Faculty of Human Sciences
Department of Communication

A CORPUS LINGUISTICS STUDY OF ENGLISH IN WRITTEN
ESSAYS BY THIRD-YEAR STUDENTS IN THE DEPARTMENT OF
WILDLIFE MANAGEMENT AND ECOTOURISM AT THE
UNIVERSITY OF NAMIBIA KATIMA MULILO CAMPUS

Thesis submitted by

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**In partial fulfilment of the requirements for the degree of
Master of English and Applied Linguistics (MEAL)**

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ABSTRACT

This study sought to investigate the influence of nativisation in the written essays by third-year students in the Department of Wildlife Management and Ecotourism at University of Namibia (UNAM) Katima Mulilo Campus. The study population comprised of 15 students, from which a sample of 14 students was drawn. The research identified and examined words that are nativised by the third-year students, examining their frequency of occurrence, the structures of sentence patterns and other grammatical patterns. A mixed research methodology was adopted in the analysis of the word frequencies, structures of sentence patterns and grammatical patterns. The results from the enquiry indicate that a total of 2290 words were nativised by the students. The structures of sentence patterns also evinced that students used five structures of syntactic patterns in their writings, while their patterns of grammar were more phrasal, with noun phrases being the most frequently preferred phrase structure followed by prepositional phrases. It is envisaged that the findings from this study will help facilitate the teaching of English to the students in the Department of Wildlife Management and Ecotourism at Katima Mulilo UNAM Campus. On the basis of these results, recommendations for further research have been suggested. Pedagogical implications to assist language lecturers in assisting students develop proficiency in the English language have also been proposed.

Key terms: Nativisation, World Englishes, Word frequencies, Third circle, Grammatical patterns

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DECLARATION

I, Kahimbi Siloka, (student number 201045052) declare that this thesis titled ***A corpus linguistics study of English as written by third-year students of the Department of Wildlife Management and Ecotourism at University of Namibia (UNAM) Katima Mulilo Campus*** is my work and has not been submitted anywhere else for the award of a degree or any other academic award. All sources used in this study have been duly acknowledged and fully cited.

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7. soft copies of the thesis have been submitted to NUST.

Name of supervisor: Prof. Haileleul Zeleke Woldemariam

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Date   : Date: **18 Nov. 2022**

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the study and provides an overview of the research. The chapter particularly discusses the background of the study, the objectives, statement of the problem, research questions and significance of the study. Several definitions of key terms are also given. This chapter presents the discussion of the state of the English Language in Namibia and the causes of the challenges that students face when using English to write academic work.

1.2 Background of the study

English language plays a very significant role in many contexts around the world. It is one of the languages of the world that is widely used as a language of communication and instruction, Rabea (2018). People across the globe exchange information using this medium of communication. In many parts of the world, it is either the official language or serves as a foreign language, in schools, it is either the main medium of instruction or the second language of instruction, Schneider (2014). In Namibia, English serves as the official language of correspondence and main medium of instruction in schools (Sabao & Nauyoma, 2020; Simataa & Simataa, 2017). Thus, English is the approved language of law, commerce, education, international relations, science and technology. Buschfeld and Schröder (2019) state that Namibia has an interesting and unprecedented history when it comes to the English language, largely due to her colonial past**.** "The English language eras back to 1884 during German's occupation of Namibia",Frydman (2011, p. 182)*.* According to Frans (2014) the introduction of English to Namibia as a medium of communication was only adopted after independence in 1990. Republic of Namibia, [1990]: Sub-Article 3.1) declares English as the official language for Namibia. When English became the official language of Namibia, many Namibian were still linguistically divided and accustomed to Afrikaans or their native languages (Murray, 2007). Which made the adoption of English, more challenging among Namibians who had little contact with the English language. Meanwhile, Sub-Articles 3.2 and 3.3 allows the use of other languages for instructive, communicative and legislative, administrative purposes.

With many indigenous languages in Namibia, there was a need for a language that will bridge the gap of multilingualism in the country. A language that would be understood by every citizen, an instrument for unity, assimilation and global communication (Simataa & Simataa, 2017). The outcome of South West Africa People's Organisation (SWAPO)'s language planning for an independent Namibia was a policy of official monolingualism with English serving as the single official language (Frydman, 2011). However, for a clearly multilingual country with an English-speaking population of less than 1%, neither the choice of a monolingual language policy nor the selection of English as the only official language seemed readily obvious (Murray, 2007). Despite the fact that only 0.8% of the population spoke English as a first language and only another 4% as a second language, nowadays surveys show that English is a favoured language among Namibians (Pütz, 1995 as cited in Frydman, 2011).

Although, its adoption as an official language in Namibia was characterised by many challenges, the usage of English has been improving, and over the past years the status of English has increased steadily in Namibia (Frydman, 2011; Sabao & Nauyoma, 2020). Nowadays, many Namibians have embraced the English language, with many people using it on a daily basis, especially in urban areas. Since its adoption, English has maintained a twofold roles; as a medium of correspondence and a channel language between different Namibian indigenous tribes, Murray (2007).

Despite the improvement in the use of the English language in Namibia, the standard of the English language in Namibia has not been advancing much. Irrespective of the formal teaching and learning of English, the level of competence tends to be poor amongst students upon joining universities in Namibia (Krishnamurthy, 2010). In addition, the performance in this language as a subject in Namibian schools has been described as poor. The official language has caused a persisting learning challenge to Namibian learners. According to the Directorate of National Examination (DNEA, 2018) the majority of learners obtained D-E symbols at ordinary level English language examinations. This is an indication that the level of competency in English amongst learners still does not meet the expected standards. In some schools, learners still fail to write proper compositions. Krishnamurthy (2010) observes that the English language is still considered a very difficult subject, and many Grade 12 learners fail to qualify for entrance into university because of low symbols in the English language subject. English access courses have been introduced at universities in order to assist

prospective students who do not qualify for university admission because of poor symbols in English. Yet, even with such courses, many university students still struggle with the English language (Simataa & Simataa, 2017). Students still struggle to communicate or write proper essays. According to Haacke (1983, p. 14) "instruction in a language that learners are not familiar with affects their cognitive perception, independent thinking and decision making choices are supressed". Thus, many second language learners lose their desire to learn English. Interaction in the class is often very poor because learners are not motivated and absorbed.

Shilongo (2017) observed that reports from Grade 10 examiners (MOE) for the 2015 & 2016 examinations evinced that the learners' poor performance in English affected their performance in Geography. In addition, other challenges were the teachers' poor English proficiency which also had an effect on the learners as well as other subjects. According to Feast (2002), when students are weak in the language that they are instructed in, they would not do well in the content subjects taught in the language of instruction. As a result, the performance of Namibian students is determined by their English language proficiency. Bachman (1990) defines language proficiency as the ability in language use. While, Oller (1983) maintains that language proficiency does not have a distinct unitary ability, instead it has many distinct but linked constructs. This plainly shows that poor results in English impact other areas of education. Iipinge (2013) notes that even though English as a Second Language (ESL) teachers in Namibia were aware of the learners' poor English problems, they still continue to fail to use realistic and practical strategies to remedy the problem. Therefore, the English language does not open enough opportunities for the learners to advance their communication skills. Many teachers in schools focus more on distributing facts, material and principles on what should be done in a language classroom instead of teaching linguistic skills or applying language activities that help in acquiring communicative skills or competence. This position is supported by Kamati and Woldermariam (2016) who observed that the cause of underachievement amongst Grade 12 learners in the English subject was as a result of the teachers lacking knowledge of the subject methodology and content. De Klerk (2012) noted that 20 years after implementing the language policy in Namibia, almost 98% of teachers did not perform well in an English competency test and were seen as wanting in English. The results led to an intervention where teachers nowadays receive basic training in English

during their teacher training programme. Iipinge (2018) further points out that the majority of learners in Namibia barely use English at home, even though English is their medium of instruction at school. This affects them as they have to acquire English as the language of teaching and learning. Benjamin (2004) on the other hand submitted that factors that lead to poor performance in English in Namibia include among others learners lack of understanding of English concepts such as questions asked and instructions given, rote learning, and difficulties to read and understand certain textbooks.

In addition, a study by Hautemo and Julius (2016) indicated that teacher-learner ratios in some schools was the cause of poor performance in schools. Teacher- learner ratios were high in schools beyond the prescription of the Ministry of Education. This impacted teaching and learning of the English language which has been regarded as the official language and main medium of instruction in Namibia. _(Nampa, 2015) concurred with Hautemo and Julius (2016) stating that parents in the Zambezi region indicated factors such as the overcrowding of learners in classrooms contributed to the high failure rate of learners in the region. The ratio of teacher-learner- was 1:44 in some cases instead of the 1:35, as stipulated by the Ministry of Education.

The variety of English spoken in each region is somewhat different from the standard preferred by the Ministry of Education. Each region seems to have its own dialect or version of the English language, and this seems to be due to various influences (Steigertahl, 2018**).** The variety of English that is spoken in Namibia's Zambezi Region is very different in many ways from that of the rest of the country as neighbouring countries (former British colonies) have strongly influenced its foundation. Though the variety of English spoken in the Zambezi Region is different from that of other regions, it too has had challenges when it comes to students' performance in English. As noted by **(**Chataa, 2018**)** more than 50 percent of Grade 12 in the Zambezi Region failed to make it to university, due to poor results in English. Learners in schools evinced below average levels of linguistic and communicative competence in the English language. When it comes to language usage, students, even at university level, still struggle with every aspect of the English language (Krishnamurthy, 2010). Many still fail to speak, write or use the appropriate grammar and lexical aspects of English. A study by Maemeko, Nkengbeza and Ntabi (2017) of four selected schools in the Zambezi region on teachers' perceptions of the causes of poor performance of learners revealed that many

teachers believed that the learning environment was not conducive, and the teaching resources were limited.

In addition, a study by Chata, Kangumu and Abah (2019) on learners' attitudes toward their education in the Zambezi Region reveals that learners do not set target goals in assignments, tests or examinations. This leads to poor performance. Various Namibian studies on student' proficiency levels in the English language also reveal some of these challenges and causes of poor performance from students in English discussed above (Sibanda, 2016; Nandu et al, 2017; Maemeko, 2017).

1.3 Statement of the Problem

Many learners in Namibia struggle with the English language (Simataa & Simataa, 2017). The adoption of English, the country's official language in 1990 has brought challenges to the education system, leading to an enduring problem of poor results in English. The observed poor performance in English indicate that the one English policy in Namibia does not work for all the learners. Results of learners who sit for the Namibia Senior Secondary Certificate (NSSCO) show that most school learners perform poorly in the language of instruction. Studies into the level of English language proficiency among Namibia children indicates a significant decline in the performance of the learners, Mungungu (2010). The proficiency level of English among learners is very weak, and this has subsequently led to some learners failing to proceed with higher education due to low grades in English as a subject (Krishnamurthy, 2010). Majority of students still struggle to cope with English in their academic writings. Since independence, there has been an increase in the number of studies carried out on the English language in Namibia. Its adoption as the official language opened many new doors for language researchers to study its implementation and results. Due to its importance in Namibian schools as the umbrella of other subjects ,there is a need for English to be attended to seriously.

According to the Directorate of National Examination (DNEA 2018) the Namibian government has planned and subsequently implemented many policies to ensure that Namibian learners master the English language starting from primary school to tertiary level. Learners from Grade 4 in primary school onwards are expected to master the English language and continue to do so until tertiary education. However, on average Namibian child still struggle in

acquiring the skill of speaking and writing English. This problem has been plainly placed in the hands of the English teachers, nevertheless, learners still encounter difficulties as they learn the target language because they have already acquired the communicative competence in their local language (NL}. (Chataa, 2018) observed however that, this has been far from the reality in Namibia, where the English competency of many learners, including university students is below average. Given the status of English as the official language and the main medium of instruction in schools, it is normal to express concern regarding the observed English problem. Research carried out on students' academic writing by scholars reveal that Namibian university students struggle with English and academic writing skills (Frydman, 2011; Krishnamurthy, 2010). Because students enrol at university with little proficiency in the English language, their academic writing skills is not adequate to engage properly with university curricular. The expectation of a Namibia child after twelve years of education is to be academically, linguistically and communicatively competent in social settings beyond the school system, which is the aim of the prescribed English Language curriculum from primary to secondary school level. However, this does not always happen. Krishnamurthy (2010) and Mungungu (2010) pointed out a host of factors that hinder the acquisition and mastering of the English language. Apart from the influence of the mother tongue, students have been observed to have little knowledge of the grammar rules of the English language. They are not aware of the correct sentence patterns, therefore, fail to construct proper sentences. Moreover, students exhibited ignorance in using correct or advanced logical connectors. Many learners focus on working hard to pass English than to master it.

(Sibanda ,2016) observed the challenges of the influence of interference the mother tongue as being one of the major causes of the poor performance in the English language by students in Namibia. This is supported by Mutimani (2016) who observed that students at UNAM's Katima Campus faced various academic writing challenges which were largely a result of their linguistic and literacy backgrounds. Students struggled with grammatical structures, lack of resources and reading culture, English as a medium of instruction, the role of content subject and adapting to university writing styles.

Nandu, Mostert and Smit (2017) observed that learners had both negative and positive attitudes towards ESL writing and that very few of the learners engaged in writing activities voluntarily. (Sibanda, 2016) concurred with Nandu et. al., (2017) stating that one of the

causes of poor performance in English language is the negative attitude of students towards the learning of English language because they consider it foreign or not theirs. According to Dhillon & Wanjiru (2013) acquiring a target language in a multilingual setting can be perplexing for students than learning in other contexts for different purposes. They further explain that multilingual environments have established patterns of communication which could lead to learners seeing English as an intruder. Nkandi (2015) also identified low English proficiency levels for both learners and teachers as well as the lack of teaching and learning resources for English second language as the major factors that result in poor results in the English language. The teachers' teaching strategies in ESL were also observed to be ineffective. Furthermore, negative attitudes toward ESL from both teachers and learners were also believed to have contributed to the poor performance in ESL. Kamati and Woldermariam (2016) agree with Nkandi (2015) that poor teaching methods in schools does contribute to poor results in English. Students fail to grasp what is being taught in class, resulting in the poor acquisition of the language.

Meanwhile, a study by Mukoroli (2016) on the academic writing of students at the University of Namibia (UNAM) reveals that the current English for Academic Purpose pedagogy (EAP) at UNAM does not promote experiential, meaningful and critical learning nor does it enhance voice and agency in the EAP classroom. This is supported by Frans (2011) who observes that the students' academic challenges are a result of the lack of specific teaching objectives in oral communication and written skills as well as limited time allocation resulting in inability of students to write correctly. The English language in Namibia has also been going through a process of indigenisation**. Although** the nativisation of English in Namibia is probably influenced by many factors, such as the mother tongue influences, sociolinguistic factors and many other factors, many words that are normally used in the English language have been borrowed from the local languages. According to Lowenberg (1986) as cited by Nur Aida (2014), the borrowing of words from another language is an indication that the English language is made to fit effectively in a community which is not from the West. The nativisation of the English language in Namibia occurs in two phases. In the first phase, non-native speakers are observed to 'transport' local words that are culturally specific and which do not have English equivalents into the English language. In the second phase, the English language is used as a lingua franca among the different ethnic groups. The nativisation of English takes

place when English is used by non-native speakers without the influence of native speakers in non-native socio-cultural contexts.

Table 1:1 below shows a summary of Corpus-based investigation into English varieties in Namibia

NAME OF THE SCHOLAR	CORPUS STUDY TITLE
Schröder, A., Zähres, F. and Kautzsch, A. (2020)	Ethnic variation in the phonology of Namibian English: A first approach to Baster English. *English World-Wide*, *41*(2), 193-224.
Kamati, N. N. (2009)	A corpus linguistic study of the nativisation of English
Zahre, S. (2021)	English in Namibia: A socio-historical account. *The Dynamics of English in Namibia. Perspectives on an emerging variety*, 21-41.
Steigertahl, H. (2019)	Showcase IV: National Corpus of English (Namibia):English as a second language (ESL) for most of the population of Namibia
Zähres, F. (2018)	A multi-layered corpus of Namibian English. In *Proceedings of the 6th Conference on Computer-Mediated Communication (CMC) and Social Media Corpora (CMC-corpora 2018)* (p. 82).
Steigertahl, H. (2019)	Introducing a corpus of English spoken in post-independence Namibia. *Corpus Linguistics and African Englishes*, *88*, 97.
Esimaje, A. U., Gut, U. and Antia, B. E. (Eds.). (2019)	*Corpus Linguistics and African Englishes* (Vol. 88). John Benjamins Publishing Company.
Kirk, J. and Nelson, G. (2018)	The International Corpus of the English project: A progress report. *World Englishes*, *37*(4), 697-716.

Table 1.1: Corpus-based investigation into English varieties in Namibia

Although Namibia was linguistically and political isolated before independence, the challenges of the English language are not only limited to some parts of the country, but they are found in the Zambezi Region as well. According to(Chataa, 2018), only 48 percent of those who sat for the National Senior Secondary Certificate (NSSC) final examinations in the Zambezi Region qualified for university admission. University students still struggle even at university level to speak or write assignments in proper English. Students' lack of English proficiency in both spoken and written form after twelve years of exposure to the English language suggest poor methods of delivery with regards to content and instruction strategies. It is against this background that the present study seeks to conduct a corpus linguistics study of the English language as written by the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus to investigate the influence of nativisation in the written essays of the students.

1.4 Research objectives

The main objective of the study was to examine the influences of nativisation in the writing processes of the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus and was further guided by the following specific objectives:

- To identify and examine English words that are frequently nativised by third-year students in the Department of Wildlife Management and Ecotourism at UNAM'S Katima Mulilo Campus;
- To evaluate the structures of sentence patterns associated with such nativised words;
- To analyse grammatical patterns nativised by the third-year students.

1.5 The significance of the research

It is hoped that the findings from this study will empower language lectures at UNAM's Katima Mulilo Campus, especially language lecturers in the Department of Wildlife Management and Ecotourism to assist students deal with challenges in the English language. By doing this the assumption is that it will enable students to develop better English language proficiencies. In addition, the outcome of the study may also be a guide for the Wildlife Management and Ecotourism Department , on improving the academic writing status of the department and to

inform them on various methods of addressing writing skills challenges displayed by the students.

1.6 The delimitation of the research

The focus of the study was on the students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. The study only examined texts and questionnaires from 14 third-year students from the aforementioned campus in the Wildlife Management and Ecotourism Department. Thus, the study is delimited to examining the types of English words mostly used by the third-year students and their frequencies of use, the grammatical patterns associated with the frequently used words in the selected written essays by the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. As a result of this delimitation, the generalisation of the results was limited to this particular group set.

1.7 Limitations

This study was based on a small corpus size. Therefore, its results cannot be generalised to the whole department or Campus at large. Only the third-year students in the Wildlife Management and Ecotourism Department participated in the study. The study's focus was only on one group of students from the department. Future research can be conducted and may involve a larger corpus and students from other departments or disciplines.

1.8 Definition of technical terms

- **Corpus linguistics** is the study of language as displayed in corpora of real world text or recorded speech (Cushing, 2017).
- **Endonormative** focuses on the way a country's second language is used by local speakers, rather than the way it is used in the country where it came from originally (Adeyemi, 2017)
- **An endonormative model** is a model where "a nativised version of the language becomes socially acceptable" (Kirkpatrick, 2007, p. 189).
- **Exonormative** focuses on the way a country's second language is used in the country it came from originally, rather than the way it is used by local speakers. Tending to look outward and rely on foreign forms and customs, (Adeyemi, 2017).

- **The exonormative native speaker model** represents an extension of inner circle English culture and values, The British Pronunciation or the general American accents are accepted as the proper pronunciations in the ESL class (Kirkpatrick, 2007).

- **Word lists by frequency** are lists of a language's words clustered by frequency of occurrence within some given text corpus, either by levels or as a ranked list (Obukadeta, 2019).

- **Frequency list** is a list of words grouped with their frequency, where frequency usually means the number of occurrences in a given corpus (Cortes, 2008).

- **Lexical bundles** are sequences of three or more words that occur in high frequency across texts (Biber et al., 1999).

- **Nativisation** is the process by which a language becomes native to a people or place, either in addition to or in place of any language or languages already in use, as with English or French Africa (Van Rooy, 2019).

- **Standard English** is the accepted form of the English language, that is used in formal speaking or writing (Collins Dictionary, 2018).

- **Variety** is the unique form of a language. For example, an accent, a dialect, a register or a style can be referred to as a language variety (Hickey, 2016).

- **World Englishes** refers to the alterations in the English language that arise as it is used in various contexts across the world (Kachru, 1983).

- **A native user** is someone who speaks English as their first language and is a citizen of one of the following countries: USA, UK or Ireland (Van Rooy, 2013).

- **A non-native user** is a person who has learned a particular language as a second or third language, but has a different language as native their language (Van Rooy, 2013).

- **Outer circle** is made up of post-colonial countries (India, Nigeria, Pakistan, the Philippines, Singapore, South Africa) in which English, though not the mother tongue, plays an important role in education, governance, and popular culture (Kachru, 1985).

- **Kachru's circle** (1985) is the spread of English in terms of three concentric circles: the Inner Circle, the Outer Circle and the Expanding Circle.

1.9 Structure of the thesis

This thesis comprises five chapters. Chapter 1 outlines the background of the study, objectives, statement of the problem, research questions and significance of the study.

Several definitions of key terms are also explained in the chapter. Chapter 2 provides reviews of related scholarship of studies carried out in the field of nativisation, looking at word frequencies, structures of sentences patterns and grammar patterns. It also provides a background of the theoretical framework utilised for the analysis of data in the current study World Englishes. Chapter 3 presents the research methodology used in the study. The chapter discusses the research design, research methodology, population, sample, data analysis procedure and also explains ethical issues surrounding the research. Chapter 4 is the chapter in which data are presented and interpreted. Chapter 5 concludes the study and provides an overall discussion of the implications of the research findings and also suggests recommendations based on these findings.

CHAPTER TWO

LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section provides a review of literature related to nativisation of English, word frequencies, sentence patterns and patterns of grammar in the written texts by students. The section is divided into four parts. The first part reviews articles related to the nativisation of the English language. The second part discusses literature related to word frequencies, the third part reviews studies on sentence patterns associated with the frequent words usages, and the fourth and last part deliberates on the grammatical patterns realised through the process of nativisation. Thus, the literature reviewed in this chapter is presented under the following subtopics: nativisation of English, word frequencies, sentence patterns and grammatical patterns. The chapter also provides a background of the theoretical framework used in this study, and thus provides the major theoretical explications of the World Englishes Theory.

2.2 Literature review

The following section provides discussions of related literature under the various sub-topics as identified above.

2.2.1 Nativisation of the English language

Academic English writing skill for non-native speakers of English has been the focus of extensive research over the past three decades Frydman (2011). Mufwene (2001, p. 2) states that because individuals are encultured to social communities, "language becomes part of a cultural evolution that forms and regulates the internal language in the minds of the users who are from various speech communities". According to Croft (2000) when an individual creates an innovation it will not be conventionalised unless many people within the speech community use the innovation. Mufwene's (2001) agrees with Croft (2000) that language change cannot take place when linguistic innovations are not included in the linguistic feature pool and conventionalised by the members of the speech community.

Crystal (1997) notes that as the English language becomes widely used globally by non-native speakers of English, it is certain that it will encounter the forces of linguistic change in many unexpected ways. Lowenberg (1984) indicated that the new forms and functions of English

varieties are systematic and productive in the new setting, but in Inner Circle countries (US, UK and Australia) these would be considered deviant or non-standard. Mahmood (2009) concurs with Lowenberg (1984) stating that, the unprecedented increase of English varieties has made it challenging for the so called 'Native Speakers of English' to exercise their control over it. The non-native varieties of English are setting up their niche alongside the standard varieties of English. The non-native varieties of English have also initiated their own codification and description.

A model by Schneider (2014) demonstrates how the English language is transformed from being a foreign language to becoming a localised language in the areas where it was transported via colonialism. The model identifies five phases to new English variety; Foundation, Exonormative stabilization, Nativisation, Endonormative stabilization and Differentiation. At each phase, the structure of the settlers' strand and the indigenous strand of English is affected at four different linguistic levels: history/politics, identity construction, sociolinguistics or linguistic developments. Generally, linguistic innovation is an individual, cognitive, and psycholinguistic process in which mapping of language structure to language function takes place (Croft, 2000). This process takes place within monolingual native environments when users converse with one another. However, in language contact settings where New Englishes have a tendency to emerge, language change is increased due to factors such as performance errors because of transfer and overgeneralisation (Van Rooy, 2011).

Nativisation of English according to Kachru (1986, p. 21) "can take place when second or foreign language speakers use English without the influence of first language users in environments of the non-natives". This process occurs when the non-native speakers are in constant contact with local languages. Schneider (2011) sees nativisation as an important process that has established English in many regions and has created symbols of regional identities through the way the local speak English. Bamgbose (1998) also agrees with Schneider (2011) that the outer circle varieties of English are an expression of identity and solidarity. Meanwhile, Mesthrie and Bhatt (2008) believe that the emergence of varieties of the language has led to the research of varieties of English, and this development has seen the emergence of the concept of 'World Englishes'. It is important to see language as an internal and a social construct.

In the context of this study, Kachru's (1985) definition of nativisation has been adopted which defines nativisation as the alterations which English has gone through because of its connection with different languages in many places in the Outer Circle of English. It has been observed that this language adoption by the indigenous communities takes place through the process of adaptations and innovations from indigenous cultures (Kachru, 1990). In simple terms, through nativisation, the English language is privately owned by people of a community (Schneider, 2011). According to Kachru and Nelson (2006) nativisation reveals the impact of the local languages on English as it is used in the new settings. It manifests itself in areas such as the sound system, vocabulary and sentence structure. Nativisation can also affect the conventions of speaking and writing.

According to Kirkpatrick and Deterding (2011) the Inner Circle Englishes as well as New Englishes are characterised by variation, not just in pronunciation and vocabulary, but grammar as well. Pei and Chi (1987) who examined the nativisation of the English language in China, observed that the nativisation of English took place at the phonological, morphological, semantic and syntactic levels. While, Mbufong (2013) discovered that the Cameroon English vocabulary reveals the local socio-cultural realities and attitudes of the speakers. Many words have been borrowed from the local languages because there are no equivalents English words or because local words are more convenient. Igboanusi (2002) on the other hand noted that Standard English is spoken by just 20% of Nigerians. This confirms that there is a variety of the English language referred to as Nigerian English. Which is also an interesting comparison to the Namibia situation, where the national Housing census for 2011 reveals that less than 5% of the households speak English (Namibia Statistics Agency, 2012). This indicates that local languages have a profound influence on the use of English in Namibia. Table 1.2 below shows the languages mostly used in Namibia.

Language	1991	2001	2011
Oshiwambo	50.6	48.5	48.9
Khoekhoegowab	12.4	11.5	11.3
Afrikaans	9.5	11.4	10.4

Rukavango	10	10	8.5
Otjiherero	8.7	9	8.6
English	0.8	1.9	3.4

Table 1.2: *Dominant home languages in Namibia, percentage households*
Sources: *CSO (1994), Namibia Statistics Agency (2003, 2012)*

Amadi (2021) observed that although Nigerian English may not have international acceptability and acclaim, just like any other variety of English, it has standard and non-standard forms. The study by Mukherjee (2007) which observes that the growing acceptance of English in Indian is important to the second level of nativisation the attitudinal level, where nativisation involves positive attitude towards the English language, its use and an increasing acceptance of the local variation of English that has emerged over time. The third level of nativisation is a structured one, where the English language features are adapted to the new context by the native users, new forms and structures are develop (Mukherjee, 2007). Annamalai (2004) explains that the association of English with Indian languages is legitimised by its nativisation. English in India has been nativised in the areas of grammar, semantics and pragmatics acquired from the features of Indian languages. A study by Nkemleke (2006) observes that the transfer of native devices for personalising speech interaction are frequent in Cameroon English. Zivenge (2009) also observed that the contact situation between English and Tonga in Zimbabwe, facilitates transference of lexical items between the two languages. English words are changed and localised in the Tonga language because Tonga is a language that can accommodate loans words on its own. In a similar study, Sabao et al (2020) examine the processes involved in the Resyllabification and morphophonological nativisation of English loans in Rukwangali, an indigenous Namibian language, and explain how Rukwangali handles complex loans from English. The study observes how the differences in Preferred Syllable Structure Rules (PSSRs) between English and Rukwangali necessitates the rephonogisation and resyllabification of borrowed English words and the process results in an increase in the syllable count in the Rukwangali nativised variants. Changes are eventually observed at phonetic and phonological levels as well as at the morphophonological level.

The surveys by Shaw (1981) and Hohenthal (2003) as cited in Mukherjee (2007) demonstrate that many Indian speakers of English are fully aware of the Indianness of the variety of English that they use and do not regard it as a deficient learner language variant. Many indigenous language elements such as the grammar and sentence patterns have been assimilated into the English language by the indigenous speakers, thus altering certain aspects of its phonology, vocabulary and grammar. Meanwhile Makalela (2007) with regards to the nativisation of English words among Bantu language speakers in South Africa, observes that while the future of the variety is secure due to the demographic strengths of its speakers, the social prestige of its users, and reliance on Bantu language logic, and its role in education needs systematic language planning.

2.2.2 English words that are frequently nativised

English language usage is a challenge among school learners and university students in Namibia (Krishnamurthy, 2012). Many students struggle to speak or write proper English, even after 30 years of independence (Frydman, 2011). Studies by scholars in Namibia reveal that learners carry the hereditary tendency of poor English competency to university (Krishnamurthy, 2012; Simataa & Simataa, 2017). Although the Ministry of Education is guided by the (NDP5) national goals, one observes that the target of 35% pass rates in Grade 12 results that was set for English in 2018 dropped to 33% in 2019 (MOE, 2019). Students' writing is observed to be so inadequate that many students struggle to communicate properly in English, even after exclusive exposure to English curricular at university.

Izaks (2016) examines the vocabulary and academic literacy of students at the University of Namibia notes that students had poor vocabulary and academic literacy skills which demonstrates that they were unable to cope with the academic demands of the higher learning institutions. A study by Frans (2014) reveals that the Polytechnic of Namibia students' writing communicative competency was very poor. This was supported by Krishnamurthy (2012) who observes that students had difficulty with simple present and simple past tenses in their written assignments. These were observed as the most frequent errors in the students' written texts. The findings from studies undertaken by many scholars on Namibia (Frydman, 2011; Krishnamurthy, 2012; Kamati & Woldermariam, 2016; Sabao & Nauyoma, 2020) clearly indicates that English language usage is problematic among students in Namibia. This is one of the reasons why the current study seeks to examine the frequency of error in

the usage of English words, sentence structures and grammatical patterns. Even though students' written texts have been investigated before, there has not been many, if any, study done within the corpus linguistics of English on the students' writings in Namibia, especially at UNAM's Katima Mulilo Campus. Therefore, this study sought to offer answers regards the challenges observed within the students' written texts at UNAM's Katima Mulilo Campus.

In linguistics, word frequency is the number of occurrences of a word in a given corpus. In simple terms, word frequency allows one to count the frequency of usage of each word in a text. According to Gardner, Rothkopf, Lapan and Lafferty (1987) 'word frequency effect' refers to the observation that high-frequency words are processed efficiently than low-frequency words. Monsell, Doyle and Haggard (1989) in this regard also explain that high-frequency words are well-known to more people and are remembered faster than low-frequency words. Research studies carried on word frequency by Brysbaert et al., (2018) indicates that the best word frequency standards are based on the language that participants have been exposed to and frequency counts is influenced by the size of the corpus.

Not everyone agrees that the word frequency effect is a simple learning effect. Studies contend that using the "bag-of-words model" is a poor descriptor of word occurrences. Lijffijt et al (2011) argue that "bag of words" is not very useful in finding word associations, and this normally leads to misleading results. It does not account for structures present in natural languages. They argue that comparing frequency counts over texts or corpora is a necessary undertaking in many applications and disciplines. According to Tribble and Jones (1997) the best way of understanding a text is to use a frequency sorted word list, which is a methodology for using texts in the language classroom. A frequency list indicates the number of times that each word occurs in the text. It reveals interesting information about the words that are found in a text.

According to Lipinski (2010) it is important to analyse word frequencies in many application domains, such as data mining and corpus linguistics. In linguistics, frequencies of words help to study and understand how people communicate. Studies on the frequency of words demonstrate that most frequent words in English are beneficial and of great importance to the learners. Meanwhile, Philip (2014) on the other hand, asserts that the most frequent words are associated with the knowledge of the learners. However, the impact of the

correction varies accordingly across each corpora. Kartal (2017) conducted a study on most frequent adjectives in written student texts, and observes that 17% of the 5000 words found in COCA were adjectives. The study also revealed that almost 40% of the adjectives were more frequent in students' written texts. Additionally, a corpus based study on academic texts by Adeyemi (2017) reveald that additives and causal conjunctions occurred more in the students' texts, after adversative and temporal conjunctions. The additive conjunctions had a frequency of about 3838, while causal conjunctions had 1075 and adversative conjunctions 624. In addition, the findings also revealed that the 1st person personal pronouns, the singular "I", and the plurals "we" and "us" occurred more in the students' texts. Grant and Ginther (2000) observed that intensifiers, demonstratives, additives and exclusives were used more by the students.

A study compiled by Yusuf (2009) noted that out of 1,615 words which the students had used, "the" was one of the most frequent words with 820 occurrences. Other words which followed were; by, of, and, to, is, in, for, that, be, and from. Gustilo (2011), observed that three function words such as, 'the', 'of', 'and', occurred most in students' texts in academic texts. In addition, the most frequent words were prepositions, non-qualifying adjectives, pronouns and conjunctions. A corpus study on academic writing by Fuentes (2009) also submitted that the most frequent words are 'the', 'of', 'and'. In addition, the comparison between BNS and Non-Native Speaker Setting (NNS) authors also observed that at number four, the NNS corpus has the preposition 'in', while the BNC selection has 'to' as the most frequent words. Ochika (2020) investigated the five most frequently used prepositions in Nigerian English as presented in the ICE-Nigeria database. In examining the use of the prepositions – *of, in, for, on* and *at.* Grant and Ginther (2000) observed that nouns, pronouns and verbs have the highest frequency of occurrence among the grammatical structures. Schmidtke (2017) observed that mass nouns were frequently pluralised by second language speakers of English compared to first speakers of English. Research on the morpho-syntax of non-native varieties of English by Schmidtke and Kuperman (2017) noted that 73 of the 74 pre-defined mass nouns were among the 1591 nouns that were significantly more frequently pluralised in the Outer Circle.

According to the British National Corpus (2006) headwords were the most frequent member of 82% of the most frequent 1,000 word families. A corpus study by Dang, Webb, and Coxhead

(2020) during the Corona Virus Pandemic evinces that headwords were frequently used in 2020. These headwords occurred in different patterns. For example, in the following: coronavirus outbreak; novel coronavirus; spread of coronavirus; fight the coronavirus which collocated the coronavirus. In addition, the most frequent words were denoting the novel coronavirus and the disease it causes. Other words that become more frequent included the shortened forms 'corona' and 'Covid', even the shortened versions such as 'rone' and 'rona', especially on social media. This simply means that there has been a huge increase in frequency of the words related to the coronavirus and COVID-19 pandemic. According to Brown (2018) before the virus in 2020, the word 'coronavirus' was relatively rare outside the medical and scientific discourse, while 'COVID-19' was only coined in February of 2020. Both terms now dominate global discourse.

Meanwhile, Green and Lambert's (2018) study on a set of frequent words in eight secondary school subjects observes that the frequent words were 880 for Biology, Chemistry 519, Economics 477, English 686, Geography 702, History 717, Physics 546, and 253 for mathematics. Biology had frequent words such as cell, enzyme and blood, while Chemistry had frequent words such as reaction, ion and acid, and Geography had words such as population, country and development**.**

Biber (2012) revealed that the "that-clause" was more frequently used in academic texts than in conversations. Moreover, two 4-word bundles, 'on the other hand' and 'in the case of', occur most in academic writing. A study on lexical items by Espada-Gustilo (2011) on the other hand found that the most frequently used lexical items by Filipino authors were intensifiers, demonstratives, additives and exclusives. On the other hand, Biber et al. (2004) note that the two most frequent four-word lexical bundles were 'in the case of' (72) and 'on the other hand' (151), 'as well as the' (88) and 'one of the most' (67). A corpus study by Ucar (2017) on lexical bundles by non-native writers of English in Turkey reveals that the most frequently used three-word lexical bundle was 'the use of', which was employed 170 times more than native writers and also the most frequent bundle in English on academically written texts with a frequency of 81 times. Other lexical bundles were 'in terms of', 'in order to' and 'as well as'.

A study by Mussetta and Vartalitis (2013) also observed that the most frequent verbs with the future form 'going to' which had 3 hits, the use of the modal 'will' realizing the meaning of future reached 1518 hits. Other verbs included the different frequency in the use of modal verbs of similar meaning, such as 'may' and 'might'. While 'may' got 417 hits, 'might' only got 23. On the other hand, a study by Sung (2020) revealed that the frequency of the most underused VPCs in the learner corpus was considerably lower than that of their one-word synonyms, showing the learners' strong preference for one-word verbs. Grammatically, "to" can appear before a vowel and functions as a preposition and an adverb (Yusuf, (2009). According to Ucar (2017) Turkish non-native writers showed an under-usage of and less variation in the use of lexical bundles in their academic prose compared to native speakers.

A comparative study between native and non-native writers by Shin (2019) suggested that the two groups display many common features in the use of bundles, including the heavy use of VP-based bundles, stance-expression bundles, idiomatic prepositional phrase bundles, and informal quantifying bundles, all of which have been described in previous work as unique features of learner language based use. Meanwhile, Ang and Tan's (2018) study showed that three-word lexical bundles are the most common types of lexical bundles in IBM corpus. Ädel and Erman (2012) on the other hand, observed that native speakers had a larger number of types of lexical bundles, which were also more varied.

Meanwhile, Cortes' (2008) comparative study revealed that the most frequent four-word lexical bundles were identified in each corpus and classified structurally and functionally, and then the use of these bundles was compared across languages. Moreover, Cortes' (2013) study agrees with previous studies in the most frequent types of grammatical correlates for these bundles and the most frequent functions performed but shows several new qualities for these expressions (Biber, Johansson, Leech, Conrad & Finegan, 1999; Biber & Conrad, 1999; Biber et al., 2003). A further step in the analysis matched these lexical bundles to the moves and steps which are characteristic of research article introductions Swales (2004), discovering that a group of lexical bundles were exclusively linked to one move or step in a move while a second group occurred across several moves and steps. In addition, some of these expressions were used to trigger the steps that called for their use while others complemented other expressions and were used as comments.

Vo (2019) indicated that higher proficiency learners used a higher number of types, tokens, and word families than lower proficiency learners. Regarding lexical bundles, noun phrase-based and verb phrase-based bundles with referential and stance functions were significantly found in lower-level responses. Prepositional phrase-based bundles were significantly used in higher-level written discourse. Öztürk and Köse (2016) reveal that Turkish postgraduate students used far more lexical bundles in their texts compared to both native students and scholars. Allen (2009) noted that the largest grammatical category of lexical bundles is the noun phrase (NP) + of structure, making up 41% of the total number of bundles in the analysis.

Wright (2019) investigated the frequency of lexical bundles in stand-alone literature reviews revealed that lexical bundles in stand-alone literature reviews were identical to those found in other studies of academic writing, which suggests that a core set of bundles for written academic prose may exist. Huang (2015) indicated that although senior students tend to produce lexical bundles more frequently and with a wider variety in their essay writings, they have not used lexical bundles significantly more accurately than their junior counterparts. Shin and Kim (2017) concur with Huang (2015) who also found that all learners' most frequent error was the omission of articles where they are required within bundles. The results suggest that bundles, as article-including expressions that function as wholes in discourse, can be an effective tool to teach article uses in context.

A study by Dontcheva (2012) noted that Czech Masters students of English evince a low frequency of the use of lexical bundles than the typical of expert academic discourse, and that novice writers in a non-native language use a limited range of lexical bundles. It was also observed that the structural inaccuracy in the use of bundles was not very frequent. While, Okono's (2020) study which sought to investigate the capabilities of Nigerian undergraduates in handling the salient characteristics of essays in English, observed that the four subjects whose essays were analysed proved their mettle in producing readable and creative prose in the four genres with some evident room for improvement.

2.2.3 The structure of sentence patterns associated with nativisation

A corpus study by (Keh, 2017) on sentences used by non-native students revealed that the compound-complex sentence has only 1,369 counts out of 7,066 sentences, making 19.37% of all sentences counted. It came one step ahead of the compound sentence which had been

identified as the least preferred in students' essays. Moreover, in the argumentative essay 140 complex sentences out of the total of 281 sentences were used. However, in the expository essay 306 complex sentences of all the sentences (722) collated for this essay type, leaving narrative essay at the bottom of the table with only 37.8% (446) complex sentences of the cumulative 1181 sentences put together for this essay type. Meanwhile, the simple sentence was the most preferred choice of sentence in students. It is noted that students did not use the complex structures least.

The studies of sentence patterns by Brezina (2015) and Gries (2013) demonstrate that the occurrences of frequent words only appears in certain context in language and were used by few students. Adeyemi (2017) observed that the frequency of use of words was because of the fact that the students' responses to the essay topics required them to argue and establish a position. The frequency of use of the 3rd person plural pronouns was because of students' cultural background of environment. Partridge (2019) observed that the overt infinitive seemed to occur slightly more often in the Black South African English (BSAfE) corpus than in the White South African English (WSAfE) corpus.

Meanwhile, Obukadeta (2019) observed that though only few of the students used 'reckless abandon' correctly despite it being a frequent expression in Nigeria, there was minor evidence in the study to conclude that the students had less problems with common collocations than the uncommon ones. A study by Biber (2007), on the other hand exhibits that lexical bundles were not an unplanned by-product of corpus frequency investigation. Rather, these word sequences were consistently functional, demonstrating that the high frequency of occurrence was a reproduction of pre-fabricated or formulaic status.

Downey's (2011) investigation on nativisation in India submits that the students' texts designs are characteristically motivated by creativity, particularly in post-colonial settings or ideological alarms and as such they reveal sentence patterns of human intention and social intention which is pragmatic or utilitarian. Similarly, Kamati (2019) who examines and analyses the Namibian variant of English at Namibia University Science and Technology also concludes that the lexicon level and new words were produced as a result of the speakers' creativity which suited their social environment and cultural background. The English language was incorporated with the local languages. Yeibo (2011) further asserted that the

cause of frequent words is the result of socio-cultural and historical variables especially in the production of an African literary text. Owolabi (2012) concluded that the assessment of any regional variety of English should be endonormative rather than exonormative, taking in consideration the local peculiarities, and particularly the creative and pragmatic uses of the language. The students' variety of English is a pragmatic response to their unique environment, and does not cause any breaking of rules of syntax. This demonstrates that the English language is not a closed system. The phenomenon revealed in the reviewed studies above goes hand in hand with the views of Kachru (1983).

Black South African English (BSAfE) and many other New Englishes are historically known for using the progressive aspect more than any other aspects. This is supported by Siebers (2012) and Van Rooy (2006) who agree that the progressive is used frequently with activity verbs, therefore, the extension does not change the core possibilities of the construction. Minow (2010) indicated that the frequency of the progressive is linked to the competency levels of the speakers, the more competent a speaker, the less frequent the progressive is. This shows that the extension of the progressive is a learner language phenomenon, which is can change as the speakers correct their grammatical usage with increased proficiency. Van Rooy (2006) also analyses a sample of 100 progressives from the total language experience and observes that the underlying semantics of the construction is very different from the native speaker's example of an active event with limited duration (Van Rooy, 2013).

Sung's (2020) corpus study examines the English verb–particle constructions in a learner and a native corpus of argumentative essays revealed that every structural type of VPC was considerably under-used by L2 learners, and greater underuse was observed with discontinuous transitive VPCs. Yusuf (2009) noted that students had a tendency of eliminating the article which should be used with the singular noun form, as in front of the word 'enterprise' and 'venture'. According to Filppula and Klemola (2017) article usage normally varies in world Englishes. These dissimilarities can be regarded as syntactic unrelated distributional patterns of 'the' and 'a' or 'an' that suggest the varying constructions of the noun phrase (NP). on the other hand ,Wahid (2020)argued that even though on the surface untypical usages of articles in the Outer Circle suggest a kind of deviation from how definiteness is marked in the inner circle, studies indicate that the non-native of speakers

English can construct a semantic or pragmatic system of articles that slightly differs from that of their Inner Circle counterparts.

Anyona (2017) analysed the morphological changes that English nouns borrowed into EkeGusii undergo during nativisation. It was established that the English nouns enter EkeGusii nominal classes which are semantically determined, the nativisation of the English nouns borrowed into EkeGusii were characterized by the pre-prefix, indicating that semantics plays a significant role in morphological nativisation of English nouns in EkeGusii. A corpus study by Wei and Lei (2011) on doctoral dissertations by learners and of published journal articles by professional writers found that the advanced learner writers used much more lexical bundles and much more different lexical bundles in their academic writing than professional authors. It was argued that the overuse of passive structures and the underuse of anticipatory 'it structures' and participant-oriented bundles may be due to the learners' preference for the impersonality in their academic prose.

Staples, Egbert, Biber and McClair (2013) in examining language usage patterns in IELTS tests note that lower level learners used more bundles overall but also more bundles identical to those in the prompts. In contrast, the functional analysis reveals a similar use of stance and discourse organizing bundles across proficiency levels and very few referential bundles used by any of the groups. Cooper (2013) on the other hand noticed that there are considerable differences in the lexical bundles used as a result of different basic requirements within each essay type. The lexical bundles in the IELTS test were observed to be typical of spoken discourse, whereas those in academic essays are typical of written discourse

Kashiha and Chan (2013) in examining the language patterns in two divisions of lecturers also notice that there were some marked variations across the two divisions of their study, in that, lecturers in each division appeared to apply different structures and functions in the use of lexical bundles in order to convey their message, so as to be as comprehensive as possible to the learners. Bal (2010) observed that the lexical bundles had structural correlation as well as strong functional features that helped to construct discourse in academic writing. Pan, Reppen and Biber (2016) also submit that there were major structural differences between L1 and L2 writers. L2 writers mostly use bundles consisting of verbs and clause fragments, while L1 writers use bundles consisting of noun and prepositional phrases. Results also

indicated that L2 professionals use bundles that were functionally different from the L1 professionals, and even misuse certain bundles. Meanwhile, Kim (2009) suggests that lexical bundles should be regarded as a basic linguistic construct with important functions for the construction of discourse for different languages.

Research findings by Bychkovska and Lee (2017) also indicate that L2 students not only use more bundle types and tokens than L1 writers, but the structural and functional patterns of bundles also differ. While L1 writers' bundles consist of mostly noun and preposition phrases, L2 students used significantly more verb phrase (clausal) bundles. The findings by Esfandiari and Barbary (2017) also concluded that Persian writers employed fewer lexical bundles, using them structurally and functionally in different manners than did English writers. The results of the study evince that 161 lexical bundles differ structurally and most of the writers of medical research articles rely on noun phrases and phrasal bundles for establishing their written academic discourse.

Paquot (2013) on the other hand observed that his results were in line with a usage-based view of language that recognises the active role that the first language (L1) may play in the acquisition of a foreign language. The different manifestations of L1 influence displayed in the learners' idiosyncratic usages of lexical bundles were traced back to various properties of French words, including their collocational use, lexico-grammatical patterns, function, discourse conventions, and frequency of use. Meanwhile, Kashiha and Chan (2014) establish the use of lexical bundles in academic writing from two different viewpoints namely linguistic and discipline. They observe that, as cohesive devices, lexical bundles are an indispensable part of the text and play a crucial role in shaping propositions, evolving the text, guiding readers through the flow of information and gaining the writer's preferred/proffered meaning.

A corpus-based study by Gezeging (2019) investigated the extent to L1 Turkish speakers of English produce lexical bundles in their academic writing. The results demonstrate that the lexical bundles frequently used by Turkish authors in research articles had structural correlates and performed strong functions to construct the discourse of academic writing. Muslu (2018) observes that native speakers use lexical bundles least, whereas, Japanese EFL learners use them more frequently. The functions and the structures of LBs vary in each

group. On the other hand, Ren (2021) indicated that variability shows disciplinary variation, with bundles from applied linguistics articles as a whole being relatively less fixed. In addition, discourse functions are found to be closely associated with variability.

Pardede (2014) sought to compare basic sentence patterns in English and Indonesian within the scope of syntax and observes that English and Indonesian had similarities in their forms of basic sentence patterns within the scope of syntax and had differences in their functions of words. The similarities in basic sentence patterns in English and Indonesian were found on the patterns; S + V and S + V + O, and the of differences of Basic Sentence Patterns in the English and Indonesian found on the pattern S + V + O + C; while in Indonesian there was S + V + C and on the pattern S + V + O + O; while in Indonesian there was S + V + O + Adv. Andriani and Bram (2021) conducted a syntactic analysis of sentence patterns and types in BBC news articles and noted that sentence patterns and types play a very important role in helping writers make their articles attractive. Moreover, the results discovered five sentence patterns used, namely S+V, S+LV+SC, S+V+O, S+V+DO+OC, and S+V+IO+DO. It was also observed that four sentence types, namely simple, compound, complex, and compound-complex sentences were used. Among the used sentence patterns, S+V+O was the most frequent (42%), and the most frequent sentence type was the complex sentence (52.6%). Similarly, a study by Ononye (2018) on linguistic identity and the stylistics of nativisation in Chimamanda Ngozie Adichie's *Purple Hibiscus* observes that five preponderant structural patterns were identified through which nativisation occurs in the text – colloquial utterances, transliteration, Igbo-influenced structure of clause, code mixing, and code switching.

Colle (2020) investigates the differences and similarities of sentences pattern in English and Buginese, and noted that the two languages have similar sentence patterns, especially for the verbal simple present tense and verbal and nominal future tenses, and have the same elements to construct a sentence (S+V+O). Edem (2016) on the other hand, notes that the syntactic features of educated Nigerian English show that there is a very slight variation of educated Nigerian English at sentence, clause, group and word levels from the structures of the British English usage. Meanwhile, Asiyanbola (2006) observes that a large number of grammatical problems were identified from observations of the written language behaviour of the participants. The pupils were observed to experience great difficulty in forming non-basic and non-simple sentences.

Meanwhile, Keh (2017) who analyses the sentences in the essays of some Senior High School students in Accra by carrying out a grammatical analysis of the types of sentences in the essays, submits that ESL students studying at an advanced level were able to identify complex structures and used them for fluency and style. The study demonstrates that the use of simple and complex structures were not distinctive features of the students' essays at an advanced or lower level of education.

Sundari's (2013) examination of the mastery of simple sentence patterns reveals that participants found it easy to re-arrange jumbled-words into the good simple sentences. In contrast, they found it rather hard to classify the sentences given into their patterns. On the other hand, they failed to develop sentences with S + V + O meet complement either in adjective or in noun.

The above reviewed literature clearly indicates that students or non-native users of the English language struggle with sentence patterning and that many ultimately resort to the use of very simple structures.

2.2.4 Grammatical patterns and nativisation

Studies on grammatical patterns and word frequencies are still in their infancy stage in Namibia, very few literatures exist in the area of the nativisation of English in Namibia. Larsen-Freeman (2001) defines grammar as a system of meaningful structures and patterns that are governed by particular pragmatic constraints. A grammar pattern according to Newman et al. (2020) is the classification of part-of-speech tags allocated to individual words within an identifier. Thornbury (1999) states that grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey. Shotsho et al (2015) citing Chin (2010) describe grammar as the sound, structure and meaningful system of a language. They further claim that all languages have grammar and each language has its own grammar. Grammar patterns, according to the Collins Dictionary (2018) are ways of describing how words are used in English. A grammatical pattern tells us what phrases or clauses are used with a given adjective, noun, or verb. Studies on grammatical patterns associated with frequent words indicate that they are not random items of corpus frequency analysis. Rather, these patterns are consistently functional, indicating that a high frequency is a reflection of pre-fabricated or standard status.

According to Mart (2013) the grammar plays an important role in discovering the nature of language, revealing that language consists of anticipated patterns that make what we say, read, hear and write intelligible. Teaching grammar helps students to understand the nature of language and grammar concepts: such as subordination and coordination, expression of time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases.

A piece of good writing must contain the aspects of writing such as content, grammar and vocabulary. According to Purpura (2004), non-native speakers with underdeveloped grammatical abilities are often stigmatised as cognitively incompetent because they do not communicate their ideas in a clear, grammatically accurate manner. Ellis (2008) states that language examiners should not ignore linguistic competence. What students can do with language is to a very considerable extent dependent on what language they know. Rimmer (2006) indicates that grammar is crucial to language description, and an important justification of language investigations consistently identifies grammar as a significant factor in language proficiency. Richards and Renandya (2002) note that many students practice language forms out of context to do well on language tests, and many of them gain a segmented partial knowledge of decontextualised language structures as a result of their practice, though this knowledge may not be functional in language use. Renandya (2002) as cited in Ahangari and Barghi (2012) further states that students do not just learn English, instead they learn grammar at the expense of other things that matter as much or more.

Studies of grammatical patterns using Kachru's (1983) third circle have been conducted by many scholars around the third circle countries. Studying grammar patterns can help scholars to be able to notice and predict the future of English. A study by Kruger and Van Rooy (2019) observes that the White South Africa English (WSAfE) indicates that variation and register differentiation was noticed, especially as omission increased. The continuous aspect evinced change in Black South African English (BSAfE) through the transmission of the meaning of the persistitive in the Bantu languages, which leads to the frequent use of the continuous with stative verbs. This is supported by Mesthrie (2004) who provides some characteristics of Black South African English (BSAfE), by stating that there is a mutual substitution of "he and she" because of gender differences not being marked in Bantu languages, the use of the progressive for stative verbs and the treatment of non-count nouns as count nouns. According

to Buthelezi (1995) BSAfE is characterized by a number of loanwords from the South African Bantu.

Hickey (2010) also observes that the varieties of English both in Europe and overseas tend to show variation in certain crucial features, especially verbal structures. A study by Laws and Ryder (2018) on register variation in British English observes that the use of verbal aspects increased register formality. Moreover, Adeyemi (2017) concludes that the ESL writers, compared to native writers, were characterised by interference and overgeneralisation, which demonstrated creativity. Ädel and Obukadeta (2019) examine Yoruba-speaking English students and establish that their English proficiency level, structure and semantic items of collocations produced by the students differ from the ones made or produced by native speakers.

Meanwhile, Minow (2010) and Siebers (2012) reveal that the omission and substitution of articles were more observed in Black South Africa English (BSAfE) compared to native norms. Articles were inserted in positions where no overt article would be used in native varieties and both studies indicate that native-like usage increases with proficiency levels. Botha (2012) agrees that Black South African English (BSAfE) uses more articles widely than native varieties before human institutions: besides 'go to the bank/shop', as in native varieties. In addition, Botha (2012) again observes that BSAfE speakers also prefer the formulation 'go to the school/university/hospital/jail'. Moreover, the study also suggests that the usage of indefinite articles with noun phrases is more common in BSAFE with non-particular interpretations where such nouns are conventionally seen as uncountable. Botha (2012) also notes the use of the definite articles with nominals in BSAfE. Mesthrie (2006) concurs with Botha (2012) and postulates that there is account where the 'of' is inserted, rather than an article omitted, in the construction. In addition, Botha (2012) observes that the 'of' will probably be omitted in native varieties, since the setting does not require the quantified head noun to be definite. Van Rooy (2013) notes that the form 'some' is used more extensively in BSAfE than in native varieties, because of its function as an overt marker of indefiniteness in environments where the indefinite article is not typically found. A study by Grant and Ginther (2000) of writers in 3 (three) levels observes that these writers made use of more nominalised structures which reveal complexity in their writing. There was also an observed steady increase of all linguistic items under consideration across levels. In addition, the use of nouns, prepositions, adverbs

and modals was almost doubled while the use of pronouns, verbs, adjective and articles was doubled.

Gough (2002) notes that the BSAfE language writers selected prepositional phrases as verb complementisers where noun phrases are conventionally used as verb complementisers in L1 English. In explaining this situation, the following examples from BSAfE is used 'They were refusing with my book'. These type of sentences reveal the innovative patterns of verb complementation of BSAfE writers. Gough (2002) further states that it is important to know the grammatical challenges of the students as it helps in identifying the most appropriate intervention support that can be put in place to address the language problem, especially grammar. Meanwhile, one of the features of BSAfE noted by Van der Walt and Van Rooy (2002) is preposition deletion and insertion. Non-native users selected a noun phrase as complementiser where a prepositional phrase is conventionally used in L1 English. BSAfE users also selected a prepositional phrase as complementiser where a noun phrase is conventionally used in L1 English.

Makalela (2013) and Mesthrie (2006) investigate the occurrence of the '*that*-complementiser' in BSAfE and submit that in native English there are situations in which the use of the '*that*-complementiser' is obligatory as in the following example, 'That she'd go for a walk was clear to us all'. A corpus study by Mesthrie (2006) further observes that the word *that* usages by the BSAfE speakers do not always adhere to the L1 laws when it comes to '*that*-complementiser. Native English speakers do not always realise the omission of the word '*that*-complementiser' before direct quotes as obligatory. Moreover, Mesthrie (2006) also observes that the '*that*-complementiser' appears in clefted *wh*-constructions in BSAfE, whereas the '*that*-complementiser' must be omitted from clefted *wh*-constructions in L1 English. Mesthrie (2006) again investigates the infinitive marker '*to'*. He notes that the infinitive marker '*to'* is used more in L1 varieties of English after most verbs to take on infinitive clauses. He also observes that most verbs in L1 varieties are subject to take on infinitive clauses.

Alabi (2003) observes that at the morphological and syntantic levels, some Nigerians could hardly differentiate mass and count nouns. Therefore, some items which were not to be pluralised were pluralised. For example: '*furnitures' instead of 'furniture', '*equipments' instead of 'equipment, etc. Adegbija (1989) identifies five major categories of lexico-semantic

variation in Nigerian English. These are transfer of meaning (bush meat (game), outing, not on seat,), transfer of culture (bride price, introduction, news 'enter' the taxi) in Nigerian English. New lexical items have also been coined from the existing ones; others are borrowed from other indigenous languages, Pidgin or in translation. According to Tunde-Awe (2014) studies on Nigerian English reveal that English has been nativised or domesticated. The resultant variants could be regarded as creative variants resulting from the non–existence of their equivalent terms in English.

A corpus study by Mbufong (2013) on Cameroonian English indicates that some of the forms given above are not used by the most educated users, at least not in writing. Put differently, the interference of local languages is most marked in less educated and more informal styles. There is also an observed use of resumptive pronouns not only after focused nouns as in some colloquial styles of English, as in 'My father, he is kind', but also in relative clauses.

Mbufong (2013) continues to state that Standard English does not need resumptive pronouns after the noun. Cameroonian languages on other hand, tend to include resumptive pronouns as a way of reiterating or reinforcing the noun which occurs in subject initial position by the use of the third person plural pronoun "they". Lee et al.,(2020) explore how Korean university undergraduate students use English prepositions embedded in frequently occurring multiword sequences, or lexical bundles, in their essays. Their results indicate that Korean learners rely mostly on a small number of PP-based bundles and underuse those that are characteristic of academic prose. A successive error analysis of prepositions in the learner bundles revealed an error rate of approximately 7% in 13 bundle types. More than 70% of the errors are preposition misuses. Meanwhile, Sipahutar et al (2016) whose study identifies the notion of wellformedness of the learners acquisition of English in Non-Native Speaker Setting (NNS setting) and the nature of their acquisitional development in English language learners, observe through the Government Binding (GB) Theory that the maximum wellformedness of students acquisition in English was 17 % and the minimum one was 83%. the GB Parameter for the wellformedness of students acquisition in English was 50% and the error was 50%, the System of Rules errors of the students for Structure of Predication was 38%, Structure of Modification was 47%, while the Structure of Coordination was 9% and Structure of Complementation was 6%. A study by Ucar (2017) observes that English native authors included more noun phrases (NP) with phrase fragments such as 'use of the', 'one of the',

'part of the', while Turkish non-native academic authors used more prepositional phrases (PP) such as 'with respect to', 'in order to'. Nonetheless, four types of structures of lexical bundles were used by both native and non-native writers. These are NPs with phrase such as 'the use of', 'use of the', 'one of the', 'part of the', followed by PPs with phrase fragments such as 'in terms of', then other PP with 'in order to', 'with respect to', 'of the participants', 'on the other hand' and other expressions. A corpus study by Akbulut (2020) reveals that non-native writers generally use more lexical bundles but fall into more repetitions. In structural category, non-native speakers (NNSs) used Noun Phrase (NP) and Prepositional Phrase (PP)-based LBs and Conjunctions at a lower rate, and Verb Phrase (VP) and Clause-based LBs at a higher rate than native speakers (NSs).

A comparative corpus study between student writers by Zhang and Zhang (2021) concluded that there are considerable structural differences between the two groups, the student writers used verb phrase-based bundles more frequently and prepositional phrase based and noun phrase-based bundles less frequently. Güngör and Uysal (2016) state that the underuse, overuse and misuse of formulaic sequences or lexical bundles are common characteristics of non-native writers of English. The results reveal that there was a deviation of the usages of lexical bundles by the non-native speakers of English from the native speaker norms. The results also indicated the overuse of clausal or verb-phrase based lexical bundles in the research articles of Turkish scholars while their native counterparts used noun and prepositional phrase-based lexical bundles more than clausal bundles. Hyland and Jiang (2018) also submit that bundles used by the non-native users were not static and invariant markers of professional research writing but change in response to new conditions and contexts. The use of verb bundles grew in comparison to those composed of noun/preposition-related forms and participant-oriented tokens increased compared to research-oriented forms.

A corpus-driven longitudinal study by Hong (2019) investigated the structural use of lexical bundles in published research articles. The study notes that the Korean graduate students were in the developmental process of academic writing, characterised by a shift from a clausal style to a phrasal style as their academic level advances. The results also suggest that the

students have difficulties in appropriate bundle use in specific rhetorical moves even at the later academic level of graduate coursework. Meanwhile, Ruan (2017) observed that in the developmental order of bundle use in L2 students' academic writing, clausal and nominal bundles appeared to be acquired prior to prepositional bundles. The findings suggest a linkage between the levels of academic studies and the patterns of bundle use in student writing, as well as the effects of EAP instruction on the learning of lexical bundles.

Recent research in world Englishes shows that the lexis-grammar interface, or lexicogrammar, constitutes an important area for investigating structural nativisation of local varieties of English, Schilk (2011). Ai and You (2015) examined several locally emergent linguistic patterns in China English, including new ditransitive verbs, verb-complementation, and collocation. The results show that there exist certain associations between specific lexical items and grammatical constructions in this local variety. Mukherjee and Gries (2009) investigated the strength of verb-construction associations across various New Englishes on the basis of comparable corpora. There were identifiable intervarietal differences between British English and New Englishes as well as between individual New Englishes. The more advanced a New English variety is in the developmental cycle, the more dissimilar its collostructional preferences are to British English.

Ong and Rahim's (2021) investigation on nativised structural patterns of light verb constructions in Malaysian English establishes that findings also demonstrate that apart from the non-isomorphic deverbal noun form, 'make LVCs in Malaysian English prefer taking the basic constituents of an LVC. Nativised LVCs are essentially those with zero articles and isomorphic deverbal nouns taking definite articles, determiners, and descriptive adjectives in their modifier slots. The zero article LVC is the most common nativised structure pattern due to the influence of substrate languages in Malaysian English. On the other hand Van Rooy (2021 commenting on grammatical change in South African English (SAfE) states that the findings indicate that higher degrees of contact between speakers result in closer convergence, especially as far as constructional semantics are concerned, but convergent frequency changes seem to be possible without the same closeness of contact. Meanwhile, Ojetunde (2013) examines the issue of the Nigerian English to determine and explain the extent of its differences at the grammatical and lexical levels from Standard English and how these deviations have affected the English language pedagogy and academic performance of

Nigerian students. The study discovers that two hundred and twenty seven (227) errors were identified and analysed, out of which 184 (81.06%) were grammatical while 43 (18.94%) were lexical. Acheoah and Olaleye (2017) also establish similar challenges that evidence that the chunk of the Nigerian workforce is incompetent in the grammar of English as evident in written communications in the form of memos, reports, minutes of meeting and letters from Nigerian universities.

In summary, the discussion in this section reviewed studies on the types of English words that are commonly used by students and their frequencies, the sentence and grammatical patterns associated with the frequent words nativised by students.

2.3 Research gap (s)

Although some studies on the nature of English language structure and usage at UNAM's Katima Campus have been carried out by various scholars, to the best of the current researcher's knowledge, not much research, if any, has been conducted within the field of corpus linguistics, and focusing specifically on the nativisation of English by the students at the Campus. Therefore, there is a need for such a study to be carried out at the campus, in order to examine the English nativisation behaviours of the students in order to enhance the chances and breadth for potential improvement. Corpus linguistics has its adequate justification in the teaching of writing skills since it can reveal patterns of language use through the analyses of actual usage of language and linguistic patterns.

2.4 Theoretical framework

The global spread of English in the last few decades has caused an unprecedented growth of the language. An important fact about the rise of different varieties of English is that they are not only limited to the outer and expanding circle countries. Rather, varieties of English are also equally prevalent in inner-circle countries (Widdowson, 1994). According to Kachru (1985) the spread of English as a language of communication has no doubt stirred up interesting but at the same time controversial debate about the status of English in its varieties, which are commonly referred to as World Englishes. The revelation that the majority of the users of English are not traditional native speakers has sparked an interest in the nature and status of these new English varieties. Widdowson (1994) agrees with the Kachru's (1985) statement against Standard English and the ownership of the language, maintaining that native speakers

cannot claim ownership of English. The argument raised here is that the very fact that English is an international language means that no nation can have custody over it. The global diffusion of English has taken an interesting turn. The native speakers of the language seem to have lost the exclusive prerogative to control its standardisation. In fact, if current statistics are any indication, they have become a minority.

Kachru (1985) postulates that there were some scholars who believed that the standard of English should only be one, the British English. Kachru (1985) presents arguments against the Interlanguage Theory of Selinker (1972) and specifically the main components of this theory errors, fossilization and socio-cultural contexts. Other varieties of English were said to be nonstandard of the true standard. That is where the concept of World Englishes was coined, to demonstrate and account for the diversity of English. In addition to the standardisation, Kachru's (1985) main argument against the Interlanguage (IL) Theory was that the Outer Circle English speakers were not trying to identify with the Inner Circle speakers or native speakers. That is, they were not interested in the norms of English based in the Inner Circle such as requesting and complaining. Thus, he criticised the attempts to label the Englishes in the Outer Circle as deviant or deficient and fossilized since these views were not considering the local Englishes (Outer Circle) and the sociocultural contexts in which they arose. Kachru (1985) was also against the label 'errors' since again utterances which are considered as errors may not apply to the local Englishes as they may be perfectly acceptable.

World Englishes is a model of language variation that was developed by Braj Kachru in the mid-1980s. According to this model, the varieties of English are localised or institutionalised, especially varieties that have developed in territories influenced by the United Kingdom. It categories the distribution of English across the globe in terms of the three circle of language acquisition. World Englishes, according to Kachru (1985) refers to the different forms and varieties of English used in various sociolinguistic settings in different parts of the world. In simple terms, it refers to the new Englishes found in countries such as the Caribbean, East Africa, West Africa and East Asia. This tells us that World Englishes focuses on the different varieties of English and English-based versions developed in different regions of the world.

Strevens (1982) also notes that a significant part of the world's English-speaking acts take place mostly within the land of non-native speakers. Kachru (1985) further observes that the

majority of people from non-English speaking countries travel a lot. This means that there is a demand for English to be spoken around the world as a foreign language or as a lingua franca. So, the population for the Western countries changes also. Kachru also observes that some scholars thought that the main purpose of learning English is to communicate with the native speakers or to be accepted in the Western culture. However, the majority of English speakers across the globe, do not regard English as a language from the Western countries anymore and is now less determined by native speakers, especially so with regards to how it should be used. The most influential proponent of the World Englishes model is Braj Kachru, who states that the use of English in continents such as Asia, Africa and the Caribbean gives us the proof that the English language is taking root and becoming a vehicle for the expression of local culture rather than just a convenient tongue for international communication. The graph below shows the number of users of English across the globe.
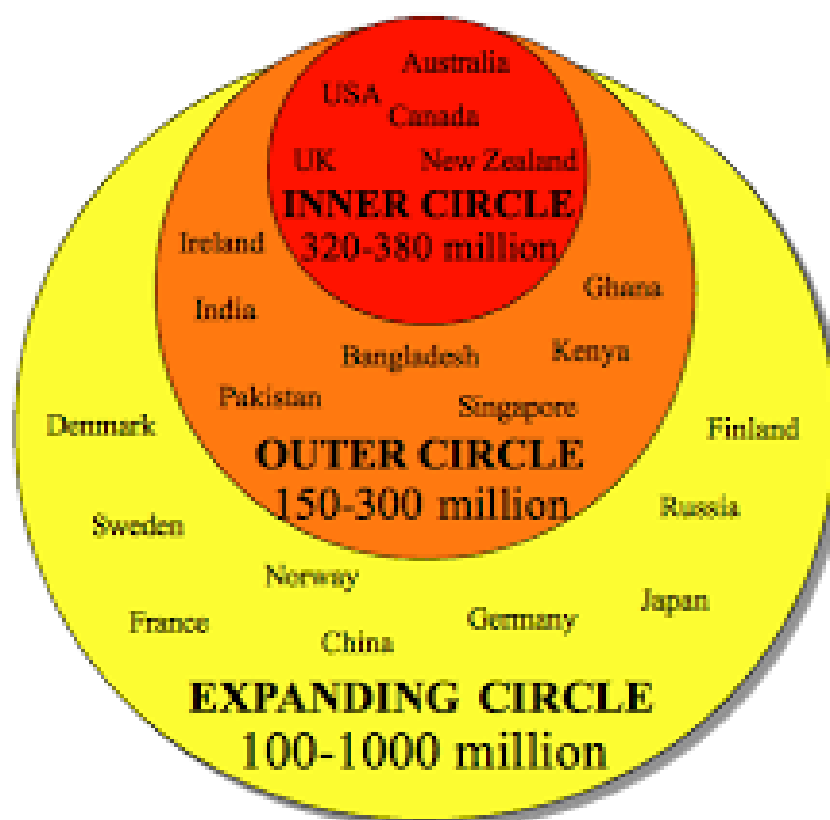
Figure 1: Semantic Scholar

Kachru (1985) further observes that one of the misconceptions of the English language is thinking that native speakers control their language in some way. He argues by posing the question regarding who owned the English language. If a person can use it, then that person

owns the language. Kachru further postulates that there were many varieties of English shaped by the influences of the different native languages. Strevens (1982), writing about the rise of English varieties, suggests that English would be taught mostly by non-native speakers of the language, to non-native speakers, in order to communicate mainly with non-native speakers. World Englishes follow different rules from the Standard British English (UK Essay, 2018). In India, as in most former colonized nations, users weave between English and the native languages into their conversations, without consciously realising which language they are using, says Kachru (1985).

 Apart from Kachru's model of World Englishes, there are other scholars who believe that there are varieties of English spoken around the world. One of those scholars is Schneider (2007) who does not focus on the geographical and historical approach as shown in the circles' models, but instead adds in sociolinguistic concepts relating to deeds of identity. He came up with five characteristic stages in the spread of English across the globe.

Strevens (1980) also develops a world map of English to explain the spread of English. This world map, supports Kachru's three circles, indicating that American English became a separate variety from British English. McArthur (1987) is another scholar who also came up with the wheel model that has an idealised fundamental variety called World Standard English. His circle of English varieties consists of regional standards or standards which are emerging. And the last circle, the outer layer comprises of localised varieties which resemble regional standards or emerging standards.

Kachru (1997) came up with three circles to divide the English language-using world. While doing this, he focused on the historical context of English, the status of the language and the functions in different parts of the world. In this model, the focus of English is categorised into three Concentric Circles of language acquisition: The Inner Circle, the Outer Circle, and the Expanding Circle. According to Kachru (1985), the inner circle refers to the traditional native speakers of English. These are speakers from the UK, USA, Australia and the Netherlands. The second circle is the outer circle referring to second language speakers of English. These are speakers from countries such as India, Nigeria, Zimbabwe, South Africa, etc.., where English is the official language.

Lastly, the expanding circle references speakers of the English language in foreign language countries. These are speakers from countries such as China, Japan and Angola and so on. In World Englishes, Ma and Xu (2017) state that research on English varieties in the three concentric circles have different agendas. The Inner Circle varieties are mainly for variation and change, in the sense that Inner Circle varieties are diverse among themselves and that there is also variation within a variety. The Outer-Circle varieties have been largely studied for the stages or phases they have been going through, so that they can be legitimised as 'new varieties of English.

The Graph below demonstrates the Concentric Circles Model of English Language
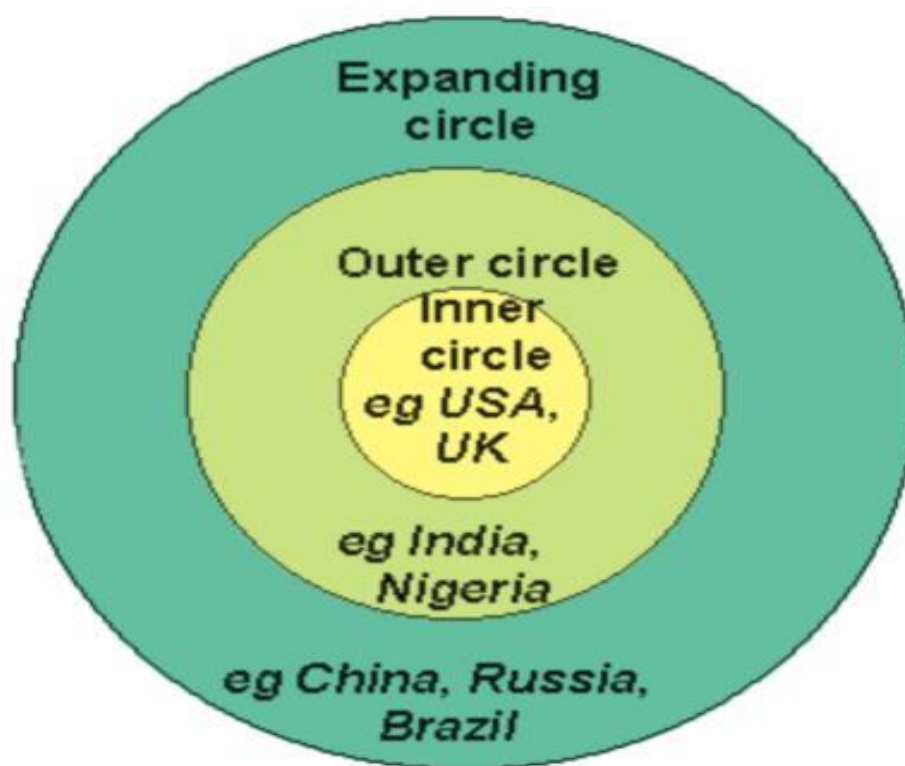
Figure 1: Source Wikipedia

The current study though largely draw on Kachru's Outer Circle to examine the patterns of the nativisation of the English language as evinced in the written essays by the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. The World Englishes Theory assisted the researcher to achieve the objectives of this study by examining frequently occurring words, analysing the structure of syntactic structures (sentence patterns) associated with nativisation and to investigate the grammar/grammatical patterns nativised by the third-year students. This theoretical

framework has been very helpful in providing an in depth understanding of the nativisation of English by the participants in the study.

2.5 Summary

This chapter reviewed literature related to the topic under study. It provides a theoretical background on nativisation in line with the objectives of the study and also provides explications of the major tenets of the theoretical framework guiding the study – World Englishes (Kachru, 1983; 1985). The discussion conducted in this chapter guided the researcher in investigating the influence of nativisation in the written essays of the third-year students under study. The next chapter presents and explains the research methods used in the current study.

CHAPTER THREE

RESEARCH METHODS AND PROCEDURES

3.1 Introduction

This chapter presents the research methodology that was used in this study. It also provides information about the population and the sample of the study. It also describes the data collection instruments, procedures and data analysis methods. The chapter also finally describes issues related to the validity and reliability of the instruments as well as about the ethical issues and clearance.

3.2 Research design

The research design for this study was exploratory research design which focuses on discovering new ideas, gaining new knowledge and expanding on previous knowledge (Burns & Grove, 2002). The purpose of study was to examine out the influence of nativisation in the writing process of 14 third-year students in the department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. The first phase of the study examines the types of English words that were frequently used by the students, their syntactic structures (sentence patterns) and grammar/grammatical patterns, concepts which have not been clearly researched at the campus, as far as the current research has established. A questionnaire and two written essay tasks were assigned by the researcher to 14 third-year students in the Department of Wildlife Management and Ecotourism, with the aim of investigating instances of nativisation in the students' essays. With the samples provided in the corpus, the researcher analysed the frequent words used by the students, the syntactic structures (sentence patterns) and the grammar/grammatical patterns nativised by the students. Additionally, a quantitative phase followed up on the qualitative phase, in which the students' questionnaires were also analysed for the purpose of providing more evidence on nativisation by third-year students. For the quantitative phase, a semi-structured questionnaire was provided to the students to answer questions related to nativisation.

3.3 Research paradigm

The interpretivist paradigm was adopted in the current study. The interpretivist paradigm believes that reality is multi-layered and complex and a single phenomenon can have multiple interpretations. In studying nativisation by the third-year students at UNAM's Katima Mulilo

Campus, research techniques helped the researcher to understand how the students' interpreted and interacted with their social environment through writing. The social context, conventions, norms and standards of the students were crucial elements in assessing and understanding nativisation. The main goal of this paradigm is to provide explanations and to make predictions about the findings. The paradigm was of help in this research in that it provided the lenses for understanding the findings and drawing conclusions for the study. According to Kuyini (2017) this paradigm can use both qualitative and quantitative research methods to study social science phenomenon. In the current case it was adopted in order to understand the effect of nativisation by the 14 third-year students in the Department of Wildlife Management and Ecotourism through the application of both qualitative and quantitative methodologies.

3.4 Research approach

This study used a mixed method approach, and as such, both qualitative and quantitative data methods were used in the data collection and analysis in the study. One of the advantages of a corpus linguistics study is that it integrates both methods. Statistics tables, graphs and narrations were used to present the findings of the study. This research study used data collected from primary sources which are the 14 third-year students' written essays and the questionnaires. The students were required to answer a questionnaire related to nativisation and also write two essays on topics regarding wildlife. The first essay was an expository essay titled 'Wildlife Conservation is important', while the second essay was an argumentative essay titled 'Wildlife and Coexistence: The Conflict between Wild Animals and Humans'. These essays were then analysed using Kachru's third circle of World Englishes, thus the most frequent English words were analysed, and then the researcher examined the syntactic structures (sentence patterns) and the grammar/grammatical patterns as evinced in the written texts.

3.5 Research setting

The research study was conducted in the Zambezi Region, a region found in the Eastern part of Namibia and at UNAM's Katima Mulilo Campus, in the Department of Wildlife Management and Ecotourism. It was conducted on 14 third-year students in the Department. This setting was chosen because of the observation that a study such as the current has not yet been carried out at this campus and on the proposed study population. It is also envisaged that the

study will have a significant value to the campus and the region at large, as it may assist language lecturers in understanding their students' writing patterns.

3.6 Study population

A study population is the total number of potential participants who will partake in the study. It represents all potential units of analysis in the research environment. The population of this study comprised 15 students in the Department of Wildlife Management and Ecotourism at UNAM's Katima MuliloCampus. Using Krejcie and Morgan's (1972) sample size table, the sample size for the study came to 14 students. 10 second-year students were used for the pilot study. This sampling was both purposive and convenient because all the students in the study were in the same year of study, instructed by the same lecturers and were in the same Department. Prior to conducting the study, the researcher engaged with the students for several periods spread over four days. The first day was for meeting all the students and sensitise them of the COVID-19 pandemic, and its attendant restrictions on physical human contact and social distancing. The second day was for the pilot study with the second-year students and last two days were for the actual study with the third-year students.

3.7 Sample size

A sample size is a partially selected portion of the population to represent the designated population to be studied. The sample is selected on the basis that it represents the characteristics and features of the entire populations and as such conclusions drawn from it can be generalised to the entire study population. The sample size for this study was 14 third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. This sample size was selected for this study, on the basis that the students had been exposed to the university language teaching for more than two years and were doing the same course. And also, due to the COVID-19 pandemic, the students in the sample were some of the few who had been allowed back on campus. These reasons opened an opportunity for the researcher to examine how teaching at the university had impacted the students' English proficiency. Ten second year-students took part in the pilot study before the main research was conducted.

Convenience and purposive sampling were used in this study. Purposive sampling is a practice where subjects are deliberately chosen to represent some explicit predefined traits or

conditions. Therefore, the researcher selected the population group deliberately in order to examine the influences of nativisation. The sampling procedure was in line with the following steps; firstly, the selection of a corpus of language in 14 third-year students was done, secondly the identification of frequent words in the texts was conducted. The classification of the frequently occurring English words according to their sentence patterns then, then finally that of grammar/grammatical patterns nativised by the third-year students. After categorising each frequent word, quantifying the frequency of occurrence of different types of English words, the researcher then examined the sentence structures and grammar/grammatical patterns observed in the essays and compared their frequency of occurrence using Kachru's third circle. Students also answered a semi-structured questionnaire related to nativisation which was also analysed using Kachru's third circle.

3.8 Research instruments

A semi-structured questionnaire (see Appendix C) and two written essays of the students on the given topics (see Appendices A1 & A2) were collected and analysed for the occurrence of instances of nativisation of English. The two types of essays were written by the 14 third-year students at UNAM's Katima Mulilo Campus. A total of 28 essays were collected for the actual study plus 20 for the pilot study. Techniques for writing good essays were discussed in depth with examples given, before students were tasked with writing their own essays. The first essay was an expository essay comprised of 300-500 words, titled 'Wildlife Conservation is important' while the second essay was an argumentative essay comprised of 300-500 words titled 'Wildlife and Coexistence: The Conflict Between Wild Animals and Humans'. Both essays had leading pictures to help students as they are engaging in process of writing their own essays. The students were given the written tasks as assignments which they had to complete and submit after a day via email to the researcher. The essays had to be emailed to the researcher because the data analysis of the study was done through WordSmith 8.0, a computer software, and also due to the COVID-19 pandemic and its attendant restriction on physical human contact and social distancing, safety protocols needed to be observed. For students who did not have emails, the researcher obtained their essays and questionnaires via Bluetooth. The time allocated for writing these essays allowed the students to develop their texts.

3.9 Ethical considerations

This study was conducted in compliance with the Namibia University of Science and Technology (NUST) Faculty of Research Ethics and Committee policies and ethics. Prior to carrying out data collection, an Ethical clearance from NUST and a permission letter from the Department of Wildlife Management and Ecotourism at the UNAM Katima Mulilo Campus were issued to the researcher (see Appendices A12 and A13). Data were collected after obtaining the necessary documents for data collection. All sources used in this study have been genuinely referenced, and the researcher strove to uphold the standards required by NUST in conducting research.

3.10 Summary

This chapter outlined how the research was conducted, described the methods used to collect data as well as the approaches used to analyse the data. The next chapter presents the research findings of the study. It also presents the analyses of the study's findings as well as the discussions regarding the implications of the findings.

CHAPTER FOUR

MAJOR FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents and discusses the findings of the study. The objectives of the study have been identified in Chapter 1, and explained further in subsequent chapters. They are reproduced again below, verbatim. The main objective of the study was to examine the influences of nativisation in the writing processes of the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus and was directed by the following specific objectives:

- To identify and examine English words that are frequently nativised by third-year students in the Department of Wildlife Management and Ecotourism at UNAM'S Katima Mulilo Campus;
- To evaluate the structures of sentence patterns associated with such nativised words;
- To analyse grammatical patterns nativised by the third-year students.

Before the analysis of the two essays was conducted, students' questionnaires were analysed for biographical information to complement the findings of the corpora. Students who were selected for the research, were requested to sign consent forms stating their willingness to participate in the study voluntarily (see Appendix A12). The questionnaire given to the third-year students primarily attempted to determine the gender, age, nationality, language and educational background of each participant (see Appendix A4). The initial proposed study population for this study was 36 third-students, but due to a high number of students who dropped out of the course to pursue other academic fields, such senior education which was introduced the previous year, the researcher only used 15 third-year students who were left in the course**.** The issues with larger text was resolved by increasing the number of words from 200 words to 300-500 words per essay, in order to compensate for the essays of the students who left the course. Majority of the students submitted essays which were about 500 words.

The demographic information of the questionnaire revealed that, 13 of the 14 third-year students who participated in this study were Namibians, from different regions around the

country and one Zimbabwean national. The students' demographic information is displayed below.

4.2 Demographic information

The 14 participants' ages ranged between 21 and 30 years, with majority (85%) being 22 years old, and (=) the rest of the group accounting for 15% of the group were between the ages of 23 and 30 years. The study population had 48% female and 53% male participants. English was the second language for majority of the 14 students (93.3%) and a first language for one student (6.6%). None of the participant in this group spoke English as a foreign language. For this reason, the study focused on the influences of nativisation in the writing processes of the students. One of the limitations of this study, in terms of collecting demographic information of the students lies in the fact that it depended on students' self-reporting.

Figure 4.1 Below shows the age range, gender and English proficiency levels of the students.
***Figure 4.1:** Demographic information of participants*

A profile of the first languages spoken by the third-year students is provided in Table 4.1 below. This study did not take into consideration the influences of the mother tongue in examining the causes for nativisation.

FIRST LANGUAGE	NO. OF SPEAKERS	PERCENTAGE OF TOTAL
Otjiherero	1	7%
Subia	3	21.4%
Sifwe	2	14.3%
Oshikwanyama	3	21.4%
Oshindonga	2	14.3%
Tonga	1	7%
Silozi	2	14.3%
Total	14	100%

***Table 4.1:** First languages spoken by the participants*

The corpus of analytical units for this study was drawn from student's essays, on topics related to wildlife management given to them by the researcher. Due to Covid-19, students were given 30 minutes to answer the questionnaire and a day to write the essay tasks of about 300-500 words **(see Appendices A1 and A2).** All errors made by the students in their essays were displayed as they appeared in their written scripts.

The questionnaires revealed that 9 (64%) of the students affirmed that they do not borrow words from their mother tongue into English, while 5 (36%) stated that they generally alternate to their mother tongue languages when they fail to recollect the correct forms of English words. Although 64% students of the students stated that they do not borrow words from their mother tongue, it was observed that majority of the students occasionally borrow words from their mother language as they interact in class. The chart below (Figure 5.2) shows the percentages of students' opinions on code switching.

Students' opinions on codeswitching

36%

64%

■ Do not borrow from mother tongue   ■ Borrow from mother tongue
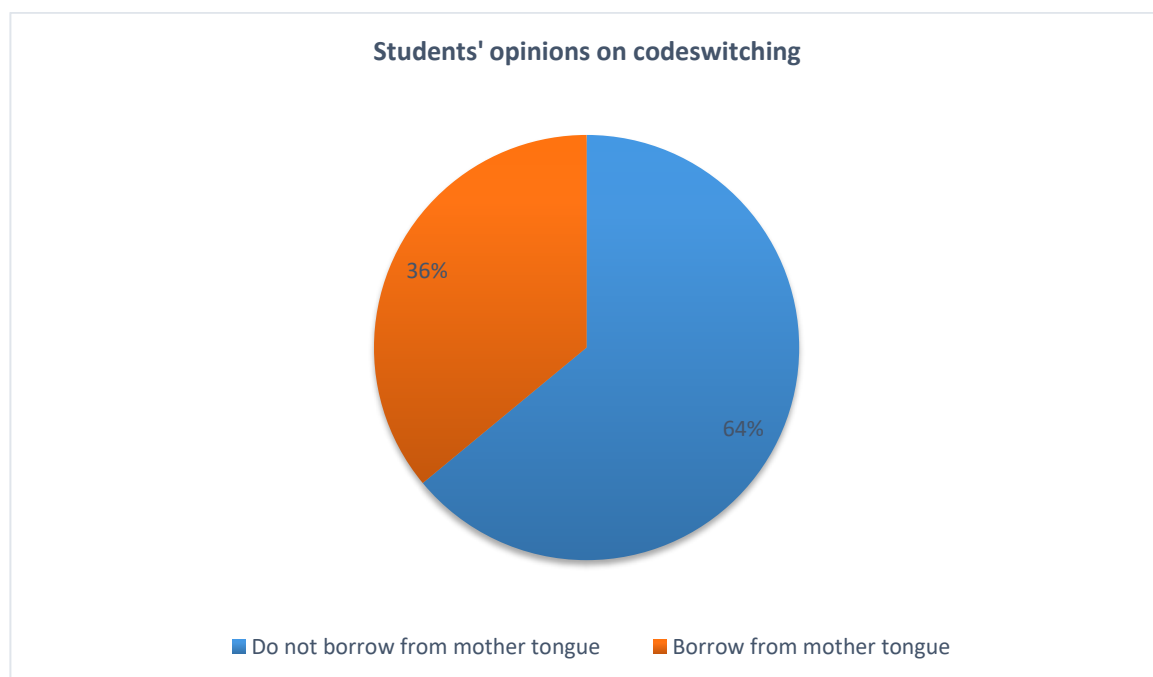
Figure 4.2: Students' opinions on codeswitching

This section presented the demographic information of the students. The next section attempts a presentation and discussion of the findings in line with the research objectives as established in Chapter 1 and reiterated here. The presentation and analyses will sequentially follow the objectives as established beginning with the identification of English words that are usually nativised by the students. This was followed by an examination and analysis of the

nature of syntactic structures (sentence patterns) of nativised words and lastly the grammatical patterns of the nativised forms of English.

In the current study, two essays were analysed with the aim of investigating the influence of nativisation in the writing processes of the third-year students. The first phase of the analysis entailed identifying the word frequency, to identify the words that occurred most frequently in the corpora. The second phase analysed the syntactic structures (sentence patterns) of the nativised variety while the last phase analysed the grammatical patterns of the nativised form of the English language as evinced in the texts.

4.3 English words that are frequently nativised by the third-year students

The corpus for this study was relatively small with approximately 15000 words from two essays written by the 14 third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. It was compiled with the intention of examining the influence of nativisation within the writings of the third-year students. Data were collected from the questionnaires and two written essays texts from the third-year students. WordSmith Tools (WST) version 8.0 software was programmed to identify word frequencies and keywords in the corpora. In order to identify word frequencies appropriate for this study, the software was set to identify words with high frequencies, in the corpus, ranging from an occurrence of at least 5 times. Content words, keywords and numbers that were contained in the essay topics were not included in the count. This was done in order to get a clear view of the words which were frequently used in the students' texts. Each corpus was analysed separately to determine the most frequently occurring words in the corpus. To identify words that occurred most in the two corpora, WST 8.0 was set using word frequency ratings depending on the size of each corpus. The cut-off point was a frequency of 5 and above. Table 4.2 below indicates the keywords and word frequencies produced from the corpora.

WORDS	WORD FREQUENCIES	PERCENTAGE
Of	390	17%
The	378	16.5%

To	352	15%
For	334	14.5%
In	321	14%
Or	112	4.8 %
As	98	4%
Also	70	3%
Such as	59	3%
because	46	2%
therefore	38	2%
in addition	31	1%
as well as	27	1%
in order	24	1%
moreover	19	1%
Total	2290	100%

Table 4.2: *Word frequencies*

Word frequencies as demonstrated in Table 4.2 evinced a substantial variation in the occurrence of words in the corpora. A total of 2290 words were identified by the Wordsmith 8.0 software, as the most nativised words that the students used in their essay. Words with the highest frequencies appeared at the top of the table, while words with the lowest frequency were found at the bottom of the table. Five words with the high occurrence were; 'of' 390 (17%), 'the' 378 (16.5%), 'to' 352 (15%), 'for' 334 (14.5%), 'in' 321 (14%), while words with the lowest frequency were 'as well as' 27 (1%), 'in order' 24 (1%) and lastly 'moreover' 19 (1%). Most of the nativised words which were used by the students were single words, and only the lexical bundle 'as well as' had a combination of three lexical items. As shown in

the table, five of the highest occurring words are found among the students' general language.

The parts of speech among the 15 most nativised words that the students used most were adverbs with (60%), followed by conjunctions with (26.7%), then preposition with (26.7%) and lastly the definite article at (6.6%). Although the adverbs were the most used parts of speech, their frequency rate is very low. They appear at the bottom of the list, while conjunctions and prepositions have a similar rate of frequency of occurrence. The average distribution of the nativised words identified in the third-year students' corpus of 30 texts is fairly low, ranging from 17% to 1%, as the many of the word types used by the students in the essays had keywords from the essay topic, and these were disregarded in line with Chen and Baker's (2010) suggestion.

It can be seen from the word frequency table that the list presents word types in common usage, prepositions, articles, adverbs and conjunctions having the highest frequencies as expected. The focus of this study was to examine the types of words which were frequently used by the third-year students in order to understand the influence of nativisation. Words which appeared more frequently in the texts were more important for students to express information and also to maintain a standpoint. These word types used by the student demonstrate their language behaviours, that there is over use and underuse of certain words and parts of speech. As demonstrated by the table, five of the highest occurring words are found among the general language. The students used more high frequency words that they were familiar and comfortable with this concurs with Monsell, Doyle and Haggard (1989) observations of the same. Word frequencies used by the students indicate the language that the participants have been exposed to as demonstrated in the word frequency table. This linguistic behaviour is also observed by Brysbaert, Mandere and Keuleers (2018). The usage of these words was also grammatically and structurally correct, although there were instances in which the sentences constructed were not comprehensible. The current section discussed the word frequencies of nativised words found in the corpora. The section presents an analysis of the structures of the syntactic structures (sentence patterns) of nativised words.

4.4 Analysis of syntactic structures (sentence patterns)

A sentence, according to the Oxford Dictionary (2013) is a set of words that contains a subject and a predicate. In short, a complete sentence contains a subject and a verb, and it should express a complete thought or idea. Sentence structure is the physical nature of a sentence and how the elements of that sentence are presented. This means that, it is the way a sentence is arranged to fit all parts together to form a meaningful whole. Prezi (2017) states that sentence patterns are very essential because they show simple written ideas of individuals. It is thus, through writing that readers can comprehend the meanings of our texts. In order to investigate the structure of the sentence patterns of nativised words, types of sentences was analysed first, followed by an examination of grammar patterns**.** The chart below (Figure 5.3) displays the overall figures and percentages of each sentence type that was discovered from the essays of the students.
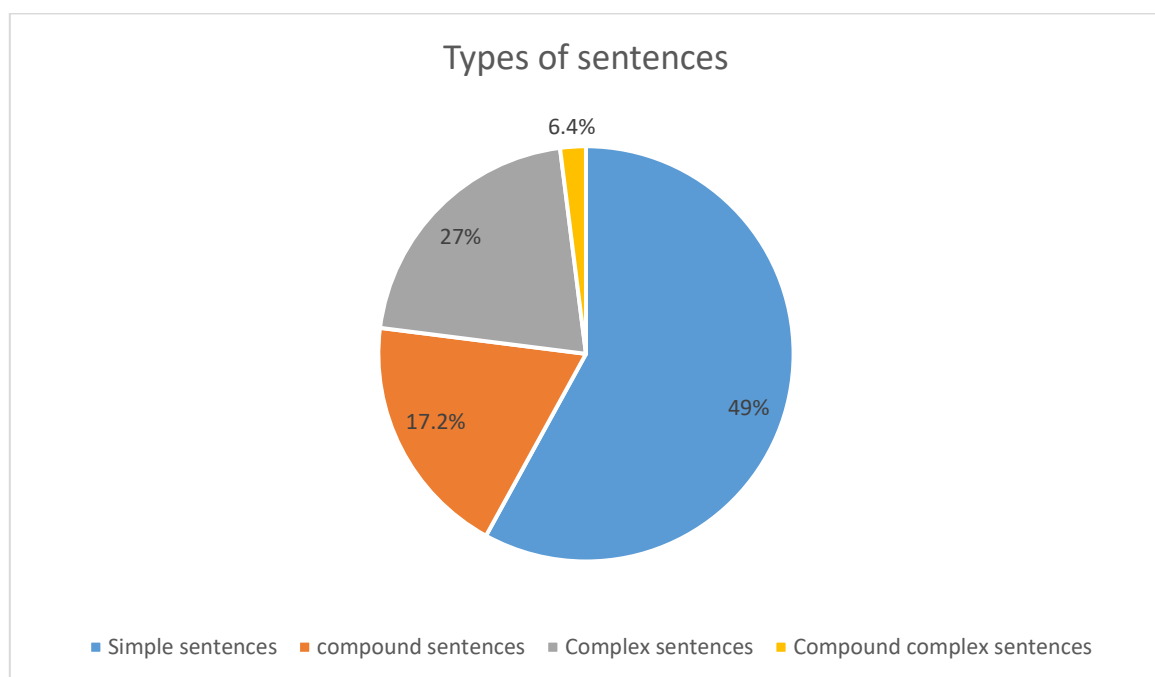
Figure 4.3: Types of sentences used by the students

This corpus study comprised of 2450 sentences from the two essays written by the third-year students in the Department of Wildlife and Ecotourism at UNAM's Katima Mulilo Campus. These sentences were categorised according to the four type of sentences, 1209 sentences were simple sentences (49%), while 661 sentences compound sentence (27%), 422 sentences

wew complex sentence (17.2%). Lastly, compound complex sentences which were used by the students in a limited manner and account for only 158 units (6.4%). Simple sentences were the most widely used sentence type by the students, while the sentence type with the lowest frequency of usage was the compound complex sentence. Although, sentence types observed in this study indicated that simple and compound sentences were more common compared to compound complex sentences. The students also evinced a high inaccuracy rate of the simple and compound sentences with regards to word order. It was observed that simple sentences were widely used because students communicated their ideas in clear simple manner, to stress their ideas. Meanwhile, the usage of compound sentences revealed that students wrote the essays to show connections of their expressed ideas, in a manner that was easy and quick for retention and to give more information about their ideas while complex sentences were mostly used to show that some of their ideas were of more value compared to the others.

There were five structures of sentence patterns that were observed from the essays of the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. Below are the interpretations of the five sentence patterns.

4.4.1 Subject + Linking verb + Complement (S – LV – C)

A subject complement is an adjective, noun or pronoun that follows a linking verb and identifies or describes the subject. The linking verbs discussed here normally connect subjects to adjectives or noun phrase complements. Participants of the study used *Subject + Linking verb + Complement pattern* to achieve comprehensiveness and clarity. Below are some of the extracts of Subject + Linking verb + Complement examples that were observed from the corpora of the third-year students. In the extracts below, the subjects are untouched while the linking verbs are in boldface and subject complement in shaded colour.

> *"It **is** essential to protect our wild animals as they provide for us food that we consume every day. Conserving wild animals **is** important because it improves tourism and conserves species for future generation. Wild animals **are** important as they are our source of food. There **is** a conflict between humans and animals when it comes to space and also domination. Conservation **is** taking care of our*

*environment. This conflict **is** manifested in many ways, such as, humans killing*

people or animals destroying or killing humans".

The extract of the S+LV+C above has been displayed in Table 4.3 below: the table indicates a subject, linking verb and the subject complement.

SUBJECT	LINKING VERB	SUBJECT COMPLEMENT
It	is	essential to protect our wild animals as they provide for us food that we consume every day.
Conserving wild animals	is	important because it improves tourism and conserves species for future generation.
Wild animals	are	important as they are our source of food
There	is	a conflict between humans and animals when it comes to space and also domination.
Conservation	is	taking care of our environment.
This conflict	is	manifested in many ways, such as, humans killing people or animals destroying or killing humans.

Table 4.3: *S – LV – C sentence structure frequency*

This was the most frequent sentence pattern that was observed within the corpus of the students' writings. In the extract above, we can observe that the linking verb 'is' was widely used to link the subject to the subject complement, and the subject complements in the sentences are either adjectives or nouns, describing or identifying the subject.

4.4.2 Subject + Transitive Verb + Direct Object (S – TV – DO)

This sentence pattern contains a verb that has direct object. Transitive verbs need direct objects or supporting information about the objects spoken about in the sentence. Below are some of the extracts of: Subject + Transitive Verb + Direct object patterns that were observed from the corpora of the third-year students' essays. In the extracts below, the subjects are not coloured, while the transitive verbs are in boldface and the direct objects are in shaded colour.

"Tourist **like** in Namibia. Black markets **harm** the tourism industry. Wildlife **migrate** to other countries. Wild animals **feed** in the fields. Tourism **benefits** the country. Poachers **trap** by live wires. Wild animals **live** in the parks. Wildlife animals **contribute** to tourism. People **move** in the parks. Conservation **protects** the environment. Carnivores **depend** on the herbivores. Conservation **serves** the endangered species. The government **benefits** in the future. Protection of wildlife **cleans** the environment. Illegal hunting **affects** the natural habitats. Trophy hunting **threatens** the ecosystem. The fencing of natural parks **protects** wild animals. The coexistence conflicts **destroy** human properties".

Table 4.4 below displays the interpretation of the S –TV –DO extracts above in table form.

SUBJECT	TRANSITIVE VERB	DIRECT OBJECT
Tourist	like	in Namibia.
Black markets	harm	the tourism industry.
Wildlife	migrate	to other countries.
Wildlife	feed	in the fields.
Tourism	benefits	the country.
Poachers	trap	by live wires.
Wild animals	live	in the parks.

People	move	in the park.
Conservation	protects	the environment.
Carnivores	depend	on the herbivores.
Conservation	serves	the endangered species.
The government	benefits	in the future.
Protection of wildlife	cleans	the environment.
Illegal hunting	affects	the natural habitats.
Trophy hunting	threatens	the ecosystem.
The fencing of natural parks	protects	wild animals.
The coexistence.	conflicts	human properties.

Table 4.4: *S –TV –DO sentence structure frequency*

This sentence type was the second most frequently used pattern which the students preferred. Students chose this pattern in order to write clear short expressions that would make it easier for conception. Most of the nativised words that were used with this pattern were either prepositions or the definite article.

4.4.3 Subject + Transitive Verb + Indirect Object + Direct Object (S – TV – IO – DO)

This pattern includes a subject, a transitive verb, an indirect object and a direct object**.** Below are some of the extracts of Subject + Transitive Verb + Indirect Object + Direct Object patterns that were observed from the corpora of the third-year students' essays. In the extracts below, the subjects are not coloured, the transitive verbs are boldfaced, indirect objects are in shaded colour while direct objects remain uncoloured.

> *Conservation of wildlife resources **increase** the pride of the nation. Wildlife **contributes** to the population of a country. Coexistence conflicts **impacts** people's lives in our country. Human beings **kill** elephants and rhinos for their tusks. The government **protects** wild animals in the national parks. Tourism **creates** jobs for*

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*local people. Human beings **destroys animals for future generations**. Tourism provides **opportunities** to people in the community.*

Table 4.5 below shows the interpretation of the structures of sentence patterns that have S - V - ID -DO that were observed in the students' corpus of writings.

SUBJECT	TRANSITIVE VERB	INDIRECT OBJECT	DIRECT OBJECT
Conservation of wildlife resources	Increase	the pride	of the nation.
Wildlife	contribute	to the population	of a country.
Coexistence conflicts	impacts	people's lives	in our country.
Human beings	kill	elephants and rhinos	for their tusks.
The government	protects	wild animals	in the national parks.
Tourism	creates	Jobs	for local people
Human beings	destroys	Animals	for future generations.
Tourism	provides	opportunities to people	in the community.

***Table 4.5:** S – V – ID – DO sentence structure frequency*

When it comes to Subject + Transitive Verb + Indirect Object + Direct Object pattern, students did not struggle much with it. However, it was presented with a lot of grammar mistakes. In some instances, subjects could not agree with the objects. The extracts

above indicate that the two objects were used with the transitive verbs to provide more information about the subject and especially so with regards to what is being done.

4.4.4 Subject + Transitive verb + Direct object + Object complement (S – TV – DO – OC)

This was the fourth pattern discovered in the writings of the students. It was observed That the object complements described direct objects in the essays of the students. The object complements were specific description of the direct object being done by the subject with the use of the verb. Object complements in the corpora were either nouns, adjectives or adverbs. Below are some of the extracts of Subject + Transitive Verb + Direct Object + Object Complement patterns that were observed from the corpora of the third-year students' essays. In the extracts below, Subjects are not coloured, the transitive verbs are boldfaced, and direct objects are in shaded colour and object complements are in italics.

Coexistence conflict **disturbs** the wild animals' movements. The conservation of wild animals **promotes** the fauna's protection. Sustainability of the ecosystems **increases** the food chain's circle. Conservation practices **enhance** the natural habitats' biome.

Table 4.6 below represents the interpretation of the structures of sentence patterns that has S – TV – DO – OC which were observed in the students' corpus.

Subject	Transitive verb	Direct object	Object complement
Coexistence conflict	disturbs	the wild animals'	Movements
The conservation of wild animals	promotes	the fauna's	protection.
Sustainability of the ecosystems	increases	the food	circle.

Conservation practices	enhance	the natural habitat	biome.

Table 4.6: S – TV – DO – OC sentence structure frequency

Although there were instances of this sentence structure in the writings of the students, it appears that it was the least used sentence pattern. Only students with higher proficiency in English attempted to use this sentence pattern. Many students only used the first three while other struggle with this.

4.4.5 Dependent clause and independent clause pattern

There were also structures of sentence patterns with dependent clauses and independent clauses in the corpus of the students that had. These were mostly used to add ideas, to show consequences and to conclude the written work. Below are some examples of structures of sentence patterns that were used for the addition of information.

> **Moreover**, when were conserve our wildlife, we help the future generations from experiencing what we are enjoying nowadays. **Moreover**, it helps protects the habitats of the animals for a long time. **Moreover**, wildlife conservation provides entertainments for tourist who came in the country to come watch wild animals and see our beautiful landscapes. **In addition**, conservation of wildlife resources increases the pride of the nation. **In addition**, this conflict is a problem that is very hard to solve. **In addition**, they kill the animals and sell them on the black market which is illegal. **Furthermore**, conservation of wildlife contribute to economic upliftment by attracting more tourist together with foreign investors. **Furthermore**, it is important to make sure that human beings and animals live far from each other to prevent coexistence conflicts.

These were widely used for the addition of information on what had been said already. The students used the words marked in boldface above to expand their ideas and to achieve a good writing style. The students used these words because these were words that they were familiar to them. While the words 'moreover', 'furthermore' and 'in addition' were used for the addition of information, the word 'therefore' was used to

show the consequences of the aforementioned information. As shown in the sampled sentences below in which the word is in boldface.

> For example, Namibia is ranked at a second position among all African countries with well protected wildlife resources. **Therefore**, this is a great pleasure to all Namibian citizens as their country occupied second position of countries with best wildlife conservation both at global and continental level. Conserving wildlife will boost the economy of our country, **therefore** we must preserve the wild animals to make sure that our country's GDP is higher. The coexistence conflict between humans and animals is very dangerous, **therefore,** our government should come up with more ways to solve this problem. Human beings will not stop hunting and killing elephants and rhinos for their tusks, **therefore**, the punishment for the poachers should be long time in prison so that they don't do it again or it can be a warning to others.

It is seen that students were well aware of the words that they could use to make their essays be more easily comprehensible. Another lexical bundle that was observed is the prepositional phrase lexical bundle 'in conclusion'. The phrase was widely used by most of the students as they concluded their essays. As shown in the examples below, in which the lexical bundle is in boldface.

> **In conclusion**, wildlife conservation is vital as it ensuring that future generations can enjoy our natural world and the incredible species that live within it. **In conclusion**, wildlife conservation is important because there are many benefits that we getting from protecting our natural resources. **In conclusion**, wildlife is very important it helps in improving the country's economy which improves the lives of people in that country. **In conclusion**, yes there is a conflict between animals and humans that is a challenge where either humans or animals are losing their land or lives.

The structures of sentence patterns as shown above were an important element to the writings of the students and were critical, to making meaningful and effective sentences. Although not all the nativised words' sentence patterns could be analysed, the analysis indicates that students chose words that they could communicate their ideas with clearly and

to make a standpoint. The above section discussed and demonstrated the structures of sentence patterns of nativised words used by the third-year students. The next section presents an analysis of the grammatical patterns of nativised structures.

4.5 Grammar/grammatical patterns nativised by the third-year students.

In the English language, the positions of a subject, a verb and an object are rather immovable. Grammatical patterns indicate to us what phrases or clauses are to be used with what parts of speech. In other words, patterns of grammar describe how words should be used in a sentence. Grammar patterns of the third-year students evince that of phrase fragments, and that, students used more noun phrases, followed by prepositional phrases compared to other types of phrases. Below is the interpretation of the grammatical patterns observed in the corpora of the third-year students.

4.5.1 Noun Phrase + *of* fragments

These grammar patterns were the most widely used pattern with the nativised words. Students preferred more noun phrases with + of fragments in their texts compared to the 'noun + the' pattern.

The analyses below illustrate the examples of the 'noun phrase + of' fragments that were identified in the corpora of the students' writings.

> The rate **of** carbon dioxide in atmosphere will also be reduced because plants are most consumer **of** carbon dioxide (Co2). Reduction **of** carbon dioxide through the process **of** photosynthesis by green wild plants can minimize the risk of global warming……… Wildlife conservation is simply an act **of** preserving or preventing of wildlife resources such as animals and plants, which can go extinct in the near future…. Conservation **of** wildlife can also be defined as a way **of** maintaining health **of** wildlife species……

> Deforestation is actually the damage caused to our forests, this can be cutting **of** trees or veld fires, deforestation is one **of** the major causes **of** wildlife loss, when the rate **of** deforestation increases, it also triggers the death **of** animals as a result **of** loss **of** their homes or habitats and food, especially herbivores, when herbivores' number decreases this will also have a negative effect on carnivores

as they depend herbivore for food. Wildlife conservation helps in the reduction **of** the loss **of** other living species.

Elephants have been killed because **of** their tusks because people are killing them in order to sale. There are conflicts that exist between humans and animals because **of** living or coexisting in the same area

The usage of noun phrases with *of* revealed that most of the students used this pattern in order to express concepts of importance and consequences. Students preferred this pattern to demonstrate the significance of conversation, and to highlight the consequences of the coexistence between human beings and animals. This indicates that students used grammatical patterns that align with the topics of the essays. Emphasis was what the students attempted to achieve.

4.5.2 Noun phrase + *the* fragments

Noun phrases with the article '*the'* were the second pattern observed in the essays of the students. Though, these occurred less frequent compared to noun phrases with '*of'* fragments. Below are samples of other noun phrases with the article '*the'.*

……wildlife is very important it helps in improving the country's economy which improves **the lives of people** in that country… when forests and other wild plants are well managed through minimizing **the rate of deforestation**, **the rate of carbon dioxide** in atmosphere will also be reduced because plants are most consumer of carbon dioxide (Co2)…. In addition, conservation of wildlife resources increase **the pride of the nation**… and enjoy **the resources that** have been protected and have not been destroyed by people.

…….it also triggers **the death of animals** due to loss of their homes or habitats and food….. Wildlife conservation helps **in the reduction of the** loss of other living species….. Tourist who came in the country will be entertained **by the wild animals**………..

Noun phrases with '*the'* fragments were also used by the students. The word '*the'* appeared either before a preposition or after a preposition, as seen in the excerpts above. The definite

article was used for singular, plural, and uncountable nouns in order to show which noun is being discussed.

4.5.3 Prepositional phrases

Prepositions are words that connect and build relationships with other words, like nouns and verbs. In English, prepositional phrases have a preposition as a head and are normally followed by a prepositional complement, which in most cases is a noun phrase. Therefore, prepositional phrases follow after noun phrases in occurrence. The word '*to*' was one of the nativised words that was popular in the corpus of the students. The functions of the preposition 'to' were many in the sentences. Below are some of the samples of the extracts of 'prepositional phrases + to'.

> *Wildlife conservation refers __to__ all management strategies that are put in place in order __to__ protect undomesticated animals, wild plants as well as their habitats. Conservation of wildlife can also be defined as a way of maintaining health of wildlife species, __to__ restore and __to__ enhance natural ecosystem for future generation.*

> *Therefore when we conserve the wildlife we help others __to__ see those animals even the future generation will be able __to__ see those animals. When animals start __to__ come into places where people live, people can do many things __to__ protect themselves or __to__ protect their properties. If they have field or animals that are attacked by wild animals, they will start killing the animals __to__ prevent them from destroying their crops. Some can start killing the animals __to__ start selling them on the black markets.*

This grammatical pattern makes use of the word 'to' indicating that 'to' always come after verbs. It was observe that the examples above that 'to' was used before a verb to make *to-*infinitive forms. The infinitive form that the students used expressed purpose, importance and consequences. In the above example, the prepositional 'to' was added to verbs creating expressions of purpose, importance or consequences. It was also used to indicate the object that experienced the action of the verb.

4.5.4 Prepositional phrase + *for* fragments

Conjunctions with nouns which functioned as prepositional phrases with for fragments were some of patterns that were also observed in the corpora of students. With 'for' being one of the words that was nativised by the students, it appeared mostly with nouns before nouns. 'For' can be used in the following ways: as a preposition if it follows a noun or as a conjunction if it connects two clauses. Below are some of the examples with the analysis of the word 'for' used before nouns and/or noun phrases.

> … *one place to another looking **for** food because food in their habitats have been occupied by humans, land which was **for** animals may be used **for** agriculture or a new village….to restore and to enhance natural ecosystem **for** future generation…..will also have a negative effect on carnivores as they depend herbivore **for** food…as well as creating jobs **for** the unemployed people..*

From the extract, we can establish the grammatical pattern of the word 'for', that is, it is always used before nouns or adjectives. The students used the word 'for' to explain situations within their essays. The preposition 'for'was used to create a cause and effect meaning of the expressed ideas.

Compounded prepositional phrases were also observed within the corpus of the students' essays. Prepositional phrases with the words 'of' and 'as' had few instances of occurrence. Below are some examples of grammatical patterns of compounded prepositions.

> …………be defined ***as a way of*** maintaining health of wildlife species………………it **also** triggers the death of animals **as a result of** loss of their homes or habitats and food……..

It can be observed that the compounded phrases were for cause and effect. In the examples above, compounded prepositional phrases had two parts. The first part of the sentence was the cause, and the second part was the effect. This was also observed with nativised words such as 'in order' and 'because' which were also used similarly, as demonstrated below;

> **In order to** prevent the coexistence conflict between animals and humans, the government has come with many solution to help with the conflicts…. therefore

they came into the areas where human beings live **in order to** look for food and land to live. In conclusion, wildlife conservation is important **because** there are many benefits that we getting from protecting our natural resources. Wildlife conservation is important **because**, you can't imagine the world with barren trees, and this means that the only sound which will be heard is that of blowing wind only.

4.5.5 Conjunctional phrases

A conjunctional phrase works as a conjunction in a sentence. An additional example of grammatical pattern, similar to the word 'for' is the word 'or' which was also used before and after nouns, pronouns, adjectives, adverbs or verbs. Below are some examples of grammatical patterns of conjunction + nouns or adjective fragments.

> *either humans **or** animals are losing their land **or** lives….people exist they can also start destroying the properties of humans **or** even start killing humans…..have been attacked **or** killed by wild animals…….because of living **or** coexisting in the same area…..people can do many things to protect themselves **or** to protect their properties. If they have field **or** animals ………*

The word 'or' in the corpus of the students was used to link alternatives of their ideas, such as explanation of a previous word or phrase. Students also used 'or' to show value of their ideas. It was observed that students only used grammatical patterns that they were familiar with. Students who had an early exposed to English, as indicated in the questionnaires used far more complex nativised words than those who had not. In addition, students used conjunctions to show an argumentative reasoning between large pieces of writing. On the other hand, their essays did not indicate thorough going awareness of the structuring selections of the use of conjunctions to show stylistic variation in text writing. There was a lack of awareness of different categories of conjunctions accessible that could be used in writing. It was observed in the study that students adopted conjunctions that were regularly monotonous, hence they lacked depth and variability.

The study of grammatical patterns of nativised words in this study helped establish whether nativisation does influence the writing processes of the third-year students. These results

indicate a wholesome picture of the structures of grammatical rules which third-year tertiary students are exposed to.

4.6 Discussion of findings

The objective of this study was to investigate the influence of nativisation in the written texts of the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus, as indicated in the research objectives (See Chapter 1). The results of this study demonstrate that nativisation influenced the writings of the students. The study adds to the body of knowledge available in the area of nativisation. The discussion summarises the main findings in relation to similar studies in the same area. Following the objectives of the study, the discussion below displays the summaries of the findings in the order of the following research objectives:

1. Frequent words that were nativised by the third-year students

2. Structures of sentence patterns associated with the frequent words

3. Grammar/grammatical patterns nativised by the third-year students.

4.6.1 Frequent words that were nativised by the third-year students

The analysis of the findings revealed that a total of 2290 nativised words were found in the students' written texts. Of these nativised words, students' most popular five words were words such as; 'of' 390 (17%), 'the' 378 (16.5%), 'to' 352 (15%), 'for' 334 (14.5%), 'in' 321 (14%). The least common words were words such as; 'as well as' 27 (1%), 'in order' 24 (1%) and lastly 'moreover' 19 (1%), which was the least used of the nativised words. The findings of the study concurred with the study by Yusuf (2009) who submitted that the most popular words in the corpora of the students were words such as; *for, of*, while Esimaje (2012) observed that the most popular words used by non-natives of the English language were words such as; *the, by, of, to, in and for*. This study evinces similar findings as those of the current studies which also found the similar words. In addition, the findings also agreed with that of Ochika (2020) who investigated five most frequently used preposition in Nigeria English and noted that prepositions such as; *of, in, for, on and at* were the ones with the highest frequency of occurrence.

Furthermore, the findings demonstrated that nativised words were disproportionately distributed in the corpus of the students' writings. The students used more simple general words compared to complex words. This observation resembled the one made in Brysbaert et al., (2018) study which observed that students used more common words than complex ones, indicating that students' word choice lacked depth and variety. The observation indicated that students mostly used words that they were more familiar in their texts. The overuse of the most popular words was not a negative thing as it added to the cohesion of the texts. However, the word frequencies reveal that there is a need for better and improved word choice use which can will enhance the students' writing. The analysis of the study shared affinities with studies by Patridge (2019) and Adeyemi (2017).

Furthermore, one more word that was popular among the student was the word 'is' which was disregarded because it was part of the essay topics. The approach to this study corresponded with observations from scholars such as Chen and Baker's (2010) approach which suggested that all words related to subject matter could not be included for analysis, especially, if they were content-based words. The word 'is' would have dominated the list of frequent words if it had been considered and would not have given a clear picture of nativisation among the third year students. Similarly, the methodology also coincided with Biber's (2006) who excluded words related to the discipline and considered more of the words used generally by the users in that discipline. That is why words found in the essay topics were not included in the count as they would not have reflected the students' use of the English language and would have impended the conclusions, regarding the influence of nativisation in the writings of the students. Additionally, the findings indicate that students need to improve in word choice and lexical word range. In doing this, their writing skills would greatly improve.

4.6.2 Structures of sentence patterns associated with frequent words

The findings with regards to the structures of sentence patterns indicated that a total of 2450 sentences were identified in the corpus. There most used sentence types by the students were simple sentences, followed by compound sentences then compound complex sentences last. The simple sentence had the highest frequency rate of 1209, while compound sentences occurred 661 times and complex sentences 422 times and compound complex sentences 158 times. This discovery supports the findings by Keh (2017) who also observed that simple

sentences had a higher density, followed by compound sentences then complex sentences and lastly complex compound sentences.

Five structures of sentence patterns were observed in the corpus of the students' essays. These patterns were as follows; S+LV+C, S+TV+DO, S+TV+ID+DO, S+TV+DO+OC and dependent and independent clause patterns. The students used more S+LV+C, S+TV+DO and dependent and independent clause patterns. The analysis on sentence patterns harmonised with those of Andriani and Bram (2021) who also discovered five sentence patterns used by participants and the S+TV+DO being the most used one. Colle (2020) also found the S+TV+DO was used with a high frequency by the participants in the study. Moreover, the findings also supported evidence from Edem (2016) who noted that the structures of sentence patterns of Nigerian English were slightly different from those of British English. Keh (2017) submitted that advanced students in English language used more complex sentence structures compared to the less advanced. This was also noticed in the current study that only students with higher proficiency levels were able to use patterns like; S+TV+DO+OC and more dependent and independent clauses. Additionally, the study also agreed with Sundari (2013) who observed instances in which students created sentences patterns in the form S+LV+C and S+TV+DO that were structurally correct, yet struggled with patterns such as the S+TV+OC patterns.

This finding demonstrated that, the third-year students need more assistance on the construction of sentence patterns in their texts. The knowledge of the structures of sentence patterns in academic writing could enhance the coherence of their texts. It would also help them to produce well written texts. The underuse of certain sentence patterns could be an indication that the students have not grasped the use of other structures of sentence patterns. Therefore, it has been suggested that language lecturers should engage students with written activities that would enhance their stylistics options.

4.6.3 Grammar/grammatical patterns nativised by the third-year students

The analysis of the third-year students' grammatical patterns revealed that their grammar varied significantly according to their level of exposure to the English language. This observation coincided with studies conducted by Partridge (2019) and Adeyemi (2017). Considering the words ranked by frequency, it was observed that the most grammatical

categories with the highest frequency of occurrence were articles, prepositions, determiners and nouns. The grammatical patterns used by the students followed the patterns of NP+ of, PP, ADP and so forth. This was also observed by Grant and Ginther (2000) who submitted the same analysis. The most nativised words occurred either with subjects or with objects. Noun phrase with '*of*' fragments were the most occurring category of grammatical patterns, followed by prepositional phrases with the following words; 'on', 'in' and 'at'. Therefore, prepositional phrases were used either with nouns, adjectives or adverbs.

Noun phrases appeared mostly as subjects or objects with the nativised words while prepositional phrases were objects. In addition, noun phrases were more densely used while prepositional phrases had the second highest frequency of occurrence among the participants, and the phrases with the word 'of' was used more with articles and nouns. Similarly, this observation was also noted by Lee et al.,(2020) who found that noun phrases were used more frequently compared to prepositional phrases. Verb phrase and adjectival phrases had a low density use with nativised words. Furthermore, the grammatical patterns suggest that students used patterns that they were familiar with, to make their writing clear and comprehensible. It was also discovered that the students had overused the grammatical patterns, in some instances causing inaccurate constructions. This observation aligned with Pardede's (2014) study where students overused grammar patterns, thus impeding the meaning in the sentences. Students used patterns that they were familiar and comfortable with in their writing, as they wanted to try the formal academic writing style.

According to Grant and Ginther (2000) the more the writer becomes proficient, the more they will use complex patterns. The underuse of grammatical patterns in the corpus of the students' implied that the acquisition of grammatical patterns was rather limited. It showed that their acquisition was in the infant stages. Therefore, they need more assistance in the acquisition and manipulation of grammar patterns.

The results in this study prove that nativisation does influence the writings of the students. The word types, structure of sentence patterns and grammatical patterns that the students used indicated varied range, simple words or patterns were overused while complex patterns were used less. In addition, only higher proficient students in English used advanced word types and patterns compared to the less proficient students. The analysis also revealed that

students have a weaker level of word types, as most of the higher word types were generally common words used on daily basis, while complex words occurred with less frequency.

4.7 Summary

The chapter presented and discussed the data collected from the corpus of the students' writings. The data presentation and analyses were done in line with attempts to respond to the research objectives as established in Chapter 1 and reiterated at the beginning of this chapter. The next chapter presents the conclusion of the study and provides recommendations culminating from the conclusions drawn from the analyses

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter concludes the study which was conducted to investigate the influence of nativisation in the written essays of the third-year students in the Department of Wildlife and Ecotourism at UNAM's Katima Mulilo Campus. WordSmith 8.0 was used to identify word frequencies, structures of sentence patterns and patterns of grammar. The current chapter draws conclusions from the analyses conducted in the study as presented in the previous chapter. The conclusions and recommendations in this chapter were also drawn from observing the manner in which the study has fulfilled the research objectives as set out in Chapter 1. The chapter also suggests recommendation culminating from data establish in answering the concerns of each objectives. The limitations of the study are also presented here.

5.2 Conclusions

This section draws conclusions from the study in line with how the analysis of data has responded to the set research objectives.

5.2.1 English words that are frequently nativised by third-year students

This study examined the degree to which nativisation influences the students' writings. The methodology involved the development of a substantial corpus of student writings in the Department of Wildlife Management, over the course of 3 days. The results of the study aligned with the expected pattern that the students in the outer circle of Kachru's (1983) model exhibit, high frequency words as observed from the corpus of the students were words such as; *of, to, the, by and in* occurred with a high frequency. The third-year students had a very limited range use of word frequency. The most popular words in their writings were common words that are widely used on a daily basis, and only a few complex words were identified. This suggested that the students had weaker frequency of the use of complex words and lexical words in their essays.

Words such as; *as well as, in order, moreover* had a relatively low frequency of use, indicating that the words are not very common to the students. Most of the complex words and lexical bundles were relatively used by fewer students revealing that their background with the

English language was different from those students who did not use complex words. In addition, students who had more sociolinguistic inputs in English at home had the highest frequency of use of complex words. The results on word frequencies revealed that nativisation has an influence on the writing processes of the students. There was a strong link between nativised words and how students structure their writings. The conclusion of the study follows the argument that, the more extensive the students' proficiency in English, the more they are able to use more advanced words in their writings. The same pattern was observed in the pilot study during the testing of the data tools with the second-year students. Though, the results indicated little variation in the word frequencies between the second-year and the third-year students, where high frequency with common words were more popular with the second years, while complex words were more noticeable amongst the third-year students. This can also suggest that as students advance in their field of study, their range of choice of words also increase.

Moreover, the findings also indicated that the students had a weaker grasp of word frequencies of three words' levels, suggesting that they are more likely to struggle with applying lexical words that have three words in their writings. Furthermore, the results reveal that there a link between the student's word frequency and English proficiency levels which results in good writing skills. It was observed that frequency use of words was because of the fact that the students' responses to the essay topics required them to maintain a stand point. The findings on words' frequency may provide some measure of English proficiency and academic performance among the third-year students.

5.2.2   Analysis of structure of sentence patterns

The investigations on structure of sentence patterns reveal that students commonly use simple sentences 522 (58%), followed by compound sentences 168 (19%), then complex sentences 190 (21%) and lastly compound complex sentences 20 (2%). Though, the sentence types observed in this study indicated that simple and compound sentences were more common than complex and compound complex sentences, the students evinced a high inaccuracy rate in those sentence patterns. Students had a tendency of strengthening their points using simple sentence structure in order to sustain consistency. It was also observed that the third-years considerably used more complex frequent words than the second-years. A study by Vo (2019) also indicated that the more the students advance in their qualification

level, there more they are able to use more complex sentences. Moreover, the results revealed five structures of sentence patterns that were observed from the essays of the students. Subject + Linking verb + Complement (S – LV – C), Subject + Transitive Verb + Direct Object (S – TV – DO), Subject + Transitive Verb + Indirect Object + Direct Object (S – TV – IO – DO), Subject + Transitive verb + Direct object + Object complement (S – TV – DO – OC), Dependent and independent clause patterns. The most used of the five sentence patterns were Subject + Linking verb + Complement, followed by Subject + Transitive Verb + Direct Object then Subject + Transitive Verb + Indirect Object + Direct Object. In addition, students with an early exposure in English used far more complex sentence patterns than those who had not. The structural analysis of sentence patterns indicated that students used similar amounts of structures of sentence patterns.

5.2.3 Grammar patterns nativised by the third-year students

The analysis on grammar patterns revealed that students used more phrase fragments than any other grammatical patterns. The findings revealed that the grammatical patterns used by the students were more of phrases, and students used more noun phrase + *of* and PP phrase fragments than all the other types of phrases and these followed the pattern '*of* PP', 'of NP', 'ADP' and so forth. These occurred either as subjects or as objects. Overgeneralisation of phrases was made by the students as they wrote their essays, especially among those with less exposure to the English language. It was also observed that the words that were frequently used by the students were either overused, substituted or omitted in the sentences. Although students' writings indicated a fair usage level of grammar patterns, they need to improve their grammar patterns this would enhance their writing skills. Moreover, the results of the study suggest that students had a limited attainment and manipulation of grammar patterns, which certainly affected the overall quality of their writings.

In addition, the findings also revealed that students had a weak knowledge of grammatical patterns, and as such, there were instances where parts of speech were wrongly used and in some cases were incomprehensible. Therefore, it can be concluded that students had not properly acquired the advanced rules of grammar in the English language. The findings also revealed instances where students had internalised the grammatical rules of English.

According to Mesthrie (2006) and Van Rooy (2019) having a knowledge about the students' language learning problems is useful to lecturers because it offers information on key areas in language learning which can be used in the formulation of effective teaching materials. The forecasted limited grammar troubles of students may help language lecturers to be well-resourced in order to assist students overcome their grammar pattern difficulties.

5.3 Recommendations

In light of the study, the following recommendation might be helpful to the students, English lecturers in the Department of Wildlife Management and Ecotourism and the campus at large. It is hoped that these recommendations will lead to resolute steps to assist students in the Department. The recommendations are displayed according the objectives as established in Chapter 1:

1. Frequent words that were nativised by the third-year students

2. Syntactic structures (sentence patterns) associated with frequent words

3. Grammar/grammatical patterns nativised by the third-year students.

5.3.1 English words that are frequently nativised by third-year students

With words frequency, students displayed an underuse of complex lexical items and an overuse of common simple words, indicating that most of the students had little exposure to a variety of lexical items or more advance words. Therefore, it is suggested that students should be taught to use advanced lexical items of two to three words in their writings. This may lead to enhanced writing appropriate for their level.

In addition, it is suggested that English lecturers should come up with oriented intervention programmes that seek to build students' writing skills, focusing mainly on words choice and words frequency. Incorporating these features in the intervention programmes will improve their academic writing skills of the students significantly.

Moreover, in order to deal with the word frequency issues which were observed in the findings of the study. It is therefore recommended that English lecturers should use text analysis tools to examine the word frequencies and how they improve the language proficiency level of the students.

5.3.2 Analysis of sentence patterns

The analysis of sentence patterns used by the third-year students' in their writings revealed that their English was an expansion of the use of exonormative and edonormative forms. Therefore, students should be assisted in developing appropriate structures of sentence patterns in the English language suitable for university level.

It is suggested that English lecturers should provide language support in terms of language use in order to allow less advanced students in English catch up with the advanced students. Adeyemi (2017) proposes that students should be made aware of these writing aspects in order for them to write well developed academic texts.

Furthermore, the findings revealed that students with more exposure to the English language used complex structures as compared to those with less exposure. It is suggested that more study materials focusing on advance syntactic structures (sentence patterns) should be developed or introduced by English lecturers in their lessons, in order to help students learn how to use correct and complex structures of sentences with many word frequencies.

Additionally, it is recommended that English lecturers should provide advanced structures of sentence patterns in both oral and written forms of the sentence patterns. This might actually necessitate the adoption of different learning styles into the teaching process and as a result provide extra reinforcement. Moreover, it is suggested that future research may investigate the appropriateness of the application of word frequencies in sentence patterns using lexical items with a large corpora.

5.3.3 Grammar/grammatical; patterns nativised by the third-year students

The analysis of the grammar patterns showed that students did not apply popular words found in the corpus correctly. Therefore, the following suggestions are recommended to help students and English lecturers in the Department of Wildlife Management.

Since students overused noun and prepositional phrases compared to other phrases with nativised words, the English lecturers should teach students in the Department how to use different advance lexical items in writing, using methods such as rephrasing and substitutions. Students should be taught to develop a range of strategies that could help them in the production and proficiency of complex - grammar patterns.

Furthermore, intervention programmes that emphases on advance grammatical differences and explicit grammar instruction are recommended to assist students in the Department whose grammar patterns lack depth.

Moreover, it is recommended that students should be taught and encouraged to focus more on using the standard variety of English grammatical patterns in writing. This, may help in minimising the wrong application of grammatical patterns and constantly enhance their grammar accuracy to make their work as readable and efficient as possible.

5.4 Limitations

This study was based on a small corpus size. Therefore, its results cannot be generalised to the whole Department or other disciplines. Only 14 third-year students in the Department of Wildlife Management and Ecotourism participated in this study, meaning that only one academic discipline was involved. Future research can be carried out which may involve larger corpora from other disciplines or institutions, which will expand the number of studies on corpus linguistics in Namibia.

In addition, the patterns investigated in this study only focused on the written register. It would be interesting to investigate the spoken registers to see whether nativisation does influence the spoken language of the students.

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A corpus linguistics study of English as written by third year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus

Write an essay with the following title ''Wildlife conservation is important''

The pictures below will help you in writing your essay.

You essay should be between 300-500 words

A corpus linguistics study of English as written by third year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus

Write an essay with the following title "Wildlife and Coexistence: the Conflict between Wild Animals and Humans"

The pictures below will help you in writing your essay.

You essay should be between 300-500 words

Appendix A3

Demographic information of participants

Age………..

Gender……

Nationality…….

Your first language………………………………………………………………………………………………………

Your second language………………………………………………………………………………………………….

Your third language……………………………………………………………………………………………………

Your father's language………………………………………………………………………………………………

Your mother's language……………………………………………………………………………………………

Which languages do you speak at home? Please try to guess the percentage of the time that you speak each language.

……

Which language(s) were used s medium of instruction at primary? Write down the number of years you had tuition in that language

……

What are some of the changes you had noticed about your language?

………..

What might be causing such changes?

………..

What language do you speak at school?

……

At what age did you start learning English?

……

How would you rate your English proficiency level by percentage in the four skills?

Speaking…………………………………………………….

Writing…………………………………………………….

Listening…………………………………………………..

Reading…………………………………………………

List five words you always borrow from English and use in your mother tongue.

……………………………………………………

……………………………………………………

……………………………………………………

……………………………………………………

……………………………………………………

Why do you always use these English words in your mother tongue?

………

…….

………

List five words you always borrow from your mother tongue and use in English.

……………………………………………………

……………………………………………………...

……………………………………………………

……………………………………………………

Why do you always use these words from your mother tongue in English communications?

…….

……..

Thank you for your participation

Demographic information of participants

Age………19………..

Gender……female………………………………………………………………………………………………………

Ethnicity………Vambo……………………………………………………………………………………………………

Nationality……Namibian…………………………………………………………………………………………….

Your first language…………Oshikwanyama…………………………………………………………………………

Your second language……English……………………………………………………………………………………..

Your third language…………Afrikaans …………………………………………………………………………..

Your father's language………Oshikwanyama…………………………………………………………………………

Your mother's language………Oshikwanyama………………………………………………………………………

Which languages do you speak at home? Please try to guess the percentage of the time that you speak each language.

……………………………………………Oshikwanyama and English 80% and 40%…….……………………

Which language(s) were used s medium of instruction at primary? Write down the number of years you had tuition in that language

……………………………………………Oshikwanyama 12 years………………………………………………………

What are some of the changes you had noticed about your language?

………………………………………….some of the learners change to private schools and forget the language………

What might be causing such changes?

………………………………multilingual………………………………………………………………………………

What language do you speak at school?

………………………………7 years………………………………………………………………………………………

At what age did you start learning English?

……

How would you rate your English proficiency level by percentage in the four skills?

Speaking………90%…………………………………………….

Writing…………85%……………………………………..

Listening…………80%……………………………………..

Reading……………80%……………………………………

List five words you always borrow from English and use in your mother tongue.

…………………….opena (pen)…………………………….

…………………….opepar (paper)………………………….

…………………….eferna(fan) …………………………….

……………………….eefeena (fans)………………………

……………………………………………………………….

Why do you always use these English words in your mother tongue?

……………short cut to vernacular language and also accustomed to English language…………..

………

List five words you always borrow from your mother tongue and use in English.

………………eewa……………………………………

………………ngene…………………………………..

…………………omboloto……………………………………

…………………….okapana…………………………….

…………………………oshikundu……………………..

Why do you always use these words from your mother tongue in English communications?

………………………to emphasize something…………………………………………………………………………

Thank you for your participation

Wildlife conservation is important

At the very outset wildlife conservation is a positive action taken to protect as well as sustain wild plants as well as wild animals together with their habitats to avoid or to prevent extinction. The practice of protecting and defending plants as well as animals species together with their surrounding places is known as wildlife conservation.

Wildlife conservation is priority practice as if conserving plants and animals by encourages ecological stability and balance in the world as it aids keep the food chain in place as well as maintain various natural processes.

Conserving wildlife is vital things as release suffering, as animal conservation relieve suffering for animals because they kept captive. Reduction in plants and animals disturb the ecosystem as well as the natural food chain which end up to threat of other species. Plants helps to balance eco system by providing clear air (oxygen) and food (fruits) which benefit both people and animals. Plants need to be conserved as they help in preventing global warming by trapping out carbon dioxide. Wildlife promotes tourism attraction as most people choose to visit certain country over others basically due to the country's plants and animals with their natural habitats which is conserved. Country with most portion of conserved wildlife got high rate of tourist which end up in increasing or growing their GDP.

It enhance food security by protecting natural habitats from degradation as well as forest against deforestation, the availability of variety of food products would go higher. It protects the livelihoods and knowledge of indigenous people as people living around the forest area as well as natural ecosystem e.g lakes always depend on those resources for their livelihood such as harvesting timber and firewood for construction and cooking respectively fish for survival and traditional medicines. It is vital for fun and entertaining as people spend hours on that television watching wildlife documentaries as their source of fun, therefore failing to conserve wildlife and their habitat will mean that there will be no more animals documentation and thus lack of entertainment. In addition to the watching animals on their natural habitat, e.g watching predators make a hill in the jungle is highly enthralling.

In conclusion wildlife conservation is vital as it ensuring that future generations can enjoy our natural world and the incredible species that live within it. It helps to maintaining ecological balance of nature.

Wildlife and coexistence

Coexistence is defined as a dynamic but sustainable state in which humans and animals interact with each other. This is either they have conflicts between each one another or something else. Wildlife and human interactions are monitored by government institutions and this institutions ensures that there is a long term wildlife population persistence and that there are no or few negatively between this interactions.

There is conflict in between humans and wildlife animals conflicts of wild animals on humans can be, destroying crop fields, preying or livestock and human lives. When it comes to the damage of crops by wild animals, this means that animals such as elephants and hippo often come to graze on people's farms, these animals feed on maize and other crops causing huge losses on people as may depend on their fields for survival. Preying on livestock! This means when carnivores such as lions and hyenas come to attacking the livestock of humans such as goats and cattle. Endangering lives of humans, this is when wild animals attack and sometimes kill humans.

Impact of humans on wild animals, this is when humans hunt and kill animals, in some cases wild animals are killed out of pleasure or for good and their tusks. Most animals are killed for their tusks which reduce the population status. In addition, they kill the animals and sell them on the black market which is illegal. The government does not allow the illegal sell of animals tucks, otherwise it will increase this problem. People still go and hunt or kill the animals even though it's illegal. In order to prevent the coexistence conflict between animals and humans, the government has come with many solution to help with the conflicts. Animals should not be hunted, if they find you hunting or killing a wild animal you will be arrested or if you are found selling tucks they will put you in prison. People also are paid by the government if their crops are destroyed by the wild animals for example if a hippo or an elephant destroys your crop the ministry of environment and tourism pays you money for your crops that were grazed.

Coexistence conflict is taking place in our society between human beings and animals. This is leading to many problem with both animals and human beings.

Appendix A7

Demographic information of third-years participants

Age……21…….

Gender……male…………………………………………………………………………………………………..

Ethnicity…………Wambo…………………………………………………………………………………………

Nationality………Namibian…………………………………………………………………………………….

Your first language………Oshiwambo…………………………………………………………………………

Your second language…English………………………………………………………………………………

Your third language…………N/A……………………………………………………………………………..

Your father's language………Oshiwambo……………………………………………………………………

Your mother's language……Oshiwambo……………………………………………………………………

Which languages do you speak at home? Please try to guess the percentage of the time that you speak each language.

………………………………Oshiwambo 70%……………English 30%…………………………………………………

Which language(s) were used s medium of instruction at primary? Write down the number of years you had tuition in that language

………………………English 12 years………………………………………………………………………………

What are some of the changes you had noticed about your language?

…………………………………improving year by year……………………………………………………………

What might be causing such changes?

……………………………meeting people from different ethnic groups…………………………………………….

What language do you speak at school?

…………………………………English…………………………………………………………………………

At what age did you start learning English?

…………………………………5 years…………………………………………………………………………

How would you rate your English proficiency level by percentage in the four skills?

Speaking……………65%……………………………………….

Writing………………70%………………………………………..

Listening……………75%…………………………………….…..

Reading………………75%……………………………………………

List five words you always borrow from English and use in your mother tongue.

…………………….sorry………………………………

…………………….okay………………………………

…………………….pipe…………………………………

………………….Sunday…………………………….

…………………sanitizers…………………………….

Why do you always use these English words in your mother tongue?

……………because there are such words in my mother tongue…………….……………………………………

……

……

List five words you always borrow from your mother tongue and use in English.

……………….Kutya……………………………………

………………….ando……………………………...

…………………….ano……………………………

…………………….age…………………………

Why do you always use these words from your mother tongue in English communications?

…………………………….because I speak them involuntarily…………………….……………………………………

……

Thank you for your participation

Appendix A8

Demographic information of participants

Age…30………

Gender……female……………………………………………………………………………………………

Ethnicity……Mbukushu…………………………………………………………………………………

Nationality…Namibian……………………………………………………………………………………….

Your first language…Mbukushu……………………………………………………………………………

Your second language…English……………………………………………………………………………….

Your third language…Sifwe………………………………………………………………………………..

Your father's language…Mbukushu………………………………………………………………………

Your mother's language…Sifwe……………………………………………………………………………

Which languages do you speak at home? Please try to guess the percentage of the time that you speak each language.

………………Sifwe 70%……………Mbukushu 40%…………30%… ….…………………………………………

Which language(s) were used s medium of instruction at primary? Write down the number of years you had tuition in that language

………………………Silozi 7 years…………………………………………………………………………………

What are some of the changes you had noticed about your language?

……………………….None……………………………………………………………………………………………

What might be causing such changes?

………………………N/A……………………………………………………………………………………………….

What language do you speak at school?

………………………………….English……………………………………………………………………………

At what age did you start learning English?

……………………………………5 years…………………………………………………………………………

How would you rate your English proficiency level by percentage in the four skills?

Speaking…85%…………………………………………….

Writing……65%…………………………………….

Listening…75%…………………………………..

Reading…75%……………………………………

List five words you always borrow from English and use in your mother tongue.

…………then……………………………………

…………pay………………………………………

…………still…………………………………

……………but………………………………………

……………bread…………………………………………

Why do you always use these English words in your mother tongue?

……because these are common words that are mostly known by everyone.……
………
……

List five words you always borrow from your mother tongue and use in English.

……………mutete…………………………………………

………………N/A……………………………………..

………………N/A…………………………………………

………………N/A…………………………………………

…………………N/A………………………………………..

Why do you always use these words from your mother tongue in English communications

…………There is no English name known for it……………………………………………………………………
……

Thank you for your participation

Wildlife conservation is important

Wildlife conservation refers to all management strategies that are put in place in order to protect undomesticated animals, wild plants as well as their habitats. Conservation of wildlife can *also* be defined as a way of maintaining health of wildlife species, to restore and to enhance natural ecosystem for future generation.

To begin with, well conserved wildlife play an important role in natural processes for example by regulating climate changes, in this case, when forests and other wild plants are well managed through minimizing the rate of deforestation, the rate of carbon dioxide in atmosphere will also be reduced because plants are most consumer of carbon dioxide (CO_2). Reduction of carbon dioxide through the process of photosynthesis by green wild plants can minimize the risk of global warming.

In addition, conservation of wildlife resources increase the pride of the nation. For example, Namibia is ranked at a second position among all African countries with well protected wildlife resources. Therefore, this is a great pleasure to all Namibian citizens as their country occupied second position of countries with best wildlife conservation both at global and continental level. As a result, it encourages Namibians to work extremely harder to maintain their second position or even to move up and occupy their first rank. Furthermore, conservation of wildlife contribute to economic upliftment by attracting more tourist together with foreign investors. Tourists and foreign investors provide foreign currency which increases the Gross National Product (GNP). Employment creation is another economic benefit created by wildlife conservation, whereby people are employed as nature conservationist, tour guides, wildlife biologist and other occupations. Moreover, wildlife conservation provides entertainments for tourist who came in the country to come watch wild animals and see our beautiful landscapes.

In conclusion, wildlife conservation is important because there are many benefits that we getting from protecting our natural resources. Future generations will also be able to use and enjoy the resources that have been protected and have not been destroyed by people.

Wildlife conservation is important

In my short life, there are many experiences that could qualify as life changing. Wildlife includes trees, animals and so forth. Wildlife is a domestic asset that not only helps to maintain the ecological balance but also benefit from financial points.

Wildlife conservation is important because, you can't imagine the world with barren trees, and this means that the only sound which will be heard is that of blowing wind only. Wildlife conservation is simply an act of preserving or preventing of wildlife resources such as animals and plants, which can go extinct in the near future. Conserving this above mentioned things may help us improve our living standards as well as for the next generation.

Wildlife conservation is important because it prevents deforestation. Deforestation is actually the damage caused to our forests, this can be cutting of trees or veld fires, deforestation is one of the major causes of wildlife loss, when the rate of deforestation increases, it also triggers the death of animals as a result of loss of their homes or habitats and food, especially herbivores, when herbivores' number decreases this will also have a negative effect on carnivores as they depend herbivore for food. Wildlife conservation helps in the reduction of the loss of other living species. Wildlife conservation helps in habitat protection through forest protection, protecting animals against pollution and natural hazards and full limitation on wildlife hunting.

Wildlife conservation is very important because it brings tourists in our country when they came to see the wild animals, this brings money in our country as well as creating jobs for the unemployed people. Unemployed people will have money which will help to sustain their families and themselves. Tourist who came in the country will be entertained by the wild animals, some of them have never seen a lion or an elephant, therefore when we conserve the wildlife we help others to see those animals even the future generation will be able to see those animals.

 In conclusion, wildlife is very important it helps in improving the country's economy which improves the lives of people in that country.

Appendix A11

Wildlife and coexistence: Is there conflicts between wild animals and humans?

Conflicts between humans and wild animals is a problem, therefore coexistence is a state in which humans and animals live in the same area, however, there is always a problem when human beings and wild animals live together especially in the villages.

As the population of humans is increasing, development also improving, so human beings are moving or getting more land, although it is a good thing that human beings are becoming more they are taking land which was for wild animals. Thus, the animals are shifting into the spaces where human live, on the other hand it could be that animals also are increasing because of them being protected by governmental institutions and Non-Governmental Organisations (NGOs), therefore they came into the areas where human beings live in order to look for food and land to live. When wild animals starting going or living in places where human beings are and many things can happen which can cause many problems.

There are conflicts that exist between humans and animals because of living or coexisting in the same area. When animals start to come into places where people live, people can do many things to protect themselves or to protect their properties. If they have field or animals that are attacked by wild animals, they will start killing the animals to prevent them from destroying their crops. Some can start killing the animals to start selling them on the black markets, for example elephants have been killed because of their tusks because people are killing them in order to sale. When animals are in areas when people exist they can also start destroying the properties of humans or even start killing humans. There many people who have been attacked or killed by wild animals while they were in their villages or homes because of the coexistence conflict. In addition, this conflict is a problem that is very hard to solve. Animals like moving from one place to another looking for food because food in their habitats have been occupied by humans, land which was for animals may be used for agriculture or a new village. Although there is a conflict between animals and humans, the governments with other institutions are trying to make sure that this conflict can be prevented, so that no one get disadvantaged.

In conclusion, yes there is a conflict between animals and humans that is a challenge where either humans or animals are losing their land or lives.

UNAM
UNIVERSITY OF NAMIBIA

To whom it may concern

This letter serves as reference to Ms Kahimbi Siloka who expressed interest to conduct her research with the Department of Wildlife Management and Tourism Studies, Katima Mulilo UNAM Campus. The student is currently registered for an MA in English and Applied Linguistics, focusing on the influence of nativization in the writing process of the third-year students of the Department of Wildlife Management and Tourism Studies in the Zambezi Region. It is within the above context that we acknowledge and accept her request and permission is granted for her to carry out this exercise.

Dr. E. Simasiku
HoD: WILDLIFE MANAGEMENT AND TOURISM STUDIES

DATE 15/07/21

Appendix A12

FACULTY RESEARCH ETHICS COMMITTEE (F-REC)

DECISION: ETHICS APPROVAL

namibia university
OF SCIENCE AND TECHNOLOGY

Ref: S015/2021
Student / Staff no.: 201045052

Issue Date: 17 August 2021

RESEARCH TOPIC

Title: A corpus linguistics study of English as written by the Third year students of the Department of Wildlife management and Ecotourism at UNAM's Katima Mulilo

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

Dear Ms Siloka,

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,

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