some academics have attempted to examine methods for determining the meaning (pragmatic and semantics) in a poem over imagination, as well as in any other original work of art (Boyd, 2017; Rahimipour, 2020; Searle, 2021). Finding hidden meanings (either semantic or pragmatic) that are typically written in a poetic form is the fundamental method in studying poems.

The most important factor to consider is that teachers occasionally find themselves in a hard situation to denote and decode the economic expression offered by poets, notwithstanding the uncertainties, ambiguity, lack of cohesiveness, and various referents (Al Siyabi, 2019). Once more, teachers should take into account word choice in poetry and its significance to provide a distinctive style in the analysis, so that lexical semantics can help students evaluate meanings when compared inside pragmatic lenses (Attardo & Pickering, 2021). In order to produce a contradiction or comparison analysis in the context of poetic analysis, the researcher, aligning the arguments from the study above, makes sure that the research questions are attached to the study's aims.

In light of this, literature content and the prescribed materials chosen and generated should meet the needs identified, especially the compatibility, applicability, and level of the learners' interests and curiosities. Additionally, it has been discovered that when students are challenged to express their

opinions on a certain topic in prose, poetry, or novels, this improves their academic skills in a way that lessens intellectual terrorizations and encourages taking chances (Simataa & Nyathi, 2016; Smit, 2007).

The process-genre writing method, which is a talent that students require as they gradually transition into the tertiary education system, is relatively new to a number of genres. According to Mukoroli (2016), this process approach to genre writing thoroughly examines a risky, eloquent, and pragmatic pedagogy to teaching academic writing, which is crucial in the literature, especially the pedagogical stylistic sector. As a result, according to Mukoroli, any teaching philosophy in a language classroom needs to be dynamic in order to take into account the needs, interests, and values of the surrounding populations. These facts demonstrate the necessity of analysing prose, poetry, and novels with writing, speaking, listening, and reading abilities in order to improve English for Academic Purposes (EAP). Currently, the high school ESL curriculum does not include a single Namibian novel, short story, or autobiography (Woldemariam & Gawas). Additionally, Woldemariam and Gawas (2020) make the idea that as creative writing and thinking are now underutilised in practise and at the policy level, they should be encouraged as part of language training.

In order to improve the effectiveness of the study of the poem as a whole and achieve accurate meanings, Quackenbush & Quackenbush (2021) present more analysis of poetry in terms of words analysed. On the other hand, it supports a novel strategy for selecting the poem's words, which results in explicit effects that are precise and significant (Quackenbush & Quackenbush).

Additionally, analysing poems offers a unique method for holistically interpreting meanings. Utilizing lexicology, for instance, allows for deep consciousness of the meaning behind words, including their connotation and denotation (Rao, 2017). In order to understand the communication and connotations of the poetry, it is important to analyse the words employed (Poroçani & Deda, 2021). The careful selection and exploration of words in poetry are important because they enable a skilful study of the poem, which in turn enables active interpretation and the achievement of accurate meaning (Nafuka, 2019).

In addition to the analysis produced by lexicology, semantics is acknowledged as another method for analysing words in poems. Once more, it is asserted that the combination of words produces a wide range of concepts or connections in locutions and sentences. That is the main point of poem analysis. Poems are also used as language teaching tools to improve students' grammatical competence (Ali & Tariq, 2021). According to Ali and Tariq's guidelines, teaching poetry is a suitable subject matter for both secondary and higher education because it enhances vocabulary and grammar. Similar to this, a related study found that when students are assigned group projects to explore poetry, they do so

interactively, actively participate in group activities, and work more cooperatively, which is beneficial for the development of language scholarship (Marcos, Fernández, González, & Phillips-Silver, 2020).

By helping teachers to demystify literary works for students and fostering an understanding of literary texts as inventions of language open to inquiry and cautious study, the application of word texts theory in poetry has somehow developed into a strategic tool (Giovanelli, 2010). In addition, by reading and thinking on oneself, it is anticipated that readers would get creative and ponder on reading habits that can be improved by ideas presented in critical rewriting (Al Alami, 2013). Therefore, when a work is determined to be engaging, there are opportunities for discourse analysis to advance through points of communication and more possible engagement between a poet and a reader in actual circumstances.

According to Khatib (2016) poetry possesses the fundamental cultural understandings of the target language (2011). In other words, poetry allows for sociolinguistic and cultural enrichment of learners. Once more, scholars and researchers assert that poetry directly influences students' and individuals' lives because it exhibits responsive and social components in its language (Nair, Krishnasamy, & De Mello, 2017; Mittal, Khatib, 2015). Through poetry, students will learn how to discern the hidden meaning by employing concrete devices like irony or metaphor. The poetry text also uses a range of words, linguistic rules, sentence building, and assembly and is based on real language materials (Tribus, 2017; Tiffany, 2020). Maybe you could say that an L2 teacher can evaluate a learner's ability by looking at how they interact cognitively with the material, either pragmatically or semantically. Additionally, almost every aspect of human life is hidden in poetry (Waterston, 2020). Poetry is related to the student's individual, conventional, and societal existence in some way because of its utility (Halman, 2021). In other words, poetry requires students to connect poets' works to actual events, which helps them develop their literal analysis.

2.4.4 Recent trends in pedagogical stylistics

According to Fong (2022) focusing on odd genres besides poetry, prose, and novels is a current technique to broaden the trends in the field of pedagogical stylistics. Many studies (Batra, Griffiths, Gui, Kamugisha, Lorre-Johnston, Mcneill, & Williams, 2019; Gifford, Konkol, Clawson, Foltz, Marújouls-Koch, Kidder,... & Parker, 2017; Lambrou 2015) are currently looking into the viability of including texts other than those of the literary genre, such as media texts (such as advertisements, print, and online news, and new/social media), subjective or non-literary stories, political dissertations and rhetoric, cartoons and anime, as well as film and subtitling.

By focusing to varying degrees on the several linguistics sub-subjects, which include disciplines familiar to literary critics such as philosophy, cultural theory, sociology, history, and psychology, stylistics has become more popular in the setting of multidisciplinary areas (Stockwell, 2020). Furthermore, "deviant texts were popular because they were entertaining and made it simple for the teacher to illustrate a particular point of usage; grammar and lexical choice were discussed as a motivating means of accessing the literature, rather than studied rather dryly for their own sake," according to pedagogical stylistics (Stockwell, 2020, p. 745). To put it another way, texts serve a variety of purposes when they are used in functional, pragmatic, pedagogical, or feminist literal stylistics to give students access to well-informed criticism and linguistic competence.

Recently, stylists have started to analyse vocabulary in context in order to better understand literary allusions (Nicolaescu, 2022). For instance, throughout some periods in England's history, words were created but they did not live longer. As a result, coinage was created in which words were created to preserve them for special effects or to suit one particular occasion, a quality known as "temporarism" (Dvalidze & Shavladze, 2013). Once more, stylistic decisions are made with the intention of the listeners or reader understanding them as; conveying attitude (as in the persuasive effects of style), expressing or communicating emotion, and communicating meanings that go beyond the linguistically specified meanings (Dvalidze & Shavladze, 2013, p. 7). That is to say that, through stylistics students will benefit from understanding how words and grammar are used in literary texts through stylistic analysis.

Additionally, Dvalidze and Shavladze (2013, p. 7) include topics that have recently come up in the teaching of stylistics, namely; Point of narrative structure, of view and focalization, Sound morphology, Parallelism and repetition in the syntax and lexicon, Meter and beat, genre, Realist, representational, and mimicking effects, Meta-representation, speech and thinking representation, and irony, Metaphor and other indirect meaning-giving devices the use and depiction of dialect, accent, and historically particular use variation, Group-specific speech patterns (actual or imagined), such as gendered slang as well as exploration of the inferential techniques readers use to ascertain the meanings being transmitted.

According to Nawash (2018), in order to engage a linguistic text, stylisticians primarily engage in a holistic critique of the teaching of literature, wherein during the final reading of texts, an unambiguous text makes explicit choices and the effects of those decisions are revealed (primarily on the meaning of the text analysed). For instance, by building a table of texts to detect patterns and functions in various aesthetic ways, students can recognise sentence tree structures, some correspondence for syllable construction, word construction, or discourse construction (Dvalidze & Shavladze, 2013). It is

significant also to students' aesthetic experience and understanding of poetic importance will increase when pedagogically focused stylistic activities are used in language lessons.

In other words, stylistics as a discipline or interdisciplinary field has given many teachers the ability to critically analyse texts for various purposes in order to improve learners' competitiveness in language usage and capacity for tactics. However, it is not known whether all teachers during their training course stylistics was involved. Another method that has been extensively studied is the use of stylistics in the context of "pragmatics and discourse analysis," which are persistent in negotiating new tools and areas of study for stylistics' examination of varied text functions (Stockwell, 2020). Students can utilise the literal device to reveal characters and their intended meanings from the play texts, which is an example of pragmatics and discourse analysis in action.

The fundamental "levels and units of analysis in language," often known as "levels of language," is another intriguing method Simpson (2004) suggested. Depending on the focus, this technique facilitates the analysis and interpretation of a text. A table with more specific instructions on how to use it is provided below.

Table 2.4.4: Levels of language for pedagogical stylistic analysis

Level of language	Branch of language study
the way words are spoken and how they sound when they are spoken	<i>phonology;</i> <i>phonetics</i>
written language patterns; the layout of language on a page	<i>Graphology</i>
The construction of words; words and their underlying structures	<i>Morphology</i>
The combination of words into phrases and sentences	<i>syntax; grammar</i>
The language's lexicon and the terms we use	<i>lexical analysis;</i> <i>lexicography</i>
Understanding word and sentence meaning	<i>Semantics</i>
the manner in which sentences and words are utilised in everyday contexts; the meaning of language	<i>pragmatics;</i> <i>discourse analysis</i>

(Leech & Short, 2007)

Language teachers can use the following table to discover how to extract more detail and in-depth analysis from the literary texts that are offered to the students. How does it work? In Leech and Short's (2007) example, learners' "activities" were organised according to four main linguistic categories: lexical categories, grammatical categories, figures of speech, and coherence and context. In order to

engage and analyse texts at multiple levels, think critically about their structure and purpose, and determine what meaning can be extrapolated from them, Leech and Short developed a number of questions.

More thorough analysis of the questions is provided by Leech and Short (2007, pp. 61–64) as follows:

- **Nouns**

Are the nouns tangible or abstract? What categories of abstract nouns exist, such as those that pertain to things like events, perceptions, actions, moral values, and social attributes? What function do proper names and collective nouns serve?

- **Sentence forms**

Does the author just employ statements (declarative sentences), or does the text also contain questions, directives, exclamations, other minor sentence kinds (such sentences without a verb)? What purpose do these other categories serve if they do appear?

- **Phonetic patterns**

Exist any phonological rhyme, alliteration, assonance, etc. patterns? Exist any noticeable rhythmical patterns? Vowel and consonant sound patterns—do they cluster differently? What connections exist between these phonetic traits and meaning?

- ***Cohesion***

Does the text have any logical or other connections between sentences (such linking adverbs or coordinating conjunctions)? Or does it frequently rely on implicit meaning connections?

The assertions and questions mentioned above all give specific information about how analysis can be used to question texts at various levels to determine their meaning and function. Additionally, it makes sense that students could gather alternative resources like EFL novels, which also allow them to grasp (different) cultural ethics and allow them to engage with historical and modern social, political, ethical, and other subjects (Ahmad & Nadarajan, 2020).

In the context of language use, Tariq (2018) provides viewpoints on morphology, graphology, phonology, and lexico-syntax, arguing that specialisation possesses extraordinary qualities in terms of the following:

Offering students ways to recognise speech sounds and how they are organised and made in language;
Studying the system words, shapes, or structures in particular and lexico syntax, which is also known

as lexico-semantic; Studying languages, writing system or orthography where it is seen in numerous types of handwritings or topography; To provide quote marks, ellipses, periods, hyphens, contracted form, special structures, colons, full stops, commas, semicolons, dashes, question marks, capitalization, tiny print spacing, lowercase letters, and italics as foregrounding options.

Tariq (2018) informs us once more of the distinctiveness of styles and how they can be improved through thought expression. Onomatopoeia, a combination of speech sounds that targets beginning sounds created or originating in nature, such as the sound of wind, sea, thunder, etc., is one of these jargons or devices (Dvalidze & Shavladze, n.d.). Again, alliteration is a phonetic aesthetic approach that aims to give the words a musical impact through the repetition of related sounds, primarily consonant sounds (Jabarouti, 2021). Additionally, rhyming is used to analyse literary texts. Rhyme is the repetition of same or similar terminal sounds joined and spaced at regular intervals (Allen, Cohen, Hager & Taylor, 2020). Poems can occasionally be used as a teaching tool or to help students grasp rhymes.

The best methods for teaching English literature have been sought after for a while by academics, teachers, and policymakers. According to a recent study by Atek, Hassan, Azmi, Yah, and Azmi (2020), teaching English literature using a moral-philosophical approach is the best methodology for students, followed by information- and language-based methodologies. To put it another way, ESL teachers who teach English literature ought to incorporate moral principles into their lectures (Rahman, & Manaf, 2017). The results of the study by Atek, Hassan, Azmi, Yah, and Azmi are helpful for developing curricula, especially in the setting of Namibia L2 linguistic standards. Therefore, the promotion of literary instruction in the new paradigm can be achieved by scholars, decision-makers, and educators using new methodological approaches. Additionally, the study by Atek, Hassan, Azmi, Yah, and Azmi (2020) revealed that there may be a need to increase teachers' awareness of their students' preferences for literature educational approaches. To get some of the Namibian literary texts studied at the university or high school for English language learners or study niche areas, Woldemariam and Gawas (2020) provide a variety of literary selections and methodologies.

The National Curriculum for Basic Education (NCBE) proposes that teachers should be informed about areas in which learners possess weak English language abilities to give them priorities through practise as it is taught across the curriculum (Ministry of Education, Art and Culture, 2016). (Ministry of Education, Art and Culture, 2016). MoEAC (2016, p. 34) adds the following details;

All teachers must develop the learners' core skill of communication. This entails developing the learners' familiarity with and ease in using the terminology of the subject when talking about the subject matter. Since English is a second language for the majority of learners, subject teachers

must take time to ensure that learners understand the vocabulary, technical terms and jargon of the subject, but not as abstract terms to be learnt by rote – they must be able to use them correctly and meaningfully in context. The meaning of subject terminology must be explained as they arise. Attention must be given to developing the learners' oral and written communication skills within and about the subject matter, including their ability to express themselves correctly and clearly when talking or writing about the processes and skills that are part of the subject.

Learners must master a variety of terminologies, vocabularies, and jargons in order to comprehend linguistic technical words like lexical analysis or lexicography in the context of literature that is covered in English as a topic. Their ability to think critically and analyse data would be hindered if they are unable to master the literary devices used in analysing different literary genres.

Rahman and Manaf (2017) have suggested that in order to educate creative and critical thinking abilities through English literature, scholars, educators, and policymakers should investigate Bloom's taxonomy. According to the research's conclusions, "the English syllabus with enhanced taxonomy should be built on holistic learning goals which encompass three sets of abilities - Rationale Thinking, Purposeful Thinking, and Effective Relation with Contexts" (Rahman, & Manaf, 2017, p.245). It simply means that by exploring the Bloom's taxonomy approach, holes in the curriculum regarding how to encourage creative thinking can be filled. By utilising the form of stylistics in teaching, curriculum architects must be mindful of the implications this has for the critical thinking that is being fostered through literature. Similarly, there is semantics and pragmatics aspect that must be looked into. The researcher is currently unaware of how curriculum designers are addressing this to improve literacy instruction using forms of stylistics (functional, pragmatic, feminist pedagogical approaches) to educate creative and analytical thinking skills.

In addition to Bloom's taxonomy, a new study by Elkommos (2019) contends that learner-centred collaborative learning, which is applicable to drama and plays, imparts the aforementioned to the task through activities like seminars, small group work, video watching, acting out poems or plays, and group discussions. These students should "grow language use and gradually build linguistic sensitivity and literary ability that are instrumental and applicable to their future career" as a result of doing this (Ho, 2014).

2.5 Research gap(s)

Evidence is available on the gaps that indicate that there is a lack of sufficient reading materials selectively on literary texts which are most appropriate for junior and senior secondary schools in English, particularly on the short story, novel, or an autobiography (Woldemariam & Gawas, 2020).

However, the purpose of this study is to try to mitigate strategies on new pedagogical styles and methodological concepts which are most appropriate for English teachers in the form of recommendations was done at the end of the study. In nutshell, the review for gaps in knowledge, theoretical and methodological shortcomings, need for further research, unanswered questions, and disagreements in literature and theoretical frameworks that need to be revised to resolve controversies are proved throughout the literature reviewed.

2.6 Conceptual framework: Eclectic approach

In this study, literature studies at Onawa Senior Secondary School in the Omusati district were evaluated in terms of pedagogical stylistics, which served as its foundation. A subfield of stylistics with the goal of giving English instructors useful tools is pedagogical stylistics. Academic interest in the analysis and interpretation of literary materials is always important for learners. Linguistics and other literary text problems call for a literary analytical toolbox in the form of a conceptual framework that explains how to approach the text to be studied in a specific context for straightforward understanding. This interaction between teachers, students, and the texts identified is what leads to the identification of the texts.

According to Mohammadzadeh (2017), teachers should spend time concentrating on activities to negotiate meanings in order to engage students. Additionally, Lima (2010, p. 111) adds that "texts which engaged affectively, challenged cognitively, promoted linguistic awareness, and helped learners to reflect critically on and respond artistically to the world where they live" are acceptable for learners' sake and to pique their interest. In other words, the choice of text must be appropriate for their level of participation and the material should be used to make sense in order for them to develop a love of reading.

In light of the difficulty of the text or the use of archival vocabularies, which frequently necessitate that learners search up definitions, Mohammadzadeh (2017) emphasises the significance of the language of the text being relevant. In light of this, the **Conceptual Framework: Eclectic Approach and its Pedagogical Stylistics** framework of a principled eclectic approach to ESL pedagogical teaching in genres like poetry, short story/novel, and drama was necessary for this study. It also called for the application of pragmatic, semantic, or discourse analysis.

2.6.1 A brief historical account of the Eclectic Approach and its Pedagogical Stylistics framework

The researcher was able to assess texts from many genres, including poetry, short stories/novels, and theatre, using a framework constructed through an eclectic approach method based on pedagogical teaching methodology. The phrase "principled eclecticism" was first used by English linguists Henry

Sweet and Harold Palmer in the 1920s and 1930s, and it was later adopted by Larsen-Freeman (2000) and Mellow (2000). This approach has historically been employed in language teaching due to its appropriateness, dependability, and pluralism (Ztürk, 2018). The eclectic approach combines several methodologies and teaching and learning strategies. Its application was intended to integrate the strengths of traditional and cognitive methods while taking into account the ages and grade levels of all learners. Additionally, the eclectic approach has in the past included the inclusion of content, the creation of information, the lowering of prejudice, the promotion of equality in education, and the encouragement of competition (Ztürk).

The study's conclusions then gave rise to perceptive disputes over whether the chosen texts are sufficiently applicable in light of the goals and objectives to be attained by the curriculum and syllabus. It would be reasonable to assume that the data's findings are connected to the conceptual framework in the setting of this investigation. Literature is regarded as a reliable source of literary texts that offer a wide variety of styles, registers, and text types at various levels of difficulty, valuable authentic material that helps students become familiar with various language functions, forms, and rules, enduring fundamental human, dialectical, and psychoanalytical issues, and literary forms of themes with which learners can bring their own personal response from their own experience and cultural background (Luo, He, & Yang, 2001; Mwanza, 2017). The analysis standards in schools frequently do not call for the reading of texts that give students different analytical avenues. That is a gap all by itself.

As a result, the frameworks aid in illuminating the researcher's understanding of eclectic pedagogy with principles that are acceptable in light of the most recent pedagogical and theoretical information. It also made it possible for the researcher to analyse the study's results in light of the uniqueness, applicability, and potential of the micro strategic framework created by (Kumaravadivelu, 2006, p.69). The framework additionally gave the researcher the chance to analyse the data in light of the genres that were appropriate for the senior secondary phase as outlined in the curriculum and syllabus, which are the official publications of the Ministry of Education, Art, and Culture. Furthermore, Luo, He, and Yang (2001) point out that the eclectic method approach incorporates listening, speaking, reading, and writing skills and may include some classroom activities. It is not a specific, single method. Thus the conceptual framework makes it the most useful method for the analysis of the data collected.

Additionally, the study's pedagogical stylistics method and conceptual framework were linked through interpretation for understanding as well as the use of literature and language instruction in the classroom to help students improve their complicated interpretation and understanding.

Subject of teaching	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;">Learners</div>			
Content of teaching (4 skills of language)	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;">Listening</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;">Speaking</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;">Reading</div>	<div style="border: 1px solid black; border-radius: 15px; padding: 5px; width: fit-content; margin: 0 auto;">Writing</div>
Syllabus aims and objectives	<ul style="list-style-type: none"> • Evaluating the significance of teaching poetry applying the pedagogical approach in a literary text • Assessing the significance of teaching short stories/novel applying pedagogical approach in a literary text • Investigating the significance of teaching of drama applying the pragmatic and semantic approach in a literary text 			
Teaching Aids	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Text from Anthropology of poetry books</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Text from novels and Short story books</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Text from drama series books and films</div>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Text from Computer-based prepared</div>
Pedagogical approach to teaching.	<div style="border: 1px solid black; padding: 5px;">Teacher apply the learner-centred for critical discourse analysis, pragmatic, semantic based on activities prepared to achieve the aims and objective of the lesson while learners improve on the skills.</div>		<div style="border: 1px solid black; padding: 5px;">Teacher-centred approach elaborates, contextualise text through probing with questions to assess, investigate and evaluate how pedagogical, pragmatic, semantic applied.</div>	

Table 2.6.1: Eclectic approach and its Pedagogical Stylistics framework

In the classroom, this eclectic method is employed to help students improve their complicated interpretation and knowledge of literature and language, making it unique and adaptable to the pedagogical stylistic model (Mohammadzadeh, 2017). This indicates that the framework is investigated and focused on due to the simultaneous construction of meaning by the writer and the reader (Werth, 1999; Gavin & Mohammadzadeh, 2017). Discourse analysis, semantics, and pragmatics are all components of the eclectic approach, which is used in the instruction of students in a variety of literary forms, including poetry, prose, short stories, novels, and theatre (Luo, He & Yang, 2001). By involving students in a variety of genres and developing their reading, writing, listening, and speaking skills, teachers may help students apply their knowledge contextually to topics that interest them. Thus, the Eclectic approach framework encourages the creation of meaning, literal critique, and the development of creative thinking through literal texts.

2.6.2 Application of the Eclectic Approach to the study

With the teaching model focusing on literary texts genres including prose, poem, short stories, and the novel, the eclectic approach has some components that are appropriate to pedagogical stylistics technique of teaching. The eclectic method can be related to prepared activities through stylistically oriented pedagogy in that varied literary texts will empower language teachers in terms of language and literary awareness by providing them with a pedagogical instrument for teaching literature (Mwanza, 2017).

In the discourse analysis, pragmatic, and semantic approaches to teaching and learning of many literary texts of all kinds of genres, the eclectic method provides a good connection between the reader and content. There is a need for an eclectic approach through discourses to provide analysis to a variety of genres as a toolbox for the researcher in the sense that the researcher would interpret how, and communication brings the author and the reader together by interfering with the material (Mwanza, 2017). Therefore, it is true to argue that the eclectic method offers greater insights into the best ways to teach literary works in the classroom. Despite assertions that literary books are challenging in terms of vocabulary, pronunciation, and grammar (Kumar, 2013), the eclectic approach has made it simpler to be able to teach a variety of literature.

Furthermore, according to Kumar (2013, p. 1), the strategy "eclectically bridges the gap between learning and teaching models" in the sense that it makes clearer the pedagogical strategy or method for teaching and learning English. The gap between the skills to be tested is more specifically filled by reading and writing because they complement and reinforce one another (Kumar, 2013). Writing cooperation is facilitated by speaking and listening at the same time. Therefore, the four skills are primarily improved by the eclectic approach to learning English speaking. The eclectic approach is appropriate for this study's analysis of data findings for the following reasons: "The eclectic method is a combination of different method of teaching and learning approaches. This method effectively works for any kind of learners' irrespective of age and standard. Learning is fun and innovative due to the unique nature of leaning process. (Kumar, 2013, p. 1)

Thus, by integrating eclectic methods and principles in terms of grammar competence, sociolinguistic competence, discourse competence, and strategic competence, the researcher will be able to interpret with articulation whether the pedagogical strategies in teaching literature in ESL are applied correctly. Overall, a teaching method that uses an eclectic approach is a rich combination of different activities since it is the best method for analysis in this study. The Participatory Approach, Communicative Approach, and Situational Approach are the key characteristics of the approach.

Furthermore, this approach/method has been unequivocally demonstrated in numerous ways, such as the fact that learners benefit from having a clear understanding of what they are learning thanks to this eclectic theory of language. The key characteristics of this methodology include several tasks, intensive engagement, active learning, objective correlation, and quick outcomes (Kumar, 2013, p.2). It is accurate to say that this method has been shown to be effective for students in any grade, and numerous studies that have used it have documented its value.

2.7 Chapter summary

This chapter's conclusion included reviews of numerous pieces of literature that had been contextually examined in accordance with the study's objectives. The difficulties of learning literature when English is a Second Language (ESL) were the main topic of the literature review's first subsection. Many studies detailed difficulties encountered, including the scarcity of teaching resources for literature that are pertinent to the types of curriculum being implemented, the lack of sufficient reference materials, and the fact that ESL teachers lack the necessary training on the revised curriculum and its requirements for how to address the pedagogical aspects of literature. Similar to this, the physical environment is unfavourable because ESL teachers lack a mini-library in their classrooms, have packed spaces that might make it challenging to work with students, lack enthusiasm or motivation on the part of the teacher, and other issues. The literature study concentrated on how characters and characterization might have an impact on a novel in the setting of English as a Second Language (ESL), where many research has been done. The review concentrated on a creative analysis that can be best communicated via pedagogical stylistics. Other assessments of significance focused on the pragmatic discipline and difficult ideas like word-based questioning.

Additionally, literary criticism is important because it gives students the understanding to broaden their perspective and recognise flashbacks and foreshadowing in the literary material they are required to study. Finally, the examination of the literature offered linguistic tactics for tackling difficult language issues when studying ESL literature at the senior secondary level in Namibia. A variety of texts other than those of the literary genre, including media texts (such as advertisements, print and online news, and new/social media), subjective or non-literary tales, political dissertations and rhetoric, cartoons and anime, as well as film and subtitling, were all covered in detail.

Poetry instruction is a suitable subject matter for secondary and tertiary education because it enhances vocabulary and grammar. The study of poetry in groups is also recommended since it allows students to engage more, take an active part in group activities, and build language scholarship in a more cohesive and helpful manner. According to the goals and objectives of the curriculum, a needs analysis for literary studies in senior secondary schools needs to be created. Since schools are unable

to purchase reading materials due to a lack of funding, other stakeholders and NGOs must participate in contributing pertinent literature items. The research methodologies and techniques used by the researcher to gather data for this study are discussed in the following chapter.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

3.1 Introduction

The research approach used in this study is presented in this chapter. It also describes the research approach, research design, and research philosophy. The chapter also covers the study's demographic, sampling strategy, research sample, research tools, data collection methods, data presentation, interpretation, and analysis, as well as the ethical guidelines.

3.2 Research approach

This study employed a hybrid strategy to get its data. When the researcher has chosen the population to be studied, the population to be sampled, and the sampling techniques to be utilised to pick the participants, this method works well. Additionally, the researcher used a mixed method of research design in conjunction with interpretive traditions for this study. Because it is adaptable and there was a lot of data acquired, a mixed method design was used for this study. Because a mixed method case study design is an empirical investigation, the researcher chose this approach. Moreover, the analysis was directed by the explications of the Eclectic Approach, which allowed the study objectives to be satisfied.

3.3 Research paradigm: Pragmatic Research Paradigm

Since this study followed a mixed method, the philosophical assumptions and paradigm that underpinned this study was Pragmatic Research Paradigm. Our method of thinking is influenced by positive, interpretive/constructivist, critical, pragmatic, and other perspectives. The study seeks to use mixed methods approaches, whereby many approaches to problem-solving are used to uncover the truth about the linguistic challenges in studying literature in an English Second Language (ESL) situation, the linguistic significance of literature in an English Second Language (ESL) context, and the linguistic paradigm that underlies this study's use of both qualitative and quantitative techniques.

Because pragmatism incorporates research designs that make operational decisions based on "what will work best" in answering the research issues in question, pragmatic researchers are able to conduct research in novel and dynamic ways to overcome research obstacles.

3.4 Research design: mixed method single case study

In order to gather relevant data for the investigation, the researcher used a mixed method single case study with an exploratory sequential design in this study.

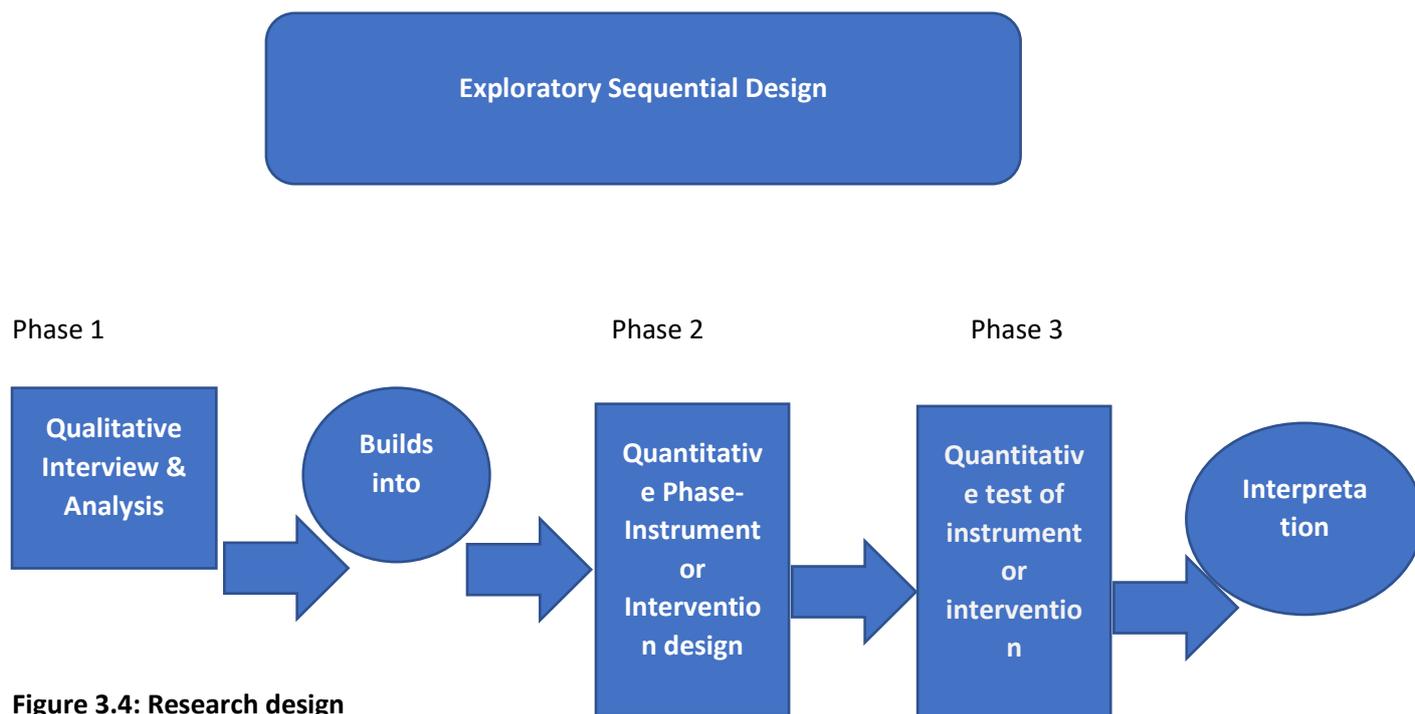


Figure 3.4: Research design

Because mixed method research studies language, whether written or spoken, and action to identify patterns, themes, or theories in order to provide insights into particular situations, it was determined that this case design was appropriate for this study (Boundah, 2011). Additionally, the research methodology is independent of sample size and can produce significant results with a small sample size. It is too complex to be answered by a simple yes or no premise. No attempt is made to alter the participants' behaviour in the mixed method research approach, which gives a way of thinking about understanding social reality and its natural contexts (Cohen, Manion & Morrison, 2015). The units of this study were Grade 10-12 English teachers and learners at the selected school.

The objectives of this study were to evaluate the linguistic challenges in studying literature in an English Second Language (ESL) situation, to determine the linguistic significance of literature in an English Second Language (ESL) context and to assess the linguistic strategies that can be applied to challenging linguistic problems in learning ESL literature at the Namibian senior secondary level. Due to the limited time that the researcher had, the study was conducted at a selected school in Omusati Region, with English teachers and learners as participants. The researcher used a mixed method with interviews (face to face) and test items for learners' questionnaires as a way of research approach and data collection method. However, all Covid-19 health protocols were observed.

3.5 Research setting/ location of the study

The study was conducted in a secondary school in the Omusati district. The school is hidden deep in the village, around 20 kilometres northeast of Outapi town. The institution opened its doors on February 19, 2013. It is considered as the top-performing public school in both the nation and the area. The history of the school began with the creation of the first school of excellence in the Omusati region. In terms of academic performance, this school has long topped the national rankings. The school is run with an emphasis on discipline, unmatched collegiality, a strong work ethic, inventiveness, and a selfless mentality.

Due to this school's advantageous position in the region, at national, the researcher grew interested in conducting the study there. The performance of English at that school, which is somewhat expected to gain insight from the participants, and the ability of teachers to flex their capability to impart the pertinent knowledge about the linguistic aspects to senior secondary learners are among the reasons the researcher chose to conduct the study. The school is still a young intellectual baby. The ranking school previously boasted of moving up from ninth and tenth place in the 2015 and 2016 Junior Secondary Certificate (JSC) examinations to second and second nationally in 2017. The school maintains its top spot in the region, and this accomplishment is credited to their method of training students from Grade 8 until they enter the final year of senior secondary school.

3.6 Study population, sampling, and sample size

3.6.1 Study population

The study's participants were all of Onawa Secondary School's ESL teachers working with Grades 10–12 students (Add). 950 students and 5 ESL teachers at Onawa Secondary School, where sampling was done, made up the study population.

3.6.2 Sampling

Researchers must choose how many people, groups, settings, events, or behaviours need to be watched before they can begin sampling, which entails choosing which subjects, circumstances, behaviours, or events to include in the study (Macmillan & Schumacher, 2010). For the goal of gathering qualitative data, English teachers were chosen using the purposive sample technique. Random convenient purposive sampling was used, and informants were purposefully chosen because they are the ones who can supply information that is most pertinent to the subject under investigation, based on their experience and propensity to provide reliable information (Creswell, 2013). Additionally, they had to teach literature to students in Grades 10 through 12 at Onawa Secondary School in order to meet the sample criterion. The homogenous purposive sampling

approach was used for quantitative research approaches on the sample of learners. Students taking ESL lessons in Grades 10 through 12 at Onawa Secondary School were the sample criteria.

3.6.3 Sample size

Four teachers from Onawa Secondary School who taught literary studies to students in grades 10 through 12 made up the study's sample size. On the other side, a straightforward random sampling approach was used to sample 30 students (103 each from Grades 10, 11, and 12). Individual interviews with these English teachers were placed, and test-style questions were given to the students.

Again, the main and scientific reason for selecting a sample size of 30 learners and only 4 teachers were as follow; the researcher was interested in learning how much about the population was already known, its variability, the cost of sampling (importance of information), how difficult it was to collect data, and how exactly the researcher wanted the final estimations to be.

3.7 Research instruments

The instruments used in collecting data are described below.

3.7.1 Questionnaire

Because a list of questions was used to get data from a specified population (participants), self-designed questionnaires test items were utilised to gather primary data from the learners. Items from questionnaires that are administered by researchers allow for greater insights because they are inexpensive and easy to use. There were two sections to the questionnaire. The learners' gender, age, and current grade were among the general demographic details covered in the first segment. The second section asked students for information about the material and how teachers delivered lessons in accordance with the curriculum and the National Curriculum for Basic Education in particular (NCBE). Open-ended question items were included at the end of the surveys.

3.7.2 Interviews guide

During the study, interview guidelines were used to gather data from participants. A questionnaire for interviews served as the researcher's tool for gathering data. In order to allow the participants to talk about their experiences, this study used an interview guide that had a list of questions and subject topics that should be covered during the interview. The interviewees get the chance to express their own opinions on descriptive subjects by using the interview guide. Face-to-face interviews enable more in-depth data collecting and thorough comprehension, according to Creswell (2012). Facial emotions and body language are easier to recognise and interpret.

With follow-up inquiries, the interviewer can elicit in-depth answers from the participants about their responses. It aids the participants in communicating and disclosing information that is thought to be pertinent to the subject. This guided method of interviewing also enables the interviewer to ask follow-up questions to gather further information and elaborate on points of interest. Four ESL instructors were spoken with.

Due of their involvement in literature courses in Grades 10 through 12 at Onawa Secondary School, these individuals were interviewed. They have more expertise in applying the national documents as outlined to provide students with the required curriculum. These individuals have better experience with the senior secondary level literary component. The researcher would be in a better position to evaluate through analysis the pedagogical features of teaching literature that are lacking, what has been successfully applied, as well as the limitations and strengths in the approach, given their expertise and knowledge. Each person was the subject of a 30-minute interview.

The majority of qualitative research uses interviews, which take place when researchers ask one or more people broad, open-ended questions and then record their responses. Audio recorders are frequently used to enable more accurate transcribing (Creswell, 2012). After conducting interviews, the researcher frequently types the material into a computer file and transcribes it for analysis. Interviews are very helpful for learning the background of a participant's experiences and exploring in-depth knowledge on a subject.

Following up with specific respondents following questionnaires, for example, to further explore their responses, may be valuable through interviews (Al-Ababneh, 2020). Interviews are utilised in mixed research in particular to explore the significance of major topics in the lives of the interviewees. Understanding the meaning of the interviewees' expressions is the primary goal of the interview process (Saunders et al., 2009). During interviews, open-ended questions are typically posed in an effort to elicit unbiased responses.

3.7.3 Selected genre texts for Grade 10, 11 and 12

Furthermore, relevant prescribed genres such as poetry, novel, drama and short stories aligned to language policies and curriculum in education regarding the L2 performances were requested to support the data collected through interviews or questionnaire. Information obtained from genres enabled the researcher to structure research problems by asking relevant questions for the study. In this case, texts analysed complemented and strengthened data obtained through other methods such as interviews and questionnaires.

The researcher analysed the texts and tried to access minutes of the departments to triangulate data and to make sure that they are reliable as well as resemble what the participants articulated during

the interview process. The data collected regard, test items (questionnaires) as well as interview transcriptions were used to develop themes for data analysis and presentation.

3.8 Data analysis

According to Brink (2017), qualitative data analysis (QDR) is a spectrum of processes and procedures that help us turn the data we've gathered into an explanation, understanding, or interpretation of the people and circumstances we're researching.

To determine how the data relates to the research questions and objectives, the researcher collected and analysed the data. Analysing qualitative data has as its goal of examining the symbolic and meaningful nature of the information included therein. By reading the data required, the researcher gained familiarity with the information that had been collected. The data had undergone a thorough examination that allowed the researcher to draw conclusions and then look for general concepts that later developed into themes and patterns. The information gathered through each method was examined, and the similar results were combined. In order to make sense of the findings and respond to research questions, the data were interpreted. In addition, the researcher presented the quantitative data as a table, which was then subjected to analysis and interpretation.

3.9 Ethical considerations

"As researchers anticipate data collection, they need to respect the participants and research venues," writes Creswell (2016, p. 64). The regional directors and the English teachers for Grades 10 through 12 both confirmed that the researcher had received permission from the relevant authorities to study study participants. First, the researcher went to the school's principal to let her know that the directorate had approved the study's use there. Second, to inform the principal of the legal steps the researcher took to enter the institution, a consent letter, clearance certificate, and permission letter were submitted. Thirdly, in order to address the preliminary stage before data were collected, the researcher spoke with language teachers, the HoD for languages, and their students. The Covid-19 rules adherence, a consent letter to be written, especially for those learners who are under 18, who needed the consent of a guardian or parent to assent by signing the letter, were among the topics that the researcher talked with the participants. Other concerns with the Covid-19 rules were making sure that the following protocol—Covid-19 precautions during the survey—was followed.

The following precautions were implemented and followed in light of the risk of Covid-19 transmission. When handling all of the research materials during distribution and packing, latex gloves were worn. Three days after they were collected from the participants, all questionnaires were

reviewed. Before and after touching the research-related materials, everyone who was involved in handling them sanitised their hands.

- **On site measures**

All participants were required to wear face masks at all times when the researcher was present. The location that was used for the distribution and consultation was cleaned both before and after. Sharing of stationery was not permitted. The appropriate social distancing setting was implemented with strict attention. The distance between the people seated was 1.5 metres. Any participant who disregarded the aforementioned guidelines was automatically removed from the survey.

The researcher also gave the participants the assurance that the material would be kept strictly confidential and utilised exclusively for research purposes. After the research study, the researcher didn't damage any of the areas that were avoided. Additionally, informed consent is taken into account, which entails educating participants and gatekeepers about the study's goals and involving them in the decision to participate (Creswell, 2014). When the sample of teachers in the study was made aware of the purpose of the study, informed consent was seen. Participants were made aware of their ability to leave the study at any time. A consent form was signed by each participant. Participants received assurances that their answers would remain anonymous and that the study's sole intent was academic.

According to Maree (2014), maintaining privacy entails giving individuals the freedom to decide how much and how they reveal or withhold information about their actions, attitudes, or ideas. As a result, the researcher did not need to force individuals to divulge data that they felt invaded their privacy. All participants were informed of this. The participants' right to privacy would have been violated in this study if the names of their classes, schools, or other identifying information had been made public.

Assuring participants that the information collected is kept in the utmost of confidence is part of maintaining confidentiality (Maree, 2013). Before the study could begin, authorization was given after a thorough explanation of the study's secrecy. When the researcher provided alias names to the school that was chosen for data collection, confidentiality was upheld. The identity of the research site and the protection of participants are both aspects of anonymity, according to Creswell (2014). Because the research did not record the participants' full identities, anonymity was observed. In order to respond to the interview's questions, no names were necessary.

As a result, the rights of the participants were highly valued. The researcher informed the parents or guardians in a letter that the research would be conducted with integrity and that their minor children

would participate in the study. The parents received guarantees that the information gathered from the students would only be applied to the research. Nothing more from the study was revealed to a third party.

A questionnaire for the children was made computerised so that they could respond on the school computer, which is near the desk computer and where the keyboard may be sanitised. The researcher's protected hard drive contains the student responses that they received. The student survey responses were removed from the school computer's computer files. The participants submitted no written materials. The researcher also made sure that the 2 metre separation between him and the participants was maintained between the English teachers that took part in the study. They were cleaned by the researcher. Through the use of an audio recording that was only handled by the researcher, data were gathered. A password was used to protect the hard drive's storage of audio data. The hard disc was kept in a secure place at home that was closed and impossible for anyone to access.

3.10 Chapter summary

This chapter described the methodological framework for the study as well as the research philosophy, or paradigm. The research design has been described in this regard. A description of sampling and the tools employed was provided. The procedures for data analysis and moral concerns were described. The demographic and the method of data collecting were also highlighted in this chapter. The process through which the researcher describes how the information for the research project was acquired is referred to as research methodology. This chapter described the study's methodology and research strategy in detail. The population, sample, approach, inductive study with the exploratory sequential method, population, qualitative research method, data collecting, and statistical analysis made up the research design. The chapter also included a description of the research technique. The option of using mixed methodologies were also emphasised. The chapter also discussed ethical concerns that were taken into account while conducting the research.

CHAPTER FOUR

MAJOR FINDINGS AND DISCUSSION

4.1 Introduction

Based on the themes that emerged from the data analysis, this part delivers the study's conclusions. The information offered includes a description of the data that was gathered, together with any thoughts or elucidations of the subjects and circumstances. This entails enhancing and presenting the data from the in-depth interviews to provide findings that offer helpful facts, recommendations, conclusions, and decision-supporting information (Anyon, 2009). The data were analysed thematically and presented in themes that were in line with the research aims because the study used a qualitative methodology. Through the use of coding, thematic analysis was carried out in six stages to produce recognisable, significant patterns (Braun & Clarke, 2014). The integration of the researcher's explanations and analyses with the literature acted as authentication of the themes (Ader, 2008).

The sequential processes of data familiarisation, data coding, thematic development, searching for themes, reviewing themes, defining and identifying themes, and lastly writing up the themes allowed for the themes' recognition and acknowledgment. As mentioned in the preceding chapter, the data were then organised into themes based on participant replies, which were coded, and participant quotations were added to support the conclusions. In addition to the themes created, the researcher offered empirical support and contrasted it with the literature reviewed.

4.1.1 Demographic information of the participants

The study's main objective was to assess the pedagogical stylistics of the literature courses offered at Omusati Education Directorate's Onawa Senior Secondary School. As promised in chapter three, the study keeps the participants' confidentiality and privacy protected by withholding their true names. We used pseudonyms for each participant. To provide readers a better picture of the study participants, the researcher presents the demographic data of the participants.

Table 4.1.1 shows a summary of the demographic information of the participants.

Pseudonym participant's Name	Gender	Age	Highest qualification obtained	Obtained year	Institution studied	Teaching experiences	Grade responsible for
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T1	Male	34-40	M. Ed	2011 - 2021	University of Science and Technology	7-11 years	Grade 10-12
T2	Male	34-40	B. Ed	2001 - 2010	University of Namibia	7-11 years	Grade 10 & 11
T3	Male	34-40	M. Ed	2011 - 2021	Yogyakarta State University (Indonesia)	7-11 years	Grade 12
T4	Female	21-27	B. Ed	2011 - 2021	University of Namibia	0-1 year	Grade 10
Pseudonym participant's name							
L1-L30	15 females	16 - 20	10-12				
	15 males						

The above table provides details about the participants which includes pseudonym participant's name, gender, age range, current grade for learners, qualification for teachers and the year it was obtained, at which university, experiences and the grade they teach.

The table shows the various themes which emerged from the study. These themes were then discussed in detail and the reviewed literature was used to validate the various emerging themes.

4.1.2 Emerging Themes and Subtopics

Table 4.1.2: Table of themes

Themes derived from objectives	Subtopics
The linguistic challenges in studying literature in an English Second Language (ESL) situation	4.2 Subtopic One: Challenges in teaching and learning literatures in an English Second Language (ESL) situation

<p>The linguistic significance of literature in English Second Language (ESL) context</p>	<p>4.3 Subtopic Two: The linguistic significance of literature applied, factors considered in teaching literature genres in line with the language policy based on activities prepared by the teachers.</p>
<p>The strategies that can be applied to challenging linguistic problems in learning ESL literature in Namibian senior secondary level</p>	<p>4.4 Subtopic Three: Available strategies recommended</p>

4.2 Subtopic One: Challenges in teaching and learning literature in an English Second Language (ESL) situation

T1 states that while obstacles differ from school to school, they are typically related to a shortage of literature resources in classrooms, a lack of student enthusiasm in literature, and a lack of knowledge because the majority of teachers lack the necessary training to instruct in literature. T2 was also reported as saying,

“There is in-sufficient in-service training for teachers when it comes to teaching and learning of literature. Learners lack language proficiency, lack of interest or motivation to read and speak. All the above leads to lack of self-confidence to be aware of the importance of literature in their education which has an advantage to cultural prejudices”

Aside from that, students struggle to follow directions and have a variety of cultural misconceptions. They also have a negative attitude about discovering a love of reading (T4). According to the literature review, which was conducted in agreement with the aforementioned insertions, there are numerous causes of reading difficulties/poor reading skills, including inadequate teaching, more naturally based risk factors, early exposure to language and premature literacy activities, and disadvantaged disclosure to language. Again, learners continue to struggle with inadequate reading abilities, especially with phonological processing.

According to a research done in the Ohangwena region by Nepando (2018), learners had trouble pronouncing syllables, left out words when reading, and had trouble reading fluently. The study also connected reading issues to inadequate visual discrimination, poor syllable blends, and insufficient knowledge of phonic sounds. Another similar study done in the Katima Mulilo circuit came to the

conclusion that while having a mother tongue has some bearing on how people learn to read, there is no correlation between how well people read in their mother tongue and how well they read in ESL (Nalisa, Chataa & Maemeko, 2019).

The culture of reading may also be found in the junior grades, where students are not given enough time to hone their reading abilities, which results in a build-up of insufficiency. Contrarily, the conceptual framework offers a range of methods for giving students literature that focuses on elements of pragmatics, semantics, and critical discourse analysis based on exercises designed to accomplish the lesson's goals and objectives as students develop their skills. Such a shortfall in reading instruction could be carried over to the next grades, making it impossible to detect students' reading fluency or simply not giving them the time to read enough texts for literary pedagogy and for their own reflective and literally criticism development.

T2 reiterated that there are few teaching resources available and that it can be challenging for teachers to divide those resources across a sizable class. T4 continued by saying that a dearth of teaching and learning resources in literature hinders students' capacity to analyse literature using a variety of text types. It is emphasised that there are not enough literary resources available for instructors to use in the senior secondary phase to help them teach different literary genres (prose, poem and novel). The procured set novel, theatre texts, or poetry anthologies are not made available to students in Ugandan secondary schools, according to a research there, as these duties are solely the responsibility of parents and teachers (Nambi, 2018).

Despite the difficulties mentioned above, teachers can incorporate the use of technology by searching and googling for relevant content that links to literal and linguistic parts of semantics and pragmatics techniques in discourse analysis. According to Smith, Nicholas, and Seimon (2021), virtual classrooms are regarded as an important source for resources that foster communication between language teachers and students. When using a virtual classroom to learn a language, Smith et al. studies concentrated more on the analysis of real materials in all of their forms. It is usual practise to employ audio-visual resources to verify sociolinguistic, linguistic, and pragmatic language abilities (Khoshbak, 2018).

When there aren't enough resources to meet students' demands, the education sector has to cope with a number of problems every day. For the other pupils, teachers may try to print additional copies of the books that are already available. Piracy is the legalese term for copying original materials without permission. T4 claimed that pupils lacked a willingness to read and that teachers lacked strategies for teaching and learning content appropriate for the grade. The conceptual framework supporting this study, however, emphasises a variety of approaches, with the L2 teacher concentrating

on phonology, phonetics, graphology, morphology, syntax, grammar, lexical analysis, lexicography, Semantics, pragmatics, discourse analysis by elaborating, and contextualising text through text-based questioning to determine, research, and appraise the educational, pragmatic, and semantic applications.

There aren't enough books available in all of Namibia's languages, as evidenced by the literature study. For instance, due to financial restrictions, the Ministry of Education, Arts, and Culture in the past was unable to purchase adequate textbooks for all students (Fredriksen & Brar, 2015; Nekomba & Ngutjinazo, 2019). Given the context of the issue, the researcher highlighted knowledge gaps that must be filled in order to discover effective reading comprehension techniques for improving literature activities or assessment performance, particularly the literature component. Furthermore,

“Teachers’ own skills and confidence can be challenging in sense that, they do not get the necessary support, they lack or have low motivation. Generally, there is lack of literature in schools, lack of learners’ interest in literature, and lacks of expertise as most of the teachers were inadequately trained to teach literature.” - T3.

“The syllabus and the policy are not specific but rather generalised on what to focus on in terms of literature component.” - T4

In order for student-teachers to be prepared to address learners' linguistic development in terms of analysing prescribed literature by linking to semantics, pragmatics, and discourse analysis as part of pedagogical stylistics, it is important to conduct an analysis to determine the credibility of the course being offered at the tertiary level. Additionally, in the classroom, this eclectic approach is used to support students in developing their intricate comprehension of literature and language, making it distinct and configurable to the educational stylistic model (Mohammadzadeh, 2017). This shows that the framework is examined and focused on as a result of the author's and reader's concurrent meaning formation (Werth, 1999; Gavin & Mohammadzadeh, 2017).

In order to analyse these difficulties, closed-ended questions were posed to both teachers and students. For instance, when asked which genres should be taught in schools, the majority of respondents said poetry, theatre, and short stories. The issue is that the texts that must be utilised have been generalised for Grades 10 and 11, according to the English Second Language Ordinary Level Syllabus that was created in partnership with the University of Cambridge International Examinations and published in 2018. For example, the reading skills syllabus objective states that "learners will recognise and understand a wide range of texts from varied backgrounds" (Ministry of Education, Arts

and Culture, 2018, p.15). Once more, the competencies obtained from the objectives show that by the end of Grade 10, 11 or 12, learners should be able to:

- report on or retell content of texts read
- determine the overall meaning of a text
- evaluate, explain, and summarise material from a text
- compare and contrast, using more than one text or part of a text
- recognise the author’s attitude, both stated and implied” (MEAC 2018, p.15). Generally, the curriculum for Grade 10-12 does not specify on the type or genre to be offered to learners in that phase. Therefore, eclectic methods would have been the best strategy, allowing the teacher to incorporate the approach where students read, listen to one another as they derive meaning from poems, short stories, and other genres, write to analyse, and then the teacher assesses them on their interpretation using pragmatics or semantic sentiments found in texts they read, among other things.

The following tables include thorough descriptions of the responses from the participants when learners were asked how frequently they read novels, poems, and plays.

A. Reading novels

Table 4.2.1: Reading of novels frequency

Reading of novels Frequency	Participants
Very often (4-5 times a week)	0
Sometimes (2-3 times a week)	2
Seldom (once a week/term/year)	7
Never	13

From the information in the table above, it can be deduced that not at all (four to five times per week). Again, only two individuals said they read novels, and seven said they read infrequently (once a week, term, or year). The remainder, on the other hand, claimed they never have the time to read a novel.

A survey done in South Africa revealed that the country’s literacy and reading skills are quite poor (Wessels, 2010). One could draw the conclusion that the difficulty of reading is a global problem, and that reading and the rate of literacy require substantial intervention. The intervention should be put into practise using a fresh method that gives students the chance to read frequently and assesses their linguistic proficiency in terms of pragmatic, functional, or educational stylistics.

There is a lack of clarity from the policy side and the curriculum guide to reinforce the application of literature through the pedagogical aspect that is available, whether this is due to the exclusion of literature from the English syllabus with the end result being teachers not taking literature studies very seriously or not. Further analysis need to be carried out to determine its effects to stylistics development or branch of language study. According to the reviewed literature, reading English novels also presents a number of other difficulties, including difficulties with vocabulary, difficulties with intellectual ability caused by complication and language barriers, and difficulties comprehending the author's intent (Hernando, 2017).

Similar to this, Hernando (2017) stated that there were some difficulties reading the text due to the novelty and difficulty of some terms (99%), a language barrier (97%), and a difficulty understanding the message (95%). The selected text might not be adequate in terms of vocabulary and substance, or it might just be too challenging for the level of learners, according to the literature. For instance, the reader and the topic of a piece of literature may be mismatched, which can boost its effectiveness in ESL instruction (Hasan & Kheder, 2017).

Despite those challenges improvement strategies can be developed. According to Nawash (2018), stylisticians must first participate in a comprehensive critique of the teaching of literature in order to engage linguistic texts, wherein the ultimate reading of texts reveals the consequences of explicit choices made by an unambiguous text (primarily on the meaning of the text analysed). For instance, students can recognise sentence tree structures, some correspondence for syllable construction, word construction, or discourse construction by creating a table of texts to find patterns and functions in numerous aesthetic ways (Dvalidze & Shavladze, 2013).

B. Reading poems

Table 4.2.2: Reading of poems frequency

Reading of poems frequency	Participants
Very often (4-5 times a week)	1
Sometimes (2-3 times a week)	5
Seldom (once a week/term/year)	9
Never	6

The participants reported how frequently they read poetry in the table above. Only one person in the first option indicated that they read frequently. 5 and 9 respectively are the numbers of people who read occasionally. Six individuals confessed to never having the time to read poetry.

The information in tables 4.2.1 and 4.2.2 is consistent with the literature review, which also claimed that the low proficiency level was a factor in the failure to promote reading habits and high literacy development in the Namibian educational system (Ola-Busari, 2016). As a result, a low degree of competency results from learners' exposure to a diversity of literary works. Additionally, a review of the literature reveals that most students have a lengthy history of being unable to read and comprehend successfully, according to studies by Shikalepoh (2016) and Liswaniso (2021). If L2 teachers were able to use a functional stylistics approach or through a discourse analysis of the texts assigned. By that learners will be stimulated to critically analyse the texts as they find it habitually to consistently read to make meanings out of the texts, and the difficulty mentioned above could be resolved. The data gathered from learners shows that using it frequently does not become a habit. Additionally, the Ministry's updated curriculum included suggestions for a learner-centred approach, in which students are expected to be at the centre of their education. This goal can only be met if students are exposed to numerous reading activities in the form of literature pedagogy. Reading can be used in a variety of contexts, including leisure reading, reading aloud, and participating in literacy activities (Ithindi, 2015; MoEAC, 2016).

The Ministry of Education, Arts, and Culture responded to the requirement for students to read independently and widely by including a weekly reading period in the timetable in schools for all grades, in addition to the problem of the inability to read and comprehend correctly (MoEAC, 2016). The biggest issue with the newly added reading session, according to the researchers, is whether it is sufficient to support students' abilities to read for enjoyment and their own gain. Once more, the majority of the time, the reading materials recommended for students may not be adequate or simply may not match or stimulate the students' cognitive abilities to further develop their grasp of the book they are reading (Nekomba & Ngutjinazo, 2019).

C. Drama/ actions/ Role playing

Table 4.2.3: Drama/ actions/ Role playing

Drama/ actions/ Role playing Frequency	Participants
Very often (4-5 times a week)	0
Sometimes (2-3 times a week)	0
Seldom (once a week/term/year)	13
Never	6

Information about the drama, activities, and role-playing that take place in the school is provided in the table above. Only thirteen people said they do it once a week, term, or year (seldom). However, at least six people said they had never participated in theatre, actions, or role-playing. According to the information presented above, genres like drama, actions, and role playing should be consistently used in the literature pedagogical component of the classes.

It is unknown, however, if the language strategy has taken into account some of these crucial preparations to make teachers' jobs easier. Some key arguments on the use of drama were repeated throughout the literature review. People use pragmatic competence from language forms like formal and informal language in speaking acts, for instance (Crezee & Bur; Djabborova, Eshonkulova & Babadjanova, 2020; Hmouri, 2021). Learners can gain recognition of nouns, sentence kinds, phonological schemes, and cohesiveness through drama, role playing, or action. Detailed explanations are given below;

In general, if L2 teachers adopt a functional stylistics in this situation, they will be able to provide critically important assessment items. There are two types of nouns: abstract and concrete. What categories of abstract nouns exist, such as those that pertain to things like events, perceptions, actions, moral values, and social attributes? What function do proper names and collective nouns serve? Therefore, students will learn how to recognise the use of nouns in context if teachers are able to employ drama in the right way. Teachers should also inquire as to whether the author(s) only uses declarative sentences or if other sentence kinds, such as inquiries, commands, exclamations, or minor sentence types (such as sentences without a verb), are also included in the text. What purpose do these other categories serve if they do appear? Acting out the play or drama gives students the chance to read extensively before they dramatise as a result or simply tell the story using their own particular analysis.

Through theatre, ESL instructors and students will be able to critically evaluate literary analysis methods like phonological patterns, rhyme, alliteration, and assonance that are used for evaluation and a general grasp of why drama is studied in schools. Is there any phonological rhyme, alliteration, assonance, or other patterns to take into account? Exist any noticeable rhythmical patterns? Do vowel and consonant sounds have distinct patterns or clusters? What connections exist between these phonetic traits and meaning? All of the aforementioned queries need to be able to direct both the teacher and the students toward ultimately overcoming the difficulties they will experience during the classes. Determining cohesiveness within a particular literary context for a drama might occasionally be a barrier for the ESL teacher and the students. Does the text contain logical or other relationships between sentences (such as coordinating conjunctions or linking adverbs)? are just a couple of the

specific questions that could help teachers and even further motivate them to ask learners. Or does it frequently rely on implicit meaning connections?

In short, both casual and formal language can be utilised for dramatic purposes in many settings. With informal language, it is possible that peers would use a variety of it, such as jargon, slang, and other things that are appropriate for drama. The fact that there is now no standard for pragmatic or literal expression and we are free to express our emotions through the language of our choice is amazing. But one must also consider the claims that perlocutionary actions produce the effects of our utterances on listeners that go beyond the hearer's understanding of the expression when analysing speech acts in theatre and plays such as perlocutionary acts.

D. Analysing poems + novels

Table 4.2.4: D. Analysing poems + novels

Analysing poems + novels frequency	Participants
Very often (4-5 times a week)	2
Sometimes (2-3 times a week)	5
Seldom (once a week/term/year)	5
Never	8

Two participants acknowledged that they analyse poems or books frequently, five participants confirmed occasionally, five participants seldom, and eight participants never. Data collected from participants confirmed that, in fact, there is no set curriculum, syllabus, or language policy for schools that governs the teaching and learning of literature at the senior secondary phase.

The syllabus does not specify or indicate how literature should be incorporated into ESL classes, as was already mentioned. The Language Policy for Schools in Namibia (LPSN) has long pushed for the development of essential language abilities; nevertheless, the learner-centred approach required by the policy left out some literary elements that should increase students' abilities in reading, writing, speaking, and listening. The eclectic method application greatly suggests these abilities. An eclectic conceptual framework that explains how to approach the text to be studied in a specific context for simple understanding is required for solving the linguistics and other literary text difficulties that have been recognised via the interaction between teachers, students, and the texts. In addition, the Conceptual Framework: Eclectic Approach and its Pedagogical Stylistics It may be important for L2 teachers to use the framework of a principled eclectic approach to ESL pedagogical teaching in genres including poetry, short stories/novels, and drama.

To amplify on the challenges identified, T4 added that,

“The challenges have conditioned the teachers. In that regards teachers have not been given the full mandate to review the literature offered to learners as prescribed by the relevant legal documents of the Ministry of Education, Art and Culture. There is little or no chance for the teachers to be on the curriculum panel to suggest or propose on what they think should be done to teach literature well informed by right pedagogical content on literary texts. These teachers have already become experts in their own subject as such they can be very good source of knowledge on literature education. In a nutshell, teachers are conditioned, thus there is less strength and motivation to deliver.”

The policy also states that "schools are permitted to organise co-curricular programmes to promote any language and culture" (Ministry of Basic Education, Sport, and Culture, 2003, p. 5). Additionally, instruction should emphasise the importance of Namibia's inclusive and multilingual nature (MBESC, 2003). At this time, the syllabus has been so broadly generalised that it provides no guidance as to which types of literary genres should be the focus, even though it has been granted the latitude to organise extracurricular activities to promote any language and culture. Accordingly, research by Nambi (2018) reveals the difficulty with adjustments made by responsible educational authorities wherein literary writings including novels, dramas, and, poetry anthologies every four years are updated or replaced, necessitating a fresh round of books acquisition as some are no longer required to be studied.

Challenges can occasionally be a learning curve for experiential purposes rather than always being an unpleasant experience. The eclectic approach served as the foundation for this study's reflection on some of the suggested methods within a conceptual framework, and thus gave the problems noted some direction. For instance, the literature found suggested that the eclectic approach was particular to and appropriate to the pedagogical stylistic model insofar as it was used in the classroom while teaching literature and language to help students improve their sophisticated interpretation and understanding (Mohammadzadeh, 2017).

In other words, it is necessary to investigate any apparent conflicts between the author's meaning and the reader's text. Even the criteria for choosing reading materials should consider characteristics of literal texts that address the contents of genres (such as poetry, short stories, novels, or drama) as the resources for discourses, pragmatics, or semantics approaches. The framework is investigated as a result of the simultaneous construction of meaning by the author and reader (Werth, 1999; Gavin & Mohammadzadeh, 2017).

The eclectic approach is not exclusive to this study, but it does include some universal components that may be used to the pedagogical stylistics model of instruction, which focuses on literary materials including prose, poetry, short stories, and the novel. The eclectic method, for instance, can be related to planned activities through stylistically oriented pedagogy in that varied literary texts will equip language teachers with a pedagogical tool for teaching literature while also empowering them in terms of language and literary awareness (Mwanza, 2017). By using literary tools for analytical goals, particularly the semantic, discourse, and pragmatic approaches in literary texts, the researcher sees it as the glasses that provide a mind map to traverse through literary and artistic works.

Once more, the eclectic approach combines discourse analysis with a semantic and pragmatic approach to teaching and learning through a variety of literary text genres, including drama, poetry, prose, short stories, and novels (Luo, He & Yang, 2001). By keeping them interested in many genres, students improve their reading, writing, listening, and speaking abilities. This allows them to apply their knowledge contextually to topics that interest them.

4.3 Subtopic Two: The linguistic significance of literature applied, factors considered in teaching literature genres in line with the language policy based on activities prepared by the teachers

T4 asserts that literature is significant, especially for teachers and students who are passionate about language and for individuals who wish to investigate other people's writing. There is much to watch out for in the literary genres that students discover if they aspire to become future writers and authors. Reading writings from these genres has been shown to be enlightening and captivating. However, there are insufficient attempts being made to recognise the creative efforts of many authors and poets who went above and beyond to produce original, in-depth works that are worthwhile to analyse for academic purposes or even to enhance cognitive capacities and better reasoning. On the basis of activities planned by the teachers, participants offered insightful assessments regarding the linguistic relevance of the literature used and variables taken into account in teaching literature genres in accordance with the language policy. Participant T4, for instance, said;

“On the other hand, it is significant for learners to understand the deep contents and improve their creativity and reasoning capacity just by being intrigued by reading for example the climax of the novel or the short story. In addition, it is also about appreciating literary work; improve their vocabularies, language usage, for them to be able to identify the different type of slang used in English. It is also for the benefit when they interact with the texts in numbers of ways.”

The aforementioned insertion takes into account the literature study, which shows that pedagogical methodologies such as inspiring and extending reasoning through cognitively engaging tasks that learners engage in meaningfully have limited importance. This has come to be of interest to them as a result of the discussion of a specific literal text that is significant in the evaluation of particular competencies (Daskalovska & Dimova) (2012). Itindi (2015) further notes that by including language skills into the teaching and evaluation of literature, learners' general reading competency may rise. The difficulty of reading was mentioned by other participants in the preceding section as one of the things that leads to the inadequate literature programmes in schools. Another research study highlighted that literature shapes students' attitudes and self-awareness through interaction with the literary materials (Rahman & Manaf, 2017).

In addition, T1 annotated that,

“The work of literature in school enables learners to write, read, pronounce, substantiate, reason and echo themselves through art work expressed in the variant texts of genres prescribed by the teachers. These texts serve as motivating factor in the enjoyment and pleasure of being lively in the classroom through writing, reading silently or aloud.”

In many situations, reading has real relevance. For instance, when students are exposed to reading materials, there is a clear connection between using literature to allow easy flow of ideas through writing. The many school stakeholders (curriculum creators, ESL teachers, advisory team, policy officials) are also in favour of it, which should ensure that English novels are used as one of the tactics in English proficiency development programmes. Observations made by participant 1 are supported by empirical evidence from a study by Moldován and Alexandra (2021), which shows that there cannot be effective writing without greater reading. As a result, reading a variety of literary genres broadens students' critical thinking, which consequently aids in the creation of coherent and cohesive writing.

The participant's insertion is backed by Rony (2014), who said that through reading literature, students build more complex analytical skills, risky intellectual growth, and cultural awareness of a variety of fictional characters drawn from different social classes, races, and ethnic groups. To put it another way, literature depicts social contexts in which it denotes cultural features that people adapt to live in and aids students in comprehending the normal characters that people display. When students reflect on particular books, they learn more about certain life truths through literature and apply them to their own experiences as lessons.

Once more, reading literature can help a learner develop their perceptual abilities. Additionally, academics and researchers have discussed the value of studying literature or literary materials.

According to Drees (2021), literature fosters knowledge in a myriad of areas to help readers develop their minds, such as language, which will change readers to have knowledge of the significance of linguistic customs of each era, each region, a configuration of prosody of each category, history, long stories, accounts, native stories, and stories. T2 asserted this,

“Literary texts are valued, formally distinctive, which can communicate meanings that are important in our cultural societies. They are verbal art, are made from language which serves as communication tool.”

The additions made by T1 and T2 correspond to the research that has been examined about the eclectic approach on the relevance of the language used in the text given the difficulty of the text or the use of archival vocabularies that frequently demand learners to look up meanings. In a similar spirit, the examined literature noted that the use of literary texts in language classrooms enables students to improve their learning, build up their foundational cognitive skills, and modernise their social training (Shtepani, 2012). In the same vein, Isariyawat, Yenphech, and Intanoo (2020) believe that a crucial component of a literary text is to upgrade the essence and motivation of the pursuer to be complex and enable the brain to make people recognise instances of susceptibility enjoyment, and diverse life issues that make pursuers appreciate life too.

The pragmatic, semantic, or discourse analysis that was appropriate for this study was used to support the conceptual framework of the principled eclectic approach to ESL pedagogical teaching in the genres of poetry, short story/novel, and theatre. By supporting the framework and utilising L2's flexibility to approach a lesson from any angle dimension when that comes to literature, pedagogically resourced lessons can be implemented.

As a result, the methodology used in this study offers a sophisticated and dynamic model of pedagogical abilities that has been updated to teach literature in all relevant genres. The eclectic approach can be very helpful for ESL teachers to adopt if they are adaptable and innovative in their approach to teaching and learning. For instance, ESL teachers may adhere to their year plans, schemes of work, and the syllabus on the literature to be taught, but they may find it difficult to merge the literature component and the teaching of general English communication skills. The eclectic approach integrates all elements to effectively cover the syllabus and subject allotted in the curriculum through teaching for grammar usage, listening, speaking, writing, and the reading component in context.

The eclectic method is varied in that it makes it possible to bridge the gap between instructional and learning models. Additionally, by offering clarity on how to approach teaching and learning either pedagogically or methodologically, the eclectic approach has the power to bridge the gap between

learning and teaching models. According to the study, since ESL in Namibian schools includes material that will help learners become ready for a better future, instructors' training should include a pedagogic method that includes the greatest ideas, such the eclectic approach.

This strategy makes it the best at fusing the approaches to teaching and learning. The educational philosophy of the ministry supports learner-centred teaching and learning by empowering students to create their own knowledge. The gap between the skills to be tested is more specifically filled by reading and writing because they complement and reinforce one another (Kumar, 2013). The teaching and study of literature can be interesting and fun as long as the teacher uses a variety of strategies to develop students' unique ways of thinking, such as phonology, phonetics, or lexicology. Additionally, the eclectic method encourages the best writing cooperation when ESL teachers, for instance, incorporate speaking and listening activities into literature sessions. Therefore, the four skills are primarily improved and enhanced by the eclectic approach to learning English as a second language. The eclectic approach is appropriate for this study's analysis of data findings for the following reasons:

The eclectic method is a combination of different method of teaching and learning approaches.

This method effectively works for any kind of learner irrespective of age and standard. Learning is fun and innovative due to the unique nature of leaning process (Kumar, 2013, p.1).

T1 also mentioned that their department has developed a number of programmes, including a competition for students to write articles based on texts that they have read, analysed, and fell in love with. As a result, language teachers choose the finest articles, which are then included in the school magazine. Additionally, students participate in debate groups, spelling bees, and quizzes, all of which aim to enhance their communication and interpersonal skills as well as their command of the English language. Another study found that reading literature increases students' curiosity and understanding of the world around them (Cheng, 2016). Therefore, demonstrating to students the importance of the linguistic significance of the literary genres they have access to through meaningful analysis through reading, writing competitions, and articles chosen and published in the school magazine are measures of the degree of significance.

Again, T2 emphasised the value of the readathon programme, writing contests, and allowing students to select their favourite novel, poem, prose, or short story to analyse.

During the interview with the teachers, topics related to teaching literature genres in accordance with the language policy-based activities established by the teachers were covered. T4 states that there is a requirement to take into account past knowledge and diagnostic assessment, and that the teacher must take into account that literature is a novel concept to them.

Furthermore, T4 claimed that,

“One needs to understand that, learners only know the grammar, but with literature component the teacher has to explain everything in terms of figure of speech, introduce them by defining each figure of speech term before applying them in activities so they get to understand analyse. The teacher has to break down the words and/to analyse their meaning together with learners. Sometimes it is referred to as ‘semantics/pragmatics’. Learners also ought/should be taught the analysis of literary work or how to do it well.”

Literature's importance is acknowledged in a variety of ways. For instance, a research by Isariyawat, Yenphech, and Intanoo (2020) claims that learning or reading a literary work alters the reader's impression of the culture, society, economy, and politics of the time the author is describing. As a result, the linguistic importance of the literature used and the factors taken into account when teaching literature genres in accordance with the language policy based on activities created by the teachers provide a strong sense of purpose as far as the author's application of culture, society, economy, and politics. Additionally, Isariyawat, Yenphech, and Intanoo (2020) assert that learning and reading also help readers develop a knowledge of how other people feel about a situation. The claim that students who study literature and read for ecstasy have a cultured lexis, higher analytical understanding, and improved interpersonal aptitudes, such as the ability to compost, is supported by a second study by Azmi, Hassan, Ali, Hidayah, Anas, and Suhaimi (2020).

In other words, T4 suggests that there should be an evaluation to determine where and how they are progressing in terms of applying concepts that are employed in literature analysis, as well as the plan to move them to another level where they need to go or they have never been before.

T2 also had a very different perspective on it, considering a number of variables including subjectivity and objectivity in the genre analysis, as well as a focus on minor details to explain why small choices matter in the literature study, as well as the promotion of controversial stances, characterization, knowledge of literary terms, dictionary definitions, and an understanding of the various cultural, societal, as well as religious beliefs that are expressed in literary works in a similar manner. In a similar vein, Guignard and Murphy's study (2020) partially concurs that literary writings in the genre have incalculable emotional benefits because literature is the sculpture of communication.

Similar questions on what the policy, curriculum, or guidelines had done to accommodate the literature component in an ESL context were posed to participants by the researcher. T4 stated that because students aren't given options to consider, the curriculum is moulding students.

“At the moment the school does not have an internal policy. However, there is only subject policy which prescribed what learners should learn in terms of quantity of poems, novel, short stories. The policy is silent on the literature emphasis and as such there is no broad context of literature. There is a need for policy analysis, review and be updated to respond to the need of literature studies in school’ curriculum and syllabus.” - T4

The aforementioned claim is supported by a number of examined investigations. For instance, various tactics that are suitable for learners' attitudes must be researched in order to realise the potential of short stories and novels. The effects of short stories and novels on the emergence of realistic and natural language as well as a variety of text forms, including narrative, descriptive, and argumentative short stories and novels, have also been the subject of several research (Brevik, 2019; Gebauer, 2021; Jucker & Locher, 2017) Furthermore, these genres enable students to practise the language present in these works and replicate this comprehension in their writing, whether at the sentence or paragraph level (Allen, 2018).

T2 agreed with T4 when she said that the English Second Language syllabus has several recommendations for enhancing literature. The language teacher must choose the type of literary work that is acceptable for the day's lesson even when they are not clear about the context or genre type to be focused on. The Senior Education Officers (SEOs) in charge of ESL at the Ministry don't appear to have come to an agreement on the literary element that is officially required to be addressed in light of the genres that are accessible.

The researcher has come to the realisation that a needs analysis is necessary. As a result, it was not possible to undertake a requirements analysis to evaluate whether the content was appropriate for the senior secondary level and accurately matched the objectives and competences of the syllabus. The claims made by participants T4 and T2 are confirmed by Andi and Arafah (2017), who claimed that the guidelines such as the curriculum, policy, or syllabus are supposed to assist the adequacy of teaching and learning materials in addressing the needs of the learners.

Additionally, a requirements analysis refers to the procedures used to compile the crucial data for enhancing a curriculum that meets the unique needs of learners (Flowerdew, 2018). In light of this, the current curriculum revision has missed the mark by failing to address the deficiencies in the literature educational discourse analysis and assessment among the various genres of literature activities. The same goes for Hariyadi and Yanti (2019, p. 94), who "refer to activities engaged in gathering information that will serve as the basis for constructing a curriculum that would satisfy the learning needs of particular groups of pupils." There is a paucity of involvement from highly qualified ESL teachers in the ministerial documents that NIED officials have created and finalised. Despite the

fact that many ESL teachers have a wealth of experience, it's possible that they haven't had any in-service training on particular subjects related to the teaching and learning of linguistics, like stylistics (pragmatic, semantic, functional, feminist, or pedagogical) on a regular basis in the classroom. The tight objectives associated to the genres chosen to address the creative writing standard in literature studies and the skills that students must master by the end of the senior secondary phase can be implemented with the help of their comments on the current curriculum.

It is important for the teacher to plan lessons and activities that emphasise the value of literature in fostering a reading culture among students and in the development of other social and communication skills. The participants were asked about this by the researcher, and some of their comments were as follows:

“The only activities available are those prepared to ensure there are CASS marks. There are no extra activities to create awareness. The learning process is entirely based on the syllabus. But then again, one finds that learners have potential to become writers in the near future.”-T4

The insertion above reckoned with Sioco and De Vera (2018) who pointed out a variety of problems with a dearth of materials in English language instruction that are impeding students from developing functional grammatical competencies. These problems include the way that students are taught, the atmosphere in the classroom, how they treat the English language, their nervousness, and their lack of drive. Furthermore, Sioco and De Vera point out once more that a lack of teaching resources has led to gaps in learners' understanding of grammatical concepts when using poetry. T4 further highlighted that as a result, language teachers are constrained and constrained to allow students to explore their creative and imaginative abilities and capabilities. This is because there aren't enough resources available for all students to use. Because literature is therapeutic to the mind, it must be a stand-alone part of teaching, learning, and assessment in order to mould students into the best writers and help them develop their language skills.

Activities designed for students might also include purposely created reference questions (Emodi, 2017). According to the claim made above, there is a chance that learners' participation in activities designed to foster ambition can inspire them to pursue careers as writers. According to Stockwell (2020), the greatest materials for teaching literature are those that were created in the linguistics sector. This is due to the fact that they are the most creatively cherished and captivatingly admired method of language exercise. Accordingly, Umar (n.d.) argues that the linguistics and pedagogy fields allowed the author to have an artistic influence over linguistic resources in order to achieve artistic results. The resources that can be made available to teachers enhance the educational process for

both students and for the teachers, who can use the resources to sharpen their language and literary analysis abilities.

Cushing (2018) concentrated on how L2 teachers involve their students in reader-responsive, text-driven language rules pedagogies. Meaning that students' ability to be text-driven and reader-responsive should encourage them to use or expand their imagination. Since literature is an imaginative creation, many people have found their creative writing and creativity in literature. In addition, Umar (n.d.) argues that readers experience texts through the semantic and linguistic narrative of the story's elements and the particular effects they produce, which is crucial for a proper examination of the author's originality and inventiveness. To check for uniqueness in etymological use moving forward, ESL teachers can employ linguistically applied pedagogical stylistics.

Both participants (teachers and learners) were asked to evaluate the activities they take part in during the literary courses in addition to the oral interview with the language teachers. Here are a few of their responses:

Table 4.2.5: Activities for learners (listening to CDs)

Activities for learners (listening to CDs) frequency	Participants
Very often (4-5 times a week)	0
Sometimes (2-3 times a week)	2
Seldom (Once a week/term/year)	12
Never	14

The aforementioned table demonstrated that, while audio/aural learning occurs in the classroom only infrequently (once a week/term/year) for some classes at the senior secondary level, it never occurs for other grades. Although reading, writing, and speaking are a large part of planning, it is not yet known if there are other kinds of works for smart devices outside books.

Many authors nowadays have made significant technological investments to make sure that their works may be accessed both physically and digitally. One must consider the claims that perlocutionary actions cause the effects of our utterances on listeners that go beyond the hearer's interpretation of the expression when analysing speech acts in theatre and plays, such as perlocutionary acts. It follows that if ESL teachers want to engage their students in creative learning, they must evaluate how they might help them improve their listening abilities. Eclectic frameworks offer methods that combine

numerous skills to guarantee that the instruction has variety. As a result, one of the abilities that can be used in conjunction with others to educate students analytical skills is listening.

Therefore, activities designed for students—like listening to CDs—frequently used in literature classrooms have the opportunity to encourage students to answer orally or in writing. In the teaching and study of numerous literary texts across all genres using discourse analysis, pragmatic and semantic approaches, applying the eclectic method gives a good connection between the reader and content. The researcher would interpret the study's findings on how communication brings the author and the reader together by interjecting in the content, therefore there is a requirement for the eclectic method through discourses to provide analysis to a variety of genres as a toolbox for the researcher (Mwanza, 2017). Therefore, it is true to argue that the eclectic method offers greater insights into the best ways to teach literary works in the classroom. While understanding instructions for tasks that have been prepared for them requires the ability to listen, it's also critical that this ability be used with an assessing mind-set. When paired with listening exercises, the speech act and eclectic approach provide special qualities that ensure learners' comprehension.

Communication is one of the most important components of learning English as a second language, and in order to effectively communicate, it is necessary to comprehend the relationships between the addressee and addressor (Woldemariam, 2020). Being an ESL instructor for many years, the researcher has observed with worry that reading comprehension frequently takes precedence over other abilities like responding to literature through speaking, listening, and writing. It wasn't until the researcher realised via this study that some concepts and theories provide a special combination to balance the use of skills in a given lesson, especially when the analysis uses pragmatic and semantic approaches, that she came to realise the value of this research.

The researcher is unsure at this time if teachers have had the necessary training to do such in-depth analyses using, for instance, the locutionary acts uttered by the characters in the Namibian Drama *God of Women*. Using an eclectic approach that incorporates all abilities into activities and speech acts that provide additional interpretation of utterances made for pragmatic, semantic, phonic act (concerning phones and phonetics), phatic act (concerning vocabulary), or rhetic act (with regards to meaning). Therefore, a drama or play offers the chance for all skill development when the planned activities encourage students to use all of their skills.

Some schools have already dramatised the original play *God of Women*, and you may find these plays on YouTube. The listening exercise will improve students' attention by allowing them to watch it before any official class discussion. A teacher may also plan a play or drama based on a text that students have read.

Illocutionary acts are necessary to analyse the statements made in plays and dramas so that the audience (the addressee) would know the intention or purpose of the speaker (the addressor), as communication in language is intended to convey and understand the intention or purpose correctly, so that the goal of the communication can be achieved (Sefriana, 2020).

Table 4.2.6: Frequently used teaching aids during literature lessons

Type of teaching aids	Participants
Posters	2
PowerPoint (Computer)	1
Chalkboard	17
Videos	0
Other (smart board+ notes summary on the board)	5
Textbooks	14

Participants were questioned regarding the teaching tools that English teachers employ in the table above. The majority of teaching aids are chalkboards, textbooks, and smart boards with notes, according to the consensus of seventeen participants. In an ideal world, all forms of teaching aids should enhance student learning while also significantly easing the teacher's workload. However, occasionally teachers lose concentration and fail to use the proper instructional resources to engage students.

The task at hand and the genre texts that must be analysed completely dictate the choice of teaching tools. Despite assertions to the contrary, it has become simpler to teach a variety of texts thanks to the eclectic approach, especially when it comes to pronunciation, grammar, and vocabulary (Kumar, 2013). As a result, the teacher can use texts from poetry anthologies, novels, and short story collections, as well as texts from drama series books and films and computer-based prepared programmes on the internet.

Table 4.2.7: Frequent literary tools used for analysing genres in literature

Type of literary tools	Participants
Theme and title	18
Characterisation (characters)	15
Milieu	7

Plot	13
Story line	6
Author	6
Tension	11
Conflict	11

The examination of literary works typically uses a variety of genres, but the literary tools are what matter. The literary analysis tools that are most frequently employed are shown in the above table.

Ashrafuzzaman, Ahmed, and Begum (2021) support the data gathered from participants in the above table by arguing that literary texts like prose, poetry, novels, and short stories, which are analysed by using literary tools, are at the core of our understanding of literature by readers and may use reliable models for the standards of language use. Once again, literature strengthens, expands, and develops students' capacity for research and interpretation (Sirico, 2020). Additionally, reading literature in native tongues is seen as helpful for litigants to comprehend the deepest meanings (Ashrafuzzaman et al., 2021).

As a result, if various literary devices are used effectively, literature that is mostly dependent on texts that are artistically researched on how grammatical proficiency would be a permeating factor to understand literature will be considerably improved. According to Ashrafuzzaman et al findings. from a different study, an ESL student has to be exposed to some fundamental knowledge of grammar, sentence structure, and word order in order to improve the challenges they have when reading texts.

Sometimes it is difficult for readers to understand a book in layman's terms, such as when trying to detect "conflicts" and "tension," therefore more explanation, interpretation, and analysis by constructively debating them will lead to comprehending the text pragmatically and semantically. Ashrafuzzaman et al. (2021), Lee and Wallace (2018), and others now recognise that literature can be a useful instrument for communicative language teaching methodologies that maximise the acquisition of linguistic skills needed for ESL fluency and accuracy. To interpret any discourse meaningfully and to analyse any academic subject outside of the classroom, one must master all linguistic skills. Poor performance in English as a second language has been indicated in prior NSSCO/H findings, particularly in schools in Namibia's northern region (see Table 1.1).

These specific students regularly enrol in the Namibian College of Open Learning (NAMCOL) and other educational institutions to raise their English grade because of the prerequisites for entrance to postsecondary education at different universities in Namibia. Due to the necessity to increase

students' general language proficiency, the linguistic importance of literature applied the elements taken into account when teaching literature genres in accordance with the language policy based on activities created by the teachers.

Table 4.2.8: Frequent type of poetry applied in analysing a genre in literature

Type of poetry applied	Participants
Epic poetry	1
Lullaby	2
Narrative poems	15
Sonnet	12
Stanzas	22
Rhyme	20

At the senior secondary level, poetry is frequently appropriate for all grade levels. The most popular types of poetry, such as stanzas, rhyme, narrative, and sonnet, that are frequently used in teaching literature in schools are, respectively, stanzas, rhyme, narrative, and sonnet. The information gathered is consistent with Levinson's study from 2017, which claims that reading poetry alters the reader's mental state and physical feelings, making them feel fiercely compliant and giving them a sense of the aesthetics of literature.

According to Atek et al. (2020), incorporating literature instruction into language instruction gives students the chance to advance their linguistic and communicative abilities. Therefore, the teachers' selection of poetry should provide valuable lessons in pragmatics and semantics. Beyond this, English literature plays an entertaining, instructive, moral, cultural, and socio-political role in the context of learning (Azmi, et al, 2020). Additionally, there will be an increase in linguistic and communicative capacities if L2 teachers strictly follow the eclectic technique in the interpretation of texts.

When used effectively in the classroom, a literally written work can help students become more creative by introducing them to metaphors, proverbs, idioms, and other wordplay that is connected to literary standards (van de Ven, 2010). More specifically, creativity is demonstrated in the way that poetry is cleverly composed with a concealed meaning that must be dissected through pragmatic and semantic analysis.

Table 4.2.9: Frequent assessment applied for various genres in literature analysis

Assessment applied for variant genres	
Test	Sometime
Oral questions	Often
Assignments	Often
Role play	Seldom
Others (Watching videos)	Sometime
None of the above	-

Tests, oral inquiries, assignments, role plays, and video watching are some of the assessment methods used for different genres. The table above shows that English teachers frequently use oral quizzes and assignments. The claim in the table is supported by the studied literatures, which indicate the usage of literary texts that expose students to tasks and questions that are analogous to those encountered in real-world situations (Aull, 2020).

Because of this, students can read the texts with the satisfaction of doing so in either the text's original or fixed form (Sirohi, Bansal & Rajan, 2021). In reality, if teachers use learner-centred teaching methods like the interaction technique, discussion technique, problem-solving technique, and question-answer technique to teach short stories, poems, and theatre, it will affect how proficient students are in the language (Adhikary, 2020).

4.4 Subtopic three: Available recommended strategies

Despite the difficulties encountered, teachers and students investigated literary texts that are rich in a variety of literary genres and gave guidance on how to analyse them. The educational content for instructors can be enhanced and improved using a variety of suggested ways. For instance, T3 mentioned that teachers can teach literature via peer response, editing, cooperative learning, and vocabulary building.

“Nowadays, it is also important to make use of ICT. ICT integration can be a useful tool to teach literature as it makes teaching much easier and at the same time can arouse the interest of the learners.” – T3

ICT has revolutionised teaching and learning, and as a result, in addition to the teachers serving as the providers of materials, ICT makes it much simpler for the teachers to offer engaging resources. Smith, Nicholas, and Seimon (2021), who argue that it is crucial to facilitate student and teacher collaboration when using virtual classrooms to teach either a foreign language (LE) or a second language, agree with the participant above statement (L2).

Smith et al. (2021) were again eager to explore the real materials in all of their variations through the usage of a virtual classroom in foreign language study. This is encouraging for literature classes, for instance, where the teacher and students might be interested in discussing a play or drama that has been endorsed by government documentation, like *God of Women*. The audio-visual materials that acknowledge the sociolinguistic, linguistic, and pragmatic skills of the language are another commonly utilised ICT technique (Khoshsabk, 2018).

The integration in the form of audio-visual materials is acceptable, for instance, if the ESL teacher chooses to use the eclectic approach when analysing literary texts, which integrates all the abilities at once but also takes into account verbal and non-verbal communication. As a result, Smith et al. (2021) explain that audio-visual content is equally enticing and tends to foster both verbal and non-verbal communication. Similarly, T2 added that,

“The implementation of the use of technology in the classroom using literature will enhance learner-centred, influence learners to value and realise the significance of learning literature. As a result, it will assist teachers to identify knowledge gaps.”

Programs that encourage reading through carefully chosen genres are available for schools with computer labs and internet access. Because of the technological revolution, online applications and websites have become so resourceful that teachers no longer need to scramble to find materials to teach literature in ESL classes. Recently, web-based programmes like web components, the internet, e-encyclopaedias, PowerPoint presentations, audio files, and audio-video programmes like YouTube have been targeted as effective tools for lecturers teaching short stories, prose, fiction, plays, novels, and poetry to students at universities (Al Manifi, 2019).

As long as ICT is welcomed by the Ministry through the availability of greater resources, the teaching methodologies applicable at the university level can also apply at the school level. More so, senior secondary language teachers can use these strategies to support the achievement and conception of both the language and subject zone learning of literature. Al Manifi (2019) has since echoed that there are a number of strategies that can help teachers differentiate their language and content in literature

by using a variety of common and significant methods, such as connecting with ICT experts and joining various web-based, online, and offline resources.

Additionally, the learner-centred approach should be taken into account because it allows students the chance to construct meanings, which can greatly aid in developing analytical skills (T3). Similar to T3, T3 has his own distinctive approaches to teaching literature that include, among other things, peer response, editing, cooperative learning, and student-chosen texts. T4 states that more resources are required for both teachers and students, and that teachers' capacities should be improved by providing them with more training.

The aforementioned claim is compared to some of the studies carried out to find the best strategies and tactics. Simataa and Nyathi (2016, p. 90) suggest in one of their studies that "it is the role and responsibility of all stakeholders, including material developers, syllabus designers, teacher trainers, and teachers themselves, to determine the study materials to be used and how to use them in order for the learners to effectively benefit from these materials." Priority should be given to the demand for increased resources and the obligations of ESL teachers to receive training in curriculum delivery. . Once more, it's crucial for teachers to think about which literal books best meet the needs of their students while making their selections. In other words, using an eclectic pedagogical approach, need analysis should prioritise the development of pragmatics, semantics, and functional analysis.

Simataa and Nyathi (2016) believe that while ESL students should be required to apply literature studies in Grades 11 and 12, procedures and approaches should be redesigned to get the most out of the literary works suggested for senior high schools. Ngololo and Nekongo-Nielsen (2017) found that the support system for teachers, learning resources, and the mode of the delivery system are not properly enhanced in another study conducted by Namibian academics. Improvements are therefore required to enhance teaching and learning in Namibian schools. T4 suggested that,

"The syllabus should be followed through words used. Learners' needs to be analysed, learners should be allowed to discover themselves through learner-centred approach and be creative. The principle of learner-centred education is not practically implemented due to Covid-19. Therefore, the curriculum should be reviewed with inclusive of teachers as developers because of their vast knowledge and experiences at subject level."

Additionally, the Ministry of Education, Arts, and Culture should improve its planning through NIED in order to choose suitable literary texts that handle the difficulty of genres in the senior secondary phase (T1). According to some guidelines, ESL teachers should view teaching reading as a lifelong learning

process that develops in every grade rather than the responsibility of a single person for a certain grade (Nepando, 2018).

The eclectic method of teaching is another comprehensive strategy; it is a rich mixture of various activities and as such, it is the most relevant strategy for analysis in this research, however it can also be helpful for text analysis. Participatory Approach, Communicative Approach, and Situational Approach are the key characteristics of the approach. Furthermore, this approach/method has been unequivocally demonstrated in numerous ways, such as the fact that learners benefit from having a clear understanding of what they are learning thanks to this eclectic theory of language. The key characteristics of this methodology include several tasks, intensive engagement, active learning, objective correlation, and quick outcomes (Kumar, 2013, p. 2). It is accurate to say that this method has been shown to be effective for students in any grade, and numerous studies that have used it have documented its value.

Furthermore, T4 advanced strategies on literary text analysis by stating the following;

“Each learner should be assigned a literary text to analyse as a result; it compels learners to commit to reading a lot of literary texts given as texts for analysis. Teachers should be recommended to go for regular in-service, training courses, workshop, and seminar, peer-teaching/ co-plan in their department as well as coordinate literature activities in the circuit or region.” - T4

The literature review comparison indicated the analysis of texts for a range of reasons as evidence in support. For instance, according to Hall (2017), reading and interpretation as well as educational stylistics provide a more thorough understanding. In particular, text analysis as an activity where both teachers and students investigate all that is possible in terms of pragmatic, cognitive, and linguistic functions is emphasised, in the process of social and cultural contexts of language use within the chosen texts (Hall).

To fully realise the learning process, a method is required that gives language teachers a new directive for how they could present the curriculum-approved literary content. Participant number four suggested that teachers sign up for quick courses like in-service training, workshops, peer teaching, and many others. The Ministry of Education, Arts, and Culture (2016) also supports a strategy that encourages cooperative and collaborative learning as variations on traditional working techniques.

This study examined the possibilities and modalities for choosing texts that are appropriate for learners' proficiency levels as well as how they will interact in a learner-centred manner, particularly

how to use the eclectic and speech act, which can be the best text-analysis technique. Hall (2018) contends,

Students are usually asked not just to contemplate differences abstractly, but to rewrite the sentence or a whole text in another style, by changing syntax, or to consider choice of lexis, or other syntagmatic and paradigmatic choices prompting attention to unusual or specific features of language use and so on to interpretative activity in readers (p.4).

The study by Hall highlights both the role of literary critics and the use of part of speech in text analysis. In this instance, the ministry or directorate's workshops, seminars, training sessions, and short courses will be beneficial in enhancing instructors' pedagogical stylistics applications in the context of ESL teachings.

In other words, once teachers have a firm grasp of the laws of analysis and approach to interpretation, they may construct the strategies that must be employed as tools for literary text critique. Furthermore, it is crucial that teachers of literature revitalise students' second language abilities while also understanding the book's fictional value to language learners (Hlabisa, 2020). Literature books provide students with a wealth of opportunities to develop their analytical skills as well as their grammar, language structure, and vocabularies.

In order to increase the effectiveness of ESL as a medium of instruction in schools, techniques are essential. Several studies have also found that issues with linguistic and cultural plurality call for a different strategy in teaching and learning and are part of the tactics that can be used to tackle difficult linguistic issues when studying ESL literature at the senior secondary level in Namibia. These studies show that literature may be taught at a much simpler level utilising simplified texts, easy texts, and adult texts, where the learners' grade level is considerably simpler and the complexity of the text is broken down (McKay, 1982; Zoreda & Vivaldo-Lima, 2008; Vera, 1991).

4.5 DISCUSSION

4.5.1 Review for the curriculum, syllabus and the Language Policy for Schools in Namibia (LPSN)

There was a national conference on education in Namibia from the 27th of June to the 1st of July 2011, and without a doubt, the conference offered important recommendations on a variety of topics. Making ensuring the recommendations are carried out was one of the conference's outcomes (Kisting, 2011). Several suggestions, meanwhile, erred on the side of language use in classrooms. Once more, the subject policy should have specified the literature lessons that must be covered, including the types of poems that must be taught, their difficulty levels, the kinds of novels, short stories, and prose

that must be taught, as well as the approach within the framework of functional teaching methods. It's crucial to list the contents of books so that teachers know what to look for.

The emphasis of the sources for literature studies should be on the comprehension of the setting in the narrative, the characters, and character development in poetry, short stories, and/or novels. Further explanation of the approach and the tools required to contribute value to the context of analysis, whether it be through discourse, pragmatic, functional, semantic, or other stylistic approaches, should be made apparent in the curriculum, policy, and syllabus. The policy can concentrate on a number of undervalued factors, including multifaceted methods that improve students' pragmatic abilities, syntax, lexis expansion, reading motivation, and language skill development through critical and thought-provoking abilities (Simataa & Nyathi, 2016).

It was intended for the evaluation of the curriculum, syllabus, and language policy for schools in Namibia to offer a clear direction and method for instruction. In addition, it has been shown that the professors lack expertise in both topic substance and subject approach. In certain instances, the school lacked the necessary teaching and learning resources, which caused curriculum delivery to be disrupted in some way (Kamati & Woldemariam, 2016).

Some stakeholders, like parents, can support their children significantly. According to Kamati and Woldemariam's (2016) study, the majority of parents did not practise parental assistance since they were ignorant. It is crucial that the language policy considers what parents could anticipate from their children as they learn. Teachers should look for self-motivation and confidence in their students, and the syllabus should offer suitable direction in this area. Learners' use of learning materials won't be successful if they lack self-motivation or confidence.

4.5.2 Challenges

One of the issues mentioned in both the literature and the study results is the lack of a reading culture. The introduction of a reading period from Grades 1 through 12 has been highlighted by the ministry as a potential remedy for the low literacy rate among students. In the process of allocating topics at the start of the school year, each appointed teacher is intended to oversee this specific period. What the researcher discovered during the data collection process is aberrant in that ESL teachers do not use these times to provide students with more resources, such as texts to read, or simply to broaden students' horizons by introducing them to more texts that are chosen to enrich them with pedagogical aspects of the genres. In fact, a number of studies carried out in Namibia have revealed that pupils' lack of intrinsic or extrinsic motivation and a reading culture is a matter for concern (Haimbodi, & Woldemariam, 2019; Kirchner, & Mostert, 2017, Kirchner, 2018). Organized reading should have

served as the catalyst for reading motivation, followed by written or verbal responses. Even the concept that there is a low prevalence of reading among students has been supported by data collection.

According to the study, this isn't occurring because school administration, which is intended to supervise, organise, plan, and provide feedback for reflection, isn't providing enough supervision. It should be put into practise without fail because it reinforces reading. Castles, Rastle, and Nation (2018) contend that there should be a reading period during which the programme for instruction and study of the acquisition of reading abilities is continuous, developmentally informed, and based on a profound understanding of how language and writing systems function.

However, Usmonova (2021) identified a gap that English second language readers and speakers encountered when studying literature while taking into account linguistics as well as other cultural contexts and situations. But students need more hands-on activities where they may practise in a setting similar to an ESL classroom (Usmonova, 2021). This is possible if the ESL teachers receive the required training, plan together, and identify the difficulties they encounter daily while outlining or outlining the pedagogical, functional, or feministic skills they will implement.

The problem of bilingualism is another issue that many ESL teachers appear to be struggling with. Direct translation and meaning loss can occur when ESL teachers find it difficult to switch between their native tongue and the language of instruction (ESL). It becomes difficult to successfully teach literature or other second language abilities as a result. This is likely the challenge that stands out the most since, at the moment, language teachers' incapacity is demonstrated by the fact that they have not adopted specific attitudes that would enable them to function effectively in the classroom. In certain circumstances, teachers repeat outdated educational practises because they either missed in-service training or chose not to enhance their qualification practices.

Other studies have shown that language teachers must deal with the reality that the majority of them are not native language speakers and thus do not have the knowledge and abilities required for the development of ESL competences. For instance, a study by Marsh, Ontero, and Shikongo (2002) claims that poor English proficiency in the target language, which is also the language of instruction in schools (English), has a negative impact on both teaching and learning. In general, classroom activities alone cannot solve linguistic issues, so L2 teachers must go above and beyond by enhancing the pedagogical components of skill development. After carefully evaluating what they lack through a need analysis, such abilities can only be obtained by upgrading their existing qualifications.

Due to the better monolingual system of the particular language chosen as the official language over other languages that are considered to be inferior, mono-linguicism has taken over in some countries like Japan, China, and other wealthy countries (Zhang-Wu, 2022). These languages have been established in terms of orthographic historical archives and are intended for native speakers. They have thus been transformed into textual works as well as other tools for pragmatic and semantic study. The amount of literature that is available determines how rich the language is, thus different authors use genres including poetry, prose, short stories, and novels by putting their artistic skills to work.

For instance, most teachers were aware that Namibia's language policy recognises that the bilingual method is designed with the understanding that kids must first develop and build up their mother tongue fully in their early years. This takes into account the literature instruction, which is typically provided in both languages. Students at the senior secondary level adopt this strategy to develop bilingualism as a socially beneficial learning strategy, whereby they gain from studying two languages concurrently through the additive bilingualism process (Marsh et al., 2002). Once more, if a learner's first language is not well-cultured, their second language will not develop to its full potential. To back up this assertion, the Ministry of Basic Education, Sport and Culture [MBESC], 2003, p. 2) maintains that,

A language is able to survive only if its mother tongue speakers communicate in their mother tongue. In order to cope with its survival in today's world, a language should therefore retain the cultural values embedded in it and the traditional ways of expression. A person's identity is contained in the language and the culture one has inherited from your forefathers. To be an individual in a multicultural society you must possess your cultural identity and traditional norms that you call your own. Nevertheless, a language can only develop to its fullest potential if it is exposed to the influences of an ever-changing society and adapts these influences into its corpus.

The bilingual strategy was chosen in Namibia for the preservation and promotion of native languages for the aforementioned reasons. Again, this is to ensure that students have the freedom to improve their proficiency in their home tongue at the same time as the language used in instruction at school. In contrast, a Pakistani study found that barriers to dynamic and bilingual education include learners' unfavourable views, parents' fixation with English, the powerful elites' mono-linguicism, and subtractive language policies (Ali, 2020). The refresher workshop or short course that will enable L2 teachers to adapt and combine their pedagogy abilities for a bilingual approach should include stylistics as a component of linguistics. The combination would assist students in finding a balance between their analytical abilities while examining literal text in both their mother tongue and L2.

Jimenez (2020) adds that there are issues with the English-only policy as well. Social communication is barred when the English-only policy is in effect. Similar research was done by Jimenez (2020), who looked at how English language learners without bilingualism may overdevelop their language skills, which could have a negative effect on their own learning. Jimenez (2020) came to the conclusion that social communication hindered language development more, and as a result, individuals advocate for banking in more than one language (which is recognised as subtractive bilingualism). In any country, subtractive bilingualism has advantages and disadvantages depending on the policies in place.

4.5.3 Linguistic significance of literature in an English Second Language (ESL) in context

In applied linguistics, literature studies are becoming more and more significant. In order to understand deeper meanings that call for pragmatic or semantic approaches, literature research is necessary in light of the mental richness it bestows. The significance of literary studies in schools has been extensively investigated and enhanced by numerous research investigations. The current situation in schools with relation to the availability of teaching and learning materials that are expressly chosen to be supplied to senior secondary students was the main subject of this study. Participants acknowledged that the policies or curriculum are not always the driving forces behind what students do in the classroom. Meaning that, with a few rare exceptions where the syllabus specifies a method suited to certain learning objectives and competencies Beyond that, there is a requirement to perform an action research project or survey where ministry representatives will hunt for information that will provide them the knowledge they need to examine the ESL instructors' daily tool, the syllabus.

Lessons that lead to a course on stylistic development are built up from the standpoint of the linguistic relevance of literature in the context of English as a second language. Early investigations by some academics have successfully recognised the advantages of using stylistic choices and their effects on listeners' or readers' comprehension. Some of the stylistic functions in the development of language include influencing and facilitating the listener's or reader's ability to communicate meanings that go beyond the linguistically determined meanings, communicating attitude (as in the persuasive effects of style), and expressing or communicating emotions (Dvalidze & Shavladze, 2013).

Additionally, Dvalidze and Shavladze (2013, p. 7) note that recent stylistics instruction has included topics like point narrative, the structure of view and focalization, sound patterning, syntactic and lexical parallelism, and repetition, metre and rhythm, genre, mimetic, representational, realist effects, meta representation, representation of speech and thought, irony, metaphor, and other indirect meaning methods, as well as the use and representation of variation. Because of this, learning about grammar usage and sentence form alone is not enough to teach students about language structure;

they also need to be exposed to literature that is rich in language philosophy. To understand language contextually, there are a few characteristics that require in-depth study. The use of stylistic devices in literature has the power to introduce readers to new levels of linguistic analysis and patterns.

According to Nawash (2018), in order to engage a linguistic text, stylisticians primarily engage in a comprehensive critique of literary instruction, where a final reading of texts comprises explicit decisions made by an unambiguous text and the effects of those decisions (primarily on the meaning of the text analysed). Because of this, university-level student instructors should receive a comprehensive education on the context and the integration of literature into the ESL curriculum in schools.

Due to a methodological gap in the knowledge and analytical skills they have learned at training institutions, seasoned language teachers may not possess the pedagogical features of the stylistics approach to educating learners. This has an impact on their capacity to comprehend the meaning of literature in ESL sessions. The level of student understanding of any subject is equal to that of their teachers. For instance, by creating a table of texts to identify the patterns and functions in some aesthetic ways, students can recognise sentence tree constructions or some correspondence for syllable, word, or discourse construction (Dvalidze & Shavladze, 2013).

Conclusion: Since the subject language policy or basic education curriculum are official legal documents that serve as a teacher's and student's guide, the richness and significance of literature through linguistic development can only be recognised if students are exposed to a lot of reading in both genres of their choice and those that are required. Further study is required on the promotion of stylistics through effective pedagogical methodologies. For linguistic development that is at odds with new tendencies in modern literary analysis, the gap that exists in the techniques of examining texts through pragmatics, semantics, texts critics, discourse analysis, and the usage of other stylistics approaches needs to be investigated further.

4.5.4 Strategies

There are good reasons for students to read literary works. One of them is to benefit from studying literature or simply to be inspired to delve deeper into other genres. Teachers have been exposed to more literature textbooks during the past few years. Recently, technological advancements have raced at the speed of light to the point where we no longer find books to be very enticing or interesting. Computers in schools can serve as a hub for learning as the fourth industrial revolution draws near. Computers can assist both teachers and students, while students would explore the online literature that is available in a variety of genres and teachers may serve as facilitators.

Furthermore, it is important to advocate for the usage of digital literature since it helps students see how much simpler narrative texts may be. Well-known authors of various literary genres publish their work online and upload it for public use. Some even have social media pages, while others have websites where their published works are uploaded. Even if the policy on Information Communication Technology in Education proposes a number of ways to be used, the introduction of teaching literature in schools comes at the perfect time given how heavily enforced technology is now.

Currently, digital literature serves as a means of acquiring fundamental skills and enables students to apply narrative texts. However, it is a well-known fact that not all schools have access to technology because of structural inequality and unequal resource allocation in schools. The best course of action right now is to use digital literature. According to Coiro (2021), an English instructor should use digital literature, particularly when introducing students to the reading of narrative texts.

The ability to transform some literary texts into action plays has made it possible to teach plays and theatre in ESL classes through the use of movies. Learners can now witness the fictional people they read about, and few of them are given parts to play in the movie. As the technological revolution makes characters real, the film industry is another field of narrative analysis where cognitive linguistics is being used. The meaning of a movie is metaphorically mapped in our sensory-motor system, according to a study by Gamliel (2020), and embodied simulation processes in the brain allow the viewer to infer this meaning from the evidence the movie provides (Cognarts, 2017). As a result, exposing students to cinema as a way of honing their aural abilities and analytical skills through film projections will give them the intensity of appreciating literature.

Other approaches may involve students reading plays or dramas and then practising their performance. For instance, a local drama called *God of Women* has been studied in schools for a long time. What important is the text's substance, which students are reading in order to engage in analytical processes. Teachers can use *God of Women* to help students grasp the locutionary act, illocutionary act, and perlocutionary act, three basic acts that speakers carry out. The speaker achieves a conventional force when they make the utterance.

Additionally, it's important to emphasise the teaching of literature by finding various approaches to inspire students. Many students still lack the reading habits and understanding of the value of literature exploration. Nowadays, students find technology more enticing than textbooks, so it is crucial that the education ministry introduces more computers into classrooms and makes sure that even remote schools have access to the internet so that students can learn literature using computers.

The field of pedagogical stylistics is incredibly rich in imaginative creations that spring from the mind's imagination, and many authors—whether they write poetry, novels, prose, drama, or plays—have over the course of their careers produced the best artistic works in the world that we are currently studying because of their language diversity. According to Mukoroli (2016), this process approach to genre writing thoroughly examines a risky, eloquent, and pragmatic pedagogy to teaching academic writing, which is crucial in the literature and more pedagogical stylistic sector. Mukoroli (2016) contends that every pedagogical strategy in a language classroom must be dynamic and take into account the needs, interests, and values of the surrounding communities. The researcher concurs with Mukoroli that the ESL teachers' pedagogical approach determines how students learn in the classroom.

The needs, interests, and values of the local communities are sadly frequently ignored. No single Namibian novel, short story, or autobiography is included on the high school ESL curriculum, according to Woldemariam and Gawas (2020). This is a grave warning that local communities' values and interests are not taken into account. The genres of Namibian literature that were initially written by Namibians for Namibians have been neglected by our educational planners. It is a well-known truth that Namibian history is replete with true events that numerous authors and writers have been able to capture in anthologies of poetry, prose, novels, and theatre. Local communities' requirements, interests, and values are what motivate them to value our own literature by studying and analysing them simultaneously.

While creative writing and thinking are currently underutilised in practise and at the policy level, Woldemariam and Gawas (2020) proposed additional techniques and argued that they should be emphasised as a part of language teaching. It is therefore strongly advised that Namibia's language policy be revised to be included on the genres that promote functional stylistics, pragmatic stylistics, and feminist stylistics as an interdisciplinary approach to literature study by assessing why literature is taught in Namibia. These facts show that in order to develop English for Academic Purposes, prose, poetry, and novels must be analysed utilising writing, speaking, listening, and reading skills (EAP).

Literature studies in schools, particularly junior secondary and senior secondary phases, should be permitted to teach literature apart from English as a course that is now taught in schools because EAP does not broadly and comprehensively cover all areas of literature. With enough time to prepare literary materials that are relevant for the class and to use the eclectic method to teach dynamically, ESL teachers will be able to do so.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter serves as the study's conclusion and is separated into Section 5.2, which presents the study's conclusions, and Section 5.3, which offers recommendations.

5.2 CONCLUSION

5.2.1 Subtopic One: Challenges in teaching and learning literatures in an English Second Language (ESL) situation

This study's findings suggest that there are more effective ways to handle some of the difficulties, despite the difficulties and flaws that the school's language department uncovered. Some of these are controllable at the school level if ESL instructors use several methods, including functional stylistics, pragmatic stylistics, and feminist stylistics as part of an eclectic idea approach to literature study by analysing why literature instruction is required in Namibia. In order to create literal texts that are linked with different discourses, linguists need to conduct further study on other approaches, such as the speech act approach, used in the teaching and learning of literature.

If students practise, they can perform plays or theatre in class. Ineffective reading results from a lack of resources, such as applicable texts that are anticipated to influence linguistic traits, and additional activities are required for both formal and informal assessment. The study comes to the additional conclusion that little is taken into account when the important official legal academic papers controlling the usage of the language are finalised, despite the involvement of stakeholders in the education sector. If L2 teachers had been linguistically prepared, they could have taught pupils various stylistics methodologies that are ignored by linguistic issues at the senior secondary level. When it comes to the pedagogical approach to teaching and studying literature in schools, consultation that excludes consensus-building opinions from the decision-making process is bad.

The use of digital literature is hampered by inadequate computers and internet access in schools. Therefore, it is necessary to separate literature as a subject on its own in order to increase the teaching of literature. As a whole, teaching English is much simpler than managing literature pedagogy, which requires teachers to integrate all of its elements, including the genres (prose, poetry, drama, and novel) and the analysis needed from phonology, phonetics, graphology, morphology, syntax, grammar, lexical analysis, lexicography, discourse analysis, semantics, and pragmatics.

It could be argued that this is insufficient when considering the time allotted for teaching and learning English as a subject at the senior secondary level. As a result, offering a course just on improving literary pedagogy may be suitable. This adjustment may improve independence, cognitive development, enthusiasm, creativity, and love for literature if it can be reviewed at the curriculum level, which serves as a master guideline for teaching and learning. Additionally, it might be simpler for students who have a strong desire to compose poems, novels, plays, etc. to find the time to develop the idea so they can become authors and writers.

The study comes to the further conclusion that the selection of pertinent literary texts for teaching at the senior secondary phase continues to be an allegory because the curriculum, policy, and work plans are mute on the choice of these texts. But there's still room for development. To put it another way, when choosing texts, it is important to consider the communities' requirements as well as their interests and the value that the texts will offer to their local content.

As a result, the study draws the conclusion that there are times when reading activities are underutilised within the confines of the required reading materials that are made available through the curriculum, the schemes of work, language policy, and the syllabus. Because they are not directed by any specific legal instrument of the ministry regarding text selection, suitability of the text, difficulty of the text, as well as the monitoring of the allotted reading period, ESL teachers underuse the resources at their disposal.

5.2.2 Subtopic Two: The linguistic significance of literature applied, factors considered in teaching literature genres in line with the language policy based on activities prepared by the teachers

The study's findings suggest that teaching literature in schools provides students with the chance to delve deeper into the hidden meanings of literary genre writings like poetry, prose, novels, and plays and plays. Once more, texts are examined for reader-text response or the relationships between the addressee and addressor engaging through texts by applying pragmatics, semantics, phonology, phonetics, graphology, morphology, syntax, grammar, lexical analysis, and lexicography.

The importance of literature is to foster a reading culture among students at school and to enhance social and communication skills. Reading regularly will enhance students' cognitive thinking skills and provide them the ability to reason more persuasively in any academic debate. Learners gain some awareness of characters and characterization in all genres through literature. Learning to creatively analyse texts motivates students to grow or develop their language communication fluency skills as well as cognitively. The linguistic importance of literature is that the elements taken into account when

teaching literary genres in accordance with the language policy based on lessons planned by teachers have a significant impact on the information provided.

The importance of literature is to foster a reading culture among students at school and to enhance social and communication skills. Reading regularly will enhance students' cognitive thinking skills and provide them the ability to reason more persuasively in any academic debate. Learners gain some awareness of characters and characterization in all genres through literature. Learning to creatively analyse texts motivates students to grow or develop their language communication fluency skills. The linguistic importance of literature is that the elements taken into account when teaching literary genres in accordance with the language policy based on lessons planned by teachers have a significant impact on the information provided.

Despite the importance of language in teaching and studying literature, there are misalignments and knowledge gaps that come from a lack of thorough interpretation and a needs analysis on what should be covered in senior secondary literature courses. The literary genres from Africa and Namibia still have significant shortcomings in the texts that are chosen to be taught in senior secondary school. Thus, linguistic significance provides worth to locally produced literary works like poetry, prose, novels, short tales, and drama so that readers, academics, researchers, and linguists would recognise and respect them.

5.2.3 Subtopic Three: Recommended strategies

Additionally, this study finds that the majority of school-level approaches fail to successfully reach the target population and effect moderate modifications. This may be because L2 policymakers and those in charge of directing and examining the implementation of the curriculum have not conducted field surveys on pedagogical, functional, feministic, pragmatic, or semanticist viewpoints. It's likely that these ministry representatives have previously had trouble connecting with the most influential members of the educational community or other stakeholders.

Participants in this study offered interesting techniques that could have a significant impact on how literature is taught and learned. Because of the absence of coherence in the curriculum, the language policy in schools, and the syllabus, the texts in the genres are not studied for the purposes intended. Since texts are the most important source for analysis, participants suggested doing additional research to meet the goals of the curriculum, policy, and syllabus. Texts offer readers and authors thought-sharing opportunities, challenging aspirations, language skill development, pleasure, delight, syntax, linguistic structure, limitless vocabularies, analytical skills, and many other benefits.

Therefore, it is necessary for schools to share or rent resources, especially if they are part of the same circuit. By doing this, the schools with more resources can share some of their resources with others. In the circuit, teachers can plan their own workshops where they can exchange best practices for teaching various courses and come to an agreement on how to get the textbooks and other resources they require.

In other words, failing to conduct a needs analysis before creating a course, curriculum, or teaching materials will leave many literary education difficulties unaddressed, particularly the insufficiency.

6.1 RECOMMENDATIONS

6.1.1 Subtopic One: Challenges in teaching and learning literatures in an English Second Language (ESL) situation

In light of the findings and the conclusions made, the study recommends the following to be done:

ESL teachers are advised to pursue further education at educational institutions that offer courses in English literature, short courses for certificates, diplomas, or even various degrees that can enhance their general knowledge approach about the subject they teach, as they lack adequate training on literal text selections appropriate for learners at senior secondary. At the cluster or circuit level, ESL instructors can plan workshops where they can talk about the difficulties they encounter when instructing literature.

Similar to this, invitations should be extended to Senior Education Officers (SEOs) in charge of L2 English at the senior secondary phase prior to the workshop or seminar in order to engage them in conversation about the difficulties they are encountering when instructing literature in English classes. The ESL teachers and their SEOs can discuss the most effective approaches for overcoming the linguistic assessment issues during the workshop or seminar. More information on how assessment should be focused on functional, pragmatic, pedagogical, feminist, and other literal devices/elements required for literary study examination may be found in the examiners' report for L2.

Department heads, principals of schools, and other management personnel help to gather the relevant resources required for literature. Similar to this, literal texts should meet the needs of students by giving them content that helps them improve their language toolbox of analysis through the use of semantics, pragmatics, and literal techniques in a range of genres.

ESL teachers should use the school's internet-connected computers as well as encourage students to study some of the literary books that are available online to read for enjoyment. Digital literature has taken over and is now emerging as the solution to the lack of resources at schools.

In schools, literature studies ought to be taught as a distinct subject or course. This is owing to the fact that not enough time is allotted for teaching the prescribed material for the literary texts that must be covered. The issues mentioned by academics on the linguistic significance of teaching and learning literature must be taken into account by the curriculum panellists who are in charge of the review in order to be addressed. The literary subgenres chosen for the ESL senior secondary phase must meet the identified needs. Particularly, the writers from Namibia should be valued, taken into account, and accommodated in genre literature (novelists, poets, playwright and others).

The teaching and learning strategies used by L2 teachers should be consistent with the types of stylistics (functional, pragmatic, pedagogic, or feministic) and the pertinent conceptual framework (eclectic approach, for instance), which encourage students to engage genre texts from any angle. In order to enhance their language talents, students should also be encouraged and rewarded for their level of success in studying, reading, and analysing literary materials. With consideration for the stylistic toolbox of analysis, the curriculum, syllabus, policy, and schemes of work for L2 should be in line with the pertinent language development.

The schedule's reading time should be fully utilised in order to encourage a reading culture among the kids. Teachers should ensure that students understand and can employ literary devices like alliteration, simile, metaphor, euphemism, anaphora, hyperbole, irony, onomatopoeia, and oxymoron in diverse genres when analysing various literary works or literary genres

6.1.2 Subtopic Two: The linguistic significance of literature applied, and factors considered in teaching literature genres in line with the language policy based on activities prepared by the teachers

Using different literary techniques, literature allows readers to engage with the contents. Therefore, it is advised that the texts be engaging in order to give the texts that students will analyse in their ESL courses substance or effect. The chosen materials, whether they be works of fiction, poetry, novels, plays, or theatre, must aid the reader (a learner) in developing a more detailed picture of what is happening inside the written text. The chosen texts for the ESL material for literature should be able to draw the reader into a story and add effects like irony, rhythm, or detail to a piece of written response, as well as creating many other effects that draw the reader in even more.

Genres of literature should assist readers (learners) in gaining a deeper understanding of what is being said through applying various skills in ESL. To emphasise a point or to make it clearer to the learners for them to advance their creativity, the teacher should develop pedagogical approaches such as

eclectic or speech act in their lessons that can enable learners to convey certain information if they wish to do it in a more creative fashion.

ESL teachers should make sure that the literature they choose for their students to read is engaging and fascinating (learners). The literal critics' text should allow for language growth that enables learners to participate cognitively. Literary devices are a great tool for students to connect with characters and circumstances, so ESL teachers should always make use of them.

In a word, the senior secondary phase curriculum needs to contain more African and Namibian literature genre contents. This will add value and make an effort to appreciate the literary works of our own authors, including their poetry, prose, short stories, and more, so enhancing social and communication skills and encouraging a reading culture among students.

6.1.3 Subtopic Three: Available recommended strategies

Language specialists should concentrate on dynamic techniques where the literal text chosen must adhere to standards that are in line with the L2 curriculum, scheme of work, and syllabus. Additionally, a panel on linguistic aspects needs to be established, with the majority of the members being L2 teachers with experience in senior secondary curriculum evaluation.

Ministry representatives should frequently visit schools to become familiar with the current teaching and learning methods. As a result, ESL teachers will develop confidence and trust, which will encourage them to work hard. In the context of engaging in semantic or pragmatic activities that may comprise short tales, prose, poetry, or theatre, the same officials should be evaluating if literal texts are adequate to meet particular standards for linguistic and stylistic purposes.

ESL teachers should make sure that the chosen texts are used for a range of objectives, including improving language proficiency, enjoying reading for pleasure, learning about grammar and language structure, expanding vocabulary, developing analytical skills, and many others. The analysis that contested the goal of form of stylistics or simply use the eclectic which address the numerous skills in a single session should be the main emphasis of their teaching and learning in literary classrooms.

With regards to short stories, novels and plays, L2 teachers should introduce lessons with pre-reading, while-reading and post reading activities linking them to pragmatic, critical discourse analysis, literal device to establish their level critic in a more student-centred learning through eclectic concepts.

Finally, schools within the cluster or circuits should cultivate a culture of sharing the materials they possess, including the methods needed for the linguistic approach to literary analysis when some schools have a surplus and others do not.

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APPENDICES

Data collection tools

APPENDIX A1: INTERVIEW GUIDE QUESTIONS CHECKLIST

Faculty of Human Sciences
Department of Communication

Date: _____

My name is Eliakim Mandume Fillemon a postgraduate student doing a Master in English and Applied Linguistics in Department of Communication, student number 220003378 at Namibia of University of Science Technology. I am kindly requesting your participation in the study that I am conducting titled: A PEDAGOGICAL STYLISTIC EVALUATION OF LITERATURE STUDIES AT ONAWA SENIOR SECONDARY SCHOOL, OMUSATI REGION.

Participation in the study is completely voluntary and participants may withdraw from the study at any time. The information provided will be kept confidential and will be anonymised and will possibly be used for a research report completion. The researcher will not use your personal information for any other purpose outside the research project. Data will be kept secure by password protection and data encryption and will be kept for a period of 5 years.

If you want to participate in the study, please read the informed consent. Your participation in the research will be of great importance to the researcher and to NUST and Ministry of Education, Art and Culture.

Thank you for your time and participation!!!!

SECTION A: DEMOGRAPHIC DATA

SECTION B: BIOGRAPHICAL INFORMATION

Please tick (v) the correct choice

1. Gender	
Male	Female
<input type="checkbox"/>	<input type="checkbox"/>

2. Age				
21 - 27	28 - 34	35 - 40	41-45	46+
<input type="checkbox"/>				

3. What is your highest qualification?			
M. Ed	B. Ed	BETD	Others
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. In which year did you obtain that qualification?			
before 1990	1991-2000	2001-2010	2011-2021
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Where did you obtain your qualification?				
University of Namibia	Namibian University of Science and Technology	Former Colleges of Education	Institute of Open Learning	Other (Specify)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Years of experience in teaching profession.				
0 - 1 years	2 - 6 years	7 - 11 years	12 - 16 years	17+ years

7. How long have you been teaching English at senior secondary phase?				
0 - 1 years	2 - 6 years	7 - 11 years	12 - 16 years	17+ years

8. Which current grade(s) you are teaching?		
Grade 10	Grade 11	Grade 12

SECTION B: STRUCTURED QUESTIONS

1. To determine the linguistic significance of literature in an English Second Language (ESL) in context

1.1 What is the linguistic significance of literature applied in learning English Language (ESL) in context?

Response:

1.2 What other factors do you put into consideration while teaching literature genres to learners to make them realise the significance of understanding the depth of literature?

Response:

1.3 What policy or guideline available to enhance literature in an English context?

Response:

1.4 What other activities are prepared by the language department to raise the awareness of the importance of literature in developing other social skills, communication skills and promoting reading culture among learners at school?

Response:

2. To evaluate the linguistic challenges in studying literatures in an ESL situation

2.1 What are these challenges in studying literatures in an English Second Language situation?

Response:

2.2 How do these challenges can be overcome?

Response:

2.3 How do you view challenges in other form to strengthen capacity to deliver?

Response:

3. To assess the linguistic strategies that can be applied to challenging linguistic problems in learning ESL literature in Namibian junior and senior secondary level.

3.1 Which strategies can be applied to learn ESL literature in Namibian junior and senior secondary schools?

Response:

3.2 What strategies (methods) do you use to teach literature?

Response:

3.3 Has the department made clear strategies toward developing them into a policy document? If any describe it in detail.

Response:

3.4 What other recommendation will make for the region and the country to improve English performance?

Response:

Sub-Questions

4. Do you think you were prepared enough by (institution) to teach literature sufficiently? Explain.

Response:

5. Do you attend workshops on literature? If yes, how often and when?

Response:

6. (a) In which Grade do you think literature should begin to be taught? (b) Which genre should be started with?

Genre	Poetry	Drama	Short stories	Name any other

7. How often do you do the following in class?

7.1 Reading novels

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/ term/year)	Never

7.2 Reading poems

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/ term/year)	Never

7.3 Drama/actions/Role playing

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/ term/year)	Never

7.4 Analysing poems + novels

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/ term/year)	Never

7.5 Telling traditional stories

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/ term/year)	Never

7.6 Let learners listen to CDs

Very often(4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/ term/year)	Never

8. What teaching aids do you use in English lesson?

Posters	Power point	Drawing on the chalkboard	CDs	Videos	Other (Specify)

9. What teaching aids do you use in English lesson?

Theme title	Characterization (characters)	Milleu	Plot	Story line	Author	Tension	Conflict

10. Tick all the things below that you have discussed with your learners in English lesson when you did poetry.

Epic poetry	Lullaby	Narrative poems	Sonnet	Stanzans	Rhyme

11. What type of assessment do you use in English lesson when doing literature?

Test	Oral questions	Assignments	Role play	Others (specity)	None of the above

3. How do you assess literature? Explain.

Response:

4. What should be a major focus in English classes in terms of teaching literature that will help these learners in this specific area? (Literature).

Response:

5. What are the challenges you face when teaching literature?

Response:

6. How do you overcome these challenges?

Response:

7. Any suggestions to curriculum planners in your subject regarding the teaching of literature?

Response:

APPENDIX A2: QUESTIONNAIRES FOR LEARNERS

Please answer the following questions by ticking (v) the correct choice. Please do not write your name on this paper.

1. Gender

Male	Female

2. Age

14-16	17-19	20+

3. Current grade

10	11	12

4. How often does your English teacher do the following in class?

4.1 Reading novels

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

a. Reading poems

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

--	--	--	--

b. Drama/ actions/ Role playing

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

c. Analysing poems + novels

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

d. Telling traditional stories

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

e. Let you listening to CDs

Very often (4-5 times a week)	Sometimes (2-3 times a week)	Seldom (once a week/term/year)	Never

f. What teaching aids does your teacher use in English lesson?

Posters	Power point(laptops)	Drawing on the chalkboard	CDs	videos	Other (specify)

--	--	--	--	--	--

5. Tick all the things that your teacher has discussed with you when you are reading novels.

Theme + title	Characterization(characters)	milieu	plot	Story line	Author	Tension	conflict

6. Tick all the things below that your teacher has discussed with you in English lesson when you did poetry.

Epic poetry	Lullaby	Narrative poems	Sonnet	Stanzas	Rhyme

7. How often does the teacher do the following in English lesson?

Test	Oral questions	Assignments	Role play	Others (specify)	None of the above

8. Do you like literature? Give a reason for your answer.

.....

.....

.....

.....

.....

9. Would you like to be taught more literature? Give a reason for your answer.

.....

.....

.....

Ethical Clearance Application (ECA) letter from NUST



NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY

FACULTY RESEARCH ETHICS COMMITTEE (F-REC)

DECISION: ETHICS APPROVAL

Ref: S012/2021

Student / Staff no.: 220003378

Issue Date: 6 September 2021

RESEARCH TOPIC

Title: A pedagogical stylistics evaluation of literature studies in Onawa Senior Secondary School Senior Secondary School, Omusati region

Researcher: Eliakim M. Fillemon
Tel: +264 81 394 1097/+264 81 297 5992
E-mail: educationaishe424@gmail.com

Supervisor: Professor Haileleul Zeleke Woldemariam
E-mail: hwoldemariam@nust.na

Dear Mr Fillemon,

The Faculty of Human Sciences Research Ethics Committee (F-REC) of the Namibia University of Science and Technology reviewed your application for the above-mentioned research. The research as set out in the application has been approved.

We would like to point out that you, as principal investigator, are obliged to:

- maintain the ethical integrity of your research,
- adhere to the Research policy and ethical guidelines of NUST, and
- remain within the scope of your research proposal and supporting evidence as submitted to the F-REC.

Should any aspect of your research change from the information as presented to the F-REC, which could have an effect on the possibility of harm to any research subject, you are under the obligation to report it immediately to F-REC as applicable in writing.

We wish you success with your research, and trust that it will make a positive contribution to the quest for knowledge at NUST.

Sincerely,

Dr Godfrey Tubaundule
Acting Associate Dean: Research and Innovation
Tel: +264 61 207-2932 / 2325
E-mail: gtubaundule@nust.na

Dr Pilisano Masake
Acting Dean: FoHS
Tel: +264 61 207-2063 / 2325
E-mail: pmasake@nust.na

Permission letter from Omusati Education Directorate



Omusati Regional Council

Private Bag 529, OUTAPI, Tel +264 65 251700, Fax +264 65 251078

Ref: 13/2/9/1

13 July 2021

Enquiry: Sophia Ashipala

To: Mr. Eliakim Mandume Fillemon
P.O. Box 3317
Ongwediva

RE: PERMISSION TO CONDUCT A RESEARCH STUDY

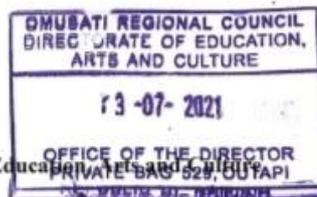
1. This letter serves to notify you (Mr. Eliakim Mandume Fillemon) that permission has been granted to conduct a research study focusing on "A pedagogical stylistics evaluation of literature studies "at Onawa SS in Anamulenge Circuit.
2. Please be informed that the research to be conducted at school should by no means whatsoever disrupt teaching and learning.
3. You are further urged to ensure that your investigation methodologies are in compliance with Covid 19 preventative protocols put in place.
4. We hope and trust this exercise will enhance quality education in the Region.

Thank you for your understanding.

Yours faithfully,

Mr. Benny N Eiseb

Regional Director: Directorate of Education, Arts and Culture



Cc; Inspector of Education: Anamulenge Circuit
Principa: Onawa SS



All official correspondence must be addressed to the Chief Regional Officer

Editor's Certificate

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22 February 2022

To whom it may concern

LANGUAGE EDITING – ELIAKIM MANDUME FILLEMON

This letter serves to confirm that a **MASTER'S DEGREE IN ENGLISH AND APPLIED LINGUISTICS** thesis entitled *A PEDAGOGICAL STYLISTIC EVALUATION OF LITERATURE STUDIES AT ONAWA SENIOR SECONDARY SCHOOL, OMUSATI REGION* by ELIAKIM MANDUME FILLEMON was submitted to me for language editing.

The thesis was professionally edited and track changes and suggestions were made in the document. The research content or the author's intentions were not altered during the editing process and the author has the authority to accept or reject my suggestions.

Yours faithfully



DR NELSON MLAMBO
PhD in English
M.A. in Intercultural Communication
M.A. in English
B. A. Special Honours in English – First class
B. A. English & Linguistics