



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

NAMIBIA UNIVERSITY OF SCIENCE AND TECHNOLOGY

FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION

DEPARTMENT OF COMMUNICATION AND LANGUAGES

**AN EVALUATION OF LITERATURE LEARNING STRATEGIES AT THREE SELECTED SECONDARY
SCHOOLS IN GROOTFONTEIN CIRCUIT, NAMIBIA**

THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ENGLISH AND APPLIED LINGUISTICS

BY

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ABSTRACT

This study evaluated literature learning strategies at three selected secondary schools in Grootfontein Circuit. The study aimed to investigate the challenges caused by written literature as a non-examinable component in Grades 10, 11, and 12 English Second Language. It evaluated literature learning strategies currently being used in Grootfontein Circuit and determined the pedagogical relevance of studying literature. A mixed approach data was gathered using both qualitative and quantitative methods. The study used pragmatism as a paradigm since it involves research designs that made operational decisions based on 'what will work best'. The study's sample consisted of 270 learners' participants from grade 10-12 selected using systematic random sampling, and nine (9) English teachers were selected through purposive sampling. Data collection involved interviewing teachers with structured guides, administering questionnaires to learners, and corroborating qualitative data by observing English lessons and examining learners' books. The researcher gathered 270 questionnaires from learners at three selected secondary schools, held nine interviews with teachers, and observed one lesson from each of the nine interviewed teachers, resulting in a total of nine lesson observations. Thematic analysis was employed for qualitative data, while quantitative data were analysed statistically.

The findings indicate that teaching and learning literature does not adhere to a uniform approach. Teachers employ various methods to teach literature in the three selected secondary schools in Grootfontein Circuit, the strategies that were used most are language model approach and cultural model. In addition, they encounter significant hurdles, notably that literature is not assessed in grades 10 to 12, leading to a decline in interest among teachers and learners. Additional challenges include a scarcity of literature resources. Despite data indicating that the majority of teachers incorporate literature into their ESL (English as a Second Language) lessons, their methodologies are at odds with feminist, pedagogical, semantic, pragmatic, and other stylistic approaches. Additionally, the study revealed the intrinsic worth of integrating literature into the study of English as a second language (ESL), with advantages such as improved literary abilities, personal engagement, cultural enrichment, and language growth.

According to the report, curriculum designers should reconsider their current approach and consider conducting a formal assessment of literature for learners in grades 10 through 12. It also suggests that literature be taught in schools as a stand-alone subject as opposed to only an ESL focus. It is advised that teachers of literature use a stylistic approach since it strengthens readers' interpretive abilities and helps them deduce meaning on their own instead of relying just on explanations.

Keywords: literature, pedagogical stylistics, stylistics, linguistics, curriculum, syllabus

CERTIFICATION

The undersigned certify that they have read and hereby recommend the acceptance by the Namibia University of Science and Technology of a dissertation titled A PEDAGOGICAL STYLISTICS EVALUATION OF LITERATURE LEARNING STRATEGIES AT THREE SELECTED SECONDARY SCHOOLS IN GROOTFONTEIN CIRCUIT, NAMIBIA submitted in (partial) fulfilment of the requirements for the master's degree in English and Applied Linguistics (Faculty of Human Science) Department of Communication at the Namibia University of Science and Technology.

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DECLARATION

I, Paulina Ndesihafela Haupindi, hereby declare that the work contained in the thesis, entitled a Pedagogical Stylistics Evaluation of Literature Learning Strategies at Three Selected Secondary Schools in Grootfontein Circuit, in Otjozondjupa Region, is my own original work and that I have not previously in its entirety or in part submitted it at any university or other higher education institution for the award of a degree.

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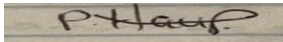
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DEDICATION

First and foremost, I dedicate my research to my lovely daughter, Ayanda Fredrika Jaslene Shilongo, as well as my two late grandmothers, Kuku Taimi Ndeutshuwa yaShaanika and Kuku Justina Mweshilyeenda yaKuyeva.

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LIST OF ACRONYMS

AS:	Advanced Subsidiary
EFL:	English First Language
ESL:	English Second Language
L2:	Second Language
MOE:	Ministry of Education
NSSCAS:	Namibia Senior Secondary Certificate Advanced Subsidiary Level
NSSCH:	Namibia Senior Secondary Certificate Higher Level
NSSCO:	Namibia Senior Secondary Certificate Ordinary Level

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CHAPTER ONE

INTRODUCTION OF THE STUDY

1.1. The Background of the Study

Namibia is a multilingual country where several African and European languages are spoken. After Namibia gained its independence in March 1990, English was introduced as an official language to unify people (Iipinge & Huddleston, 2023). After independence, the Ministry of Education, Sport, and Culture agreed to implement English as the medium of instruction from the fourth grade onward. According to Norro (2022) English in Namibia is taught as a second language in the majority of schools.

According to Calafato and Simmonds (2022), the literary component in English is designed to improve students' language competency while also developing the aesthetic aspect of the language, which is a personal reaction from students. Literature aims to develop students' potential in a comprehensive, balanced, and integrated way that includes intellectual, spiritual, emotional, and physical dimensions to build a balanced, harmonious human being with good social standards. The major goal of adding literature to the English linguistics course is to improve students' linguistic abilities (Siti et al., 2014).

Before the curriculum change, the written literature component was formally assessed in Grades 8 - 10. In Grades 11-12, literature was assessed only for learners who took English as a Second Language at a higher level (Ministry of Education, 2010). Recent changes to the curriculum have introduced a new and intriguing scenario for literature learning. The written literature component of the new English curriculum for grades 10–11 (NSSCO) and 12 (NSSCAS) is not currently subject to formal assessment. Literature is no longer taught as a stand-alone component as it formerly was; instead, it is now incorporated with other language learning activities.

According to Jaafar and Hassoon (2018), pedagogical stylistics refers to the application of linguistics to the teaching of literature in the classroom, in other words, using literature for the

purpose of teaching language. Hall (2022) explains pedagogical stylistics as characterised by interactive activities between the text and the readers, with specific texts, classroom activities and understanding usually mediated by the teacher. Numerous studies have concluded that teaching language through literature is crucial. Sharma (2018) argues that literature is a tool for understanding language in a variety of circumstances and that language and literature are intertwined. Therefore, this study attempted to evaluate literature learning at three selected secondary schools in Grootfontein Circuit, Namibia, namely Otjiwanda Secondary School, Grootfontein Secondary School, and Frederick Awaseb Secondary School.

1.2. Problem statement

McCombes and George (2019) define a research problem as a particular issue or deficiency in the current knowledge that one seeks to remedy through research. One might choose to investigate practical problems to effect change or theoretical problems to enhance understanding. In recent years, the role of literature as a fundamental component and source of genuine texts for the language curriculum, rather than the end goal of English training, has gained traction. Based on my own experiences at school and discussions during subject meetings with fellow teachers within the circuit, language teachers have been deeply divided over the appropriate methods, timing, context, and purpose of integrating literature into Namibia's English Second Language (ESL) curriculum. These passionate debates about the relationship between literature and ESL teaching have fostered innovative ideas, valuable insights, and improvements that benefit both learners and teachers alike. According to Ugwu (2022), many educators find the study of using literature in language teaching to be fascinating and valuable.

The Ministry of Basic Education and Culture implemented The Namibian Senior Secondary Certificate Ordinary (NSSCO), grade 10-11 revised curriculum in January 2019 and the National Senior Secondary Certificate Advanced Subsidiary (NSSCAS), grade 12 in the academic year 2021. Looking at the English syllabus for grades 10-11 and 12, literature is not a separate component at these grade levels; rather, it is interwoven with other components. Since literature is integrated with other language components at the aforementioned grade levels, the literature component is not formally assessed. However, literature is exclusively taught in grades 8-9,

where it is formally assessed through tests and examinations (paper 4). The researcher's curiosity was piqued by the absence of the written literature component from the formal assessment activities, which prompted her to investigate the resulting gap. In light of this, the researcher investigated the impact of omitting the written literature component as a formal assessment in grades 10-12 English Second Language at three secondary schools in the Grootfontein Circuit, Otjozondjupa Region.

1.3. The Objectives of the research

This research aimed to evaluate literature learning strategies at three selected schools in Grootfontein Circuit in Otjozondjupa Region. The following specific objectives guided the research.

- to investigate the challenges caused by written literature as a non-examinable component;
- to evaluate literature learning strategies currently being used in the Grootfontein circuit; and
- to determine the pedagogical relevance of studying literature in grade 10 -11

1.4 Significance of the research

The results of this study may be useful for teaching English as a second language, especially for ESL language teachers and individuals involved in improving the education system in Namibia. They need to recognise the significance of teaching language through literature. There might be potential to introduce literature as a formal assessment in Grades 10-12 in the future. The outcome of this study might benefit English as a Second Language teachers in realising the value of introducing literature into their teaching. Moreover, curriculum developers might be able to use the findings to improve the syllabus and also prepare reference materials for teachers to use in the future. Furthermore, trainee teachers might benefit from this study as they may be equipped with the knowledge to teach English as a Second Language through literature. It might also benefit the students as they can get an advantage from the teaching and learning process conducted by ESL teachers in literature class. Finally, the study might benefit learners because

they are the focal point, with a particular emphasis on providing them with the necessary English skills for their future endeavours.

1.5 Limitation of the research

Limitations are flaws, circumstances, or effects that the researcher cannot quantify, constraining the study methods and results (Ronald, 2021). The drawbacks of this study were time constraints and the individuals' refusal to participate. When the researcher tried to schedule interviews with the subjects, it was typically difficult to work with specific schools because some teachers refused to come in after school when the researcher was available. There was also a delay in receiving a response from some principals regarding doing research at their schools. The researcher was supposed to collect data from nine (9) English Second Language teachers; however, one English teacher from one of the selected secondary schools was promoted to a different region, and the researcher was unable to contact her; as a result, she had to be replaced with the newly appointed teacher who did not have much information about the topic. The research also targeted to collect data from 279 learners from the three selected schools, but 9 questionnaires were not returned. As a result, only 270 questionnaires from the learners were included in this study. The researcher resolved these problems to obtain sufficient data, ensuring each participant was assigned a suitable time slot according to their preferences. One of the English instructors was interviewed over the phone since she could not attend the planned interview.

1.6 Delimitation of the study

Miles (2019) explains the delimitation of the study as choices made by the researcher which should be mentioned because they describe the boundaries set for the study. In other words, delimitation of the study refers to the scope of the research aims and research questions. This study is limited to three selected secondary schools (Otjiwanda Secondary School, Grootfontein Secondary School and Friedrich Awaseb Secondary School) in Grootfontein Circuit, Otjozondjupa Region. Theoretically, the study is bound to pedagogical stylistics.

1.7 Definition of technical terms

Literature – Onuekwusi (2013) defines literature as any inventive and beautiful production in words, whether oral or written, that addresses man's battle for survival in his existential circumstances while also providing entertainment, knowledge, education, and excitement to its audience. For this study, the literature explanation is based on Tejada et al. (2019), who relate literature to a special type of linguistic communication, an aspect that interests us. Language and literature cannot be separated from each other. For her, literature is composed of raw material, language, an elaborated, enriched language that always contributes to acquiring this linguistic competence.

Syllabus – According to Rabbini (2002), a syllabus expresses opinion on the nature of language and learning; it guides both teacher and student by outlining specific objectives to be met.

Pedagogical Stylistics – Pedagogical stylistics analysis explores the language of literature at both the sentence and textual levels to help students understand the relationship between language and literature (Mohammadzadeh, 2015).

Stylistics – Rankhambe (2019) defined stylistics as a field of linguistics concerned with studying language variations, their features, the principles behind choice, dialogue, accent, duration, and register.

Curriculum – Mulenga (2018) defined a curriculum as the official policy for teaching, learning, and assessment and directs the planning and organising of instructions at school.

1.8 Chapter summary

This chapter discussed the background of the study, and the statement of the problem to validate the need to conduct this study was presented by pointing out the methodological gap in research, research objectives and significance of the study, and the definition of key concepts. The following chapter examines relevant literature.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction

According to Creswell (2014), a literature review is a compilation, classification, and evaluation of what other scholars have published on a related topic. As a result, this chapter includes a survey of literature from comparable studies in pedagogical stylistics. The literature review is organised around the research objectives of teaching English as a second language through literature. The chapter begins with an in-depth definition of pedagogical stylistics and how researchers have conceptualised pedagogical stylistics, followed by a review of the Namibian Secondary School syllabus to give background information on the debate. The following themes were considered using a thematic approach: the linguistic relevance of literature in an English second language (ESL), literature learning methodologies, and obstacles presented by written literature as a non-examinable component.

2.1.2. Pedagogical Stylistics and the Teaching of Literature

To begin with, Burke et al. (2012) explains pedagogical stylistics as “a field that looks at employing stylistics analysis in teaching, to enable students to understand literature and language better and also improve their language acquisition. They further stated that the purpose of literature teaching is to empower students with literary skills so that they can read and understand, and also to be able to interpret and appreciate literary texts.

Moreover, Adigun (2020) emphasizes that stylistics studies the style and process that an author or writer employs to teach a language. The distinction between stylistics and linguistics is that stylistics concerns how an author produces his writings and work. "Literature is primarily dependent on language; there is no literature without language, but literature cannot exist without language" (Sharma, 2018, p.7). The examination of stylistics specifies concepts and an explicit vocabulary that is formed inside writing.

In addition, Sharma (2018) point out that stylistics analysis has two main goals: firstly, to assist the readers in interpreting the text; and secondly, to expand the knowledge and awareness of language. These aims are helpful for learners to read and study literature with outstanding language practice.

Similarly, Clark (2007) defines pedagogical stylistics as a new orientation concerned with teaching stylistics in the classroom. It increases pupils' understanding of the language used in their books. The first level involves assessing the formal features of the text, which includes analysing phonology, vocabulary, and the syntax of phrases and clauses, as well as analysing the links between sentences and paragraphs. At the same time, in the second level, stylistics extends beyond the text's formal elements. It focuses on the textual interaction between a text, other texts, and the reader. Students are taught that meaning is not constant and is determined mostly by how the reader interprets the text. In this way, stylistics serves an interactive purpose. Finally, stylistics concerned with the sociocultural milieu in which reading and writing occur. When studying a text, contextual variables such as the reader's cultural background and the setting in which the text is read must be considered.

Furthermore, Mohammadzadeh (2015) states that there is a tendency among language teachers and learners to use literature for language teaching. Pedagogically oriented stylistics mainly focuses on interpretive skills such as doze procedure, paraphrasing, summarising, and rewriting (Carter & Long, 1987). Pedagogic stylistics tries to sensitise students to the use and analysis of the language in literature. It attempts to help students become more familiar with different structures and uses of English. Ultimately, utilising pedagogically-oriented stylistic activities in language classes will help students to improve their aesthetic experience and poetic significance.

2.1.3 A review of the Namibian Secondary English syllabus

The Namibian curriculum has been changing since independence, as mentioned earlier. Circular Number 1/2009 shows that literature was part of English Higher Level (NSSCH English Second Language grade 11-12). The following literary works were followed for formal assessment purposes: prose (Things Fall Apart by C. Achebe), drama (King Lear by W. Shakespeare), and eight

(8) poems from a poetry book namely: *“Crossings. A Senior Poetry Anthropology”*. Literature was, however, not part of the English as a Second Language Ordinary Level Syllabus (NSSCO).

According to Circular Number 2/2015, English Higher Level (grade 11 - 12) were required to do literature for formal assessment purposes. The literary works were as follows: prose (Crocodile Burning by Michael Williams), drama (Master Harold and the Boys by A. Fugard), and poetry (8 Poems of which a Namibian author writes one). With this curriculum, literature was still not part of the English Second Language Ordinary Level.

Circular 3/2018 with the revised curriculum in 2019 (Grade 10-11) literature is still not formally assessed at this level, including the Advanced Subsidiary (Grade 12 AS). The following objectives are stipulated in the syllabus: Grade 10-11 Listening Skills: Listen to various texts for pleasure - fiction or non-fiction texts (stories, articles, myths, fairy tales, fables, etc.), lyrics, poems, and films/movies. The scheme of assessment is as follows in English Second Language Grade 10-11: Paper 1 (Reading and Writing), Paper 2 (Listening), and Paper 3 Speaking). Grade 12 (AS) Assessments: Paper 1 (Reading and Writing) and Paper 2 (Essay Writing). As presented above, the literature component is not included in the formal assessment.

2.1.4 Challenges caused by literature as a non-examinable component

According to Ugwu (2022), learning literature in English as a school subject requires more than just reading a work of literature and reciting the story. Knowing the text's topic is not always sufficient. To have a greater comprehension of a piece of literature, learners must be able to read it, appreciate it, and engage in meaningful discourse. A text may require multiple readings before it can be understood. Students may get new insights as they study the book. Such findings may need more questions, explanations, or interactions with the text, other students, or the teacher. Consequently, all English language learners are required to study all recommended literature; reading the recommended works is not optional.

Moreover, assessment is one of the most crucial parts of language education. It serves two primary functions: making summative evaluations and providing instructional feedback to help learners grow (Litchfield and Dempsey, 2015). Summative and formative evaluations might be

formal (standardised) or informal (in the classroom). Assessment is a crucial element in learning and education. As per the Department of Education documents (DoE, 2008), assessment appraises and improves teaching and learning, records achievements, and provides feedback on student progress. The Ministry of Education (MoE, 2010), as referenced in Ithindi (2015), states that the goal of assessment is to accurately reflect students' advancement in acquiring the competencies outlined in the syllabus.

In the present study, the classification of literature as a non-examinable component reduced learners' enthusiasm for reading literary works, as it did not impact their grades. Consequently, learners showed little interest in engaging deeply with literary texts, perceiving them as less significant compared to components that are assessed. Similarly, teachers placed less emphasis on literature, prioritising examinable areas to enhance overall performance metrics, which inadvertently overshadowed the value and advantages of literature.

In addition, assessment is widely recognized as a cornerstone of every educational system, as the insights gained through testing are essential for making significant decisions (Shafiyeva, 2021). To ensure effective learning in the classroom, it is necessary to establish both valid and reliable scores. Similarly, Mogapi (2016) highlighted the pivotal role of assessment within educational systems, explaining that the data gathered from exams provides critical information required for high-stakes decision-making. Therefore, generating accurate and dependable scores is vital for determining the extent of learning occurring in the classroom.

Furthermore, teachers of English as a Second Language (ESL) often face numerous challenges when teaching literature. One of the most significant barriers is the lack of literature books in schools, which Ithindi (2015) highlights as a key issue. While a small number of students reported losing interest in literature, the majority expressed enthusiasm for it and a willingness to explore new literary material. This study also reveals that teachers struggle due to insufficient resources for teaching literature. Schools often allocate limited time, training, and materials for literature teaching, as it is considered a non-examinable component. This negatively impacts both the quality of teaching and student engagement with literature.

Similar, in another study conducted by Katz (2001), English teachers thought themselves professionally unskilled in teaching English literature, blaming the training they had received at universities for its primary focus on English language teaching in disregard of English literature. Ganakumaran et al. (2003) declare that teachers who lack training in English literature bear responsibility for the failings in curricular implementations. Similarly, Işıklı and Tarakçıoğlu (2017) argue that, in English literature, teachers often do not even think they are qualified to teach the English language; hence, Turkish students have a poor command of the English language.

Moreover, according to Blikstad-Balas et al. (2019), instructors continue to struggle to obtain literary teaching resources that are appropriate for the sort of curriculum being employed, raising worries about the difficulties of teaching literature in practice. Furthermore, the challenges encountered by the Namibian educational system in addressing the teaching of important literature are not unique to our educational system but are common in other countries. According to Atek et al. (2020), few researchers in Malaysia have looked into students' preferences for methodologies used to teach English literature. This clearly indicates that literature education requires rigorous investigation to complement additional instructional techniques with empirical facts from the literature.

On the other hand, De Vera (2018) states that there are various challenges in English language instruction due to a material shortage that restricts students from learning functional grammatical abilities. Among the issues are teaching techniques, the classroom environment, pupils' disregard for the English language, nervousness, and a lack of enthusiasm. Again, De Vera observes that a lack of teaching materials has led to gaps in learners' grasp of grammatical abilities while using poetry.

Finally, gaps in the high school curriculum for Grades 9 to 12 further restrict the teaching of Namibian literature in English. Woldemariam and Gawas (2020) point out that there are limited materials for teaching Namibian literature, which has resulted in a narrow focus on two Namibian works: *God of Women* by Sifiso Nyathi and a poem about Hendrik Witbooi. These works are included in the new ESL curriculum alongside European classic poetry, plays, and novels. This

demonstrates that challenges in curriculum implementation persist, particularly concerning the selection of texts and literary materials.

2.1.5 Literature Learning Strategies

Several learning methodologies, including the Stylistic Approach, the Language Model, the Cultural Model, and the Personal Growth Model, have been created by academics and researchers to better integrate literary works in language classrooms. These models offer diverse strategies for teaching literature effectively. For instance, Atek et al. (2020) outline key approaches: the cultural model focuses on analyzing social, political, literary, and historical contexts; the language model highlights linguistic features such as literal and figurative language; and the personal growth model emphasises how language connects literature to specific cultural settings.

Additionally, other researchers have expanded on these models. Carter and Long (1991), as cited in Savvidou (2004), elaborated on the cultural, language, and personal development models in literature teaching. While the cultural model immerses students in varied sociopolitical and historical contexts, the language model leverages literature to enhance language proficiency. The personal growth model, on the other hand, draws parallels between literature and real-life experiences, fostering a deeper connection with the texts.

Building on this, Fillemon (2021) conducted an insightful study on the pedagogical stylistic evaluation of literature teaching at Onawa Secondary School in the Omusati Region. This investigation revealed critical gaps, including the absence of cohesive strategies for literature instruction. Specifically, second-language teachers often lacked stylistic expertise, leading to inconsistent teaching approaches. Despite the proven benefits of literature for linguistic and academic growth, the curriculum failed to integrate stylistic techniques effectively. Notably, the syllabus lacked clarity regarding genre prioritization and did not incorporate adequate input from ESL teachers, leaving many texts unrecognised within the language policy.

Likewise, Mohammadzadeh (2015) argues that stylistic analysis helps students understand how grammatical and lexical elements function within literary texts. By mastering vocabulary,

grammar, and rhetorical concepts, learners enhance their communicative competence and cultural awareness. Moreover, stylistic analysis of both literary and non-literary texts in language classes boosts students' confidence, motivation, and overall performance.

In a similar vein, Barry (2002) defined stylistics as a critical method rooted in linguistic science for interpreting literary works. Expanding on this concept, Simpson (2004) introduced "levels of language," a framework for focused text analysis. This approach allows educators to emphasize specific linguistic areas during interpretation, providing tools for deeper understanding and more effective application of stylistics in the classroom.

Table 2.1 Levels of Language for Pedagogical Stylistics Analysis

Levels of language	Branch of language study
The way words are spoken and how they sound when they are spoken	Phonology Phonetics
Written language patterns; the layout of language on page	Graphology
The construction of words; words and their underlying structures	Morphology
The combination of words into phrases and sentences	Syntax, grammar
The language's lexicon and the term we use	Lexical analysis; lexicography
Understanding word and sentence meaning	Semantics
The manner in which sentences and words are utilised in everyday contexts; the meaning of language	Pragmatics; discourse analysis

Source: Leech and Short, (2007)

This review suggests that language teachers utilise the table above to learn how to extract more material and conduct in-depth analysis of the literary works accessible to their learners. This is how it works. Leech and Short's (2007) example divides learners' "activities" into four primary language categories: lexical categories, grammatical categories, figures of speech, and coherence/context. Leech and Short created a set of questions to assist students in interacting

with and understanding texts on several levels, thinking critically about their structure and purpose, and determining what meaning can be gained from them.

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

- **Nouns**

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

- **Sentence forms**

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

- **Phonetic patterns**

These patterns look at the existence of any phonological rhyme, alliteration, assonance, etc. patterns. It also examines whether any noticeable rhythmical patterns exist and the cluster of vowel and consonant sound patterns. Lastly, it also verifies the connections that exist between these phonetic traits and meaning.

- **Cohesion**

Cohesion looks at the logical or other connections between sentences (such as linking adverbs or coordinating conjunctions) as well as if the sentence frequently relies on implicit meaning connections. The assertions and questions mentioned above all give specific information about how analysis can be used to question texts at various levels to determine their meaning and function. Additionally, it makes sense that students could gather alternative resources like EFL

novels, which also allow them to grasp (different) cultural ethics and allow them to engage with historical and modern social, political, ethical, and other subjects (Ahmad & Nadarajan, 2020).

Unlike traditional memorisation and repetition techniques, the stylistic approach involves an in-depth analysis of literature. This method enhances the enjoyment of language learning by encouraging students to rely on their intuition, previous knowledge, and linguistic experiences. It leads to an appreciation for the skillful use of language, enabling students not only to recognise but also enhance their own communication abilities.

Rankhambe (2019) underscores the interplay between linguistics and literary criticism in literature education, particularly regarding English literature in India. Stylistics bridges these two disciplines, offering a combined lens for examining texts. While linguists may focus on linguistic relationships and literary critics on artistic merit, stylistics unifies these perspectives. This integration is even reflected in the term 'stylistics,' which merges 'style' (criticism) with '-istics' (linguistics).

Moreover, effective teaching methods for English literature remain a subject of ongoing exploration by academics, teachers, and policymakers. Research by Atek et al. (2020) advocates for a moral-philosophical approach as the most impactful, followed by information- and language-based strategies. Integrating moral principles into English literature classes, as Rahman and Manaf (2017) suggest, aligns with Namibia's L2 linguistic standards, providing valuable insights for curriculum development. Additionally, educators and policymakers are encouraged to consider student preferences, a point emphasised in Woldemariam and Gawas' (2020) work, which offers methodologies for accessing diverse Namibian literary texts suitable for high school and university learners.

In addition, Fogal (2016) highlights the broader intellectual benefits learners gain from stylistics beyond language acquisition. Badran (2012) showed that applying stylistics in EFL classrooms enhances rhetorical analysis, while Al-Jarf (2007) demonstrated its utility in translation programs for understanding commercials. Furthermore, Warner (2012) observed that stylistics fosters critical and creative interpretive skills, and Saugera (2011) documented its success in enhancing

artistic expression in FFL filmmaking projects. Collectively, studies by Fogal (2015), Plummer and Busse (2006), and Zerkowitz (2012) affirm that stylistics in L2 settings extends learning opportunities beyond language acquisition.

Equally important, Van (2009) emphasises the stylistic approach's ability to engage students by leveraging their linguistic expertise to analyse texts visually. This approach refocuses attention on the role of readers in interpreting texts. While Moody (1983) highlights the significance of background knowledge, Rodger (1983), as cited in Van (2009), argues that the language form itself is key to understanding a poem's meaning. Van (2009) further advocates for stylistics as a teaching method to underscore literature's aesthetic value and facilitate meaning-making through a focus on language and content.

Furthermore, the stylistic approach develops students' sensitivity to literature. Bagherkazemi and Alemi (2010) illustrate how stylistic analysis encourages learners to contrast literary and non-literary registers, enabling them to identify language features used to achieve specific effects. Despite its artistic significance, stylistics poses challenges for both learners' communication skills and instructors' comprehension of literary language.

Additionally, research in pedagogical stylistics continues to underscore its role in raising language awareness. For example, Davies (1998) described a process-based stylistic instruction method that helps learners draw on their L2 experiences to interpret texts. Similarly, Lin (2010) used an intervention-based approach to demonstrate how stylistics improves language awareness in Taiwanese EFL classrooms. These studies support the idea that stylistics not only aids language learning but also enhances students' understanding of how language usage aligns with broader educational objectives.

Carter (2010) reflects on the evolving role of stylistics in literary education, highlighting its value in helping students engage with texts through a hands-on process. This approach emphasises that there is no single 'correct' interpretation of a text, instead encouraging readers to use their prior knowledge and explore linguistic and cultural elements to uncover meaning. By fostering

curiosity and active participation, stylistics becomes a transformative tool for both language and literary education.

In a study conducted by Zyngier (2010) showed how pedagogical techniques may create a meaningful teaching environment where students can reflect on what they have learned while also assisting their colleagues. The pedagogical approaches to literary texts are also summarised by Alami (2012) as follows:

- a. Literary texts should appeal to the student's interests, concerns, and age;
- b. The teaching of literature in an EFL context should aim to elicit the student's responses to the text and to guide them to a personal discovery;
- c. Literary texts should be approached as a resource and a fruitful opportunity for students' education and their personal growth;
- d. Literature in the language classroom should be explored in the light of learner-centred pedagogy, and as such, teaching should focus on students' communicative needs; e) This global perspective of learner-centredness on language teaching is implemented through the learner-centered curriculum, which is expressed by the view that language education should aim to establish the conditions for autonomous learning;
- e. A new role and responsibilities for the teacher should be established. The teacher is not anymore, the unquestionable authority in the language classroom;
- f. Regarding the implementation of this approach in the language classroom, this is attained through a language-based classroom practice where literary texts are explored as a resource for literary and linguistic development;
- g. The exploration of texts comes closer to the student's personal experiences and to what relates to their life through teaching techniques and practices. It is divided into pre-reading while reading and after-reading activities.

Alami (2010) explains the importance of picking the correct material while instructing English Language Teaching (ELT) students in English. The student will not respond to the material with enthusiasm if literary works are not picked wisely. Literary writings that are linguistically challenging discourage pupils from working on the text for a long time and sap their drive. The

chosen books' themes and topics should be engaging and encourage pupils to connect to their experiences. Literary works such as poetry, short plays, and short stories are more appropriate for the category of novels due to their complex vocabulary and longer evaluation periods. The chosen language of the texts should be suitable for the pupils' level. Non-contemporary literature is written in very challenging languages with a large vocabulary of archaic terms. It makes sense to select books that are the most recent and contain a sufficient number of idioms and terms from everyday speech.

A study on the methods of teaching English literature to undergraduate students was conducted by Permaludin (2017). According to the data, seven respondents—lecturers—kept up their expository approach and formal methods of instruction in English literature, which include group discussions, questions and answers, and lectures. The exploratory method, which takes a learning-based approach and focuses on the students, has not been used in teaching literature by them. Nonetheless, according to the evidence from observations and interviews, there are six difficulties (problems) in teaching English literature, as well as thirteen ways to address those difficulties.

2.1.5 The Pedagogical Relevance of Literature Teaching

literature serves as a vital tool for interpreting language in various contexts, showcasing the intertwined relationship between language and literature. It is highly valued in the study of language as an effective means of teaching and learning fundamental language skills and linguistic domains. Lastrilla and Estremera (2023) emphasise that incorporating literature in teaching foreign languages enhances both linguistic elements (e.g., vocabulary, grammar, and pronunciation) and core language skills (e.g., reading, writing, listening, and speaking). Furthermore, literature nurtures students' linguistic awareness and inspires them to appreciate the diverse literary world around them, thereby fostering intellectual growth.

In Namibia, literature is neither utilised in language instruction nor taught as a subject for second language learners at the junior secondary level. This challenge is highlighted by Krishnamurthy (2010), who observes that the lack of literature instruction in Namibian schools complicates the

educational landscape. Nonetheless, Krishnamurthy (2010) suggests that reading literature can cultivate critical and creative thinking skills, as well as imagination, in students.

In addition, Woldemariam and Gawas (2020) propose that a focused exploration of Namibian literature with cultural relevance could help educators address linguistic and text selection challenges, particularly regarding length and cultural connections. Checkroun (2014) and Woldemariam and Gawas (2010) further argue that students' prior knowledge can be activated through familiar subject matter, distinctive language use, or cultural references within the text. Such activation allows students, even those with lower language proficiency, to process and comprehend the material effectively. For learners in Namibia, cultural familiarity plays a crucial role in overcoming linguistic barriers.

Moreover, Haimbodi and Woldemariam (2019) acknowledge certain drawbacks but advocate for the value of literature as a resource for language acquisition. Literature has the potential to inspire students to read in English, as it serves as an ideal medium for presenting cultural concepts and explaining language use. This study highlights the benefits of a literature-based classroom, where students gain communicative language proficiency through realistic and context-rich scenarios. Additionally, literature brings joy to language learning through engaging and relatable storytelling, helping students expand their skills and global understanding.

Equally important, the integration of literature into EFL classes has been widely endorsed by researchers. Alkhodimi and Al-Ahdal (2019) assert that literature provides a context similar to real-life situations, stimulating students' imagination and fostering critical thinking. By engaging with dialogues and comprehending material, students improve their vocabulary and understanding of descriptive language and compelling characters. Furthermore, teaching literature enhances cultural awareness, linguistic proficiency, and students' ability to analyse storylines and themes critically. Healy (2010) agrees, stating that reading literature fosters creativity and deepens learners' understanding of the target language's culture. Similarly, Checkroun (2014) highlights that a writer's cultural values cannot be separated from their literature, suggesting that learners' motivation is influenced by their familiarity with the cultural background of a text.

Additionally, Duraku and Ramadani (2023) identify four reasons for employing literature in language learning: providing relevant and meaningful content, enriching cultural and linguistic understanding, and fostering personal engagement. Heath (1996) remarks, "Literature has no rival in its power to create natural repetition, reflection on language and how it works, and attention to audience response on the part of learners" (p. 776). Similarly, Rodrigo et al. (2004) contend that integrating literature into L2 learning creates a supportive environment with comprehensible input and reduced emotional barriers.

Tandon (2024) advocates for literature as an integral part of any language-learning curriculum due to its abundant and diverse reading material. He outlines three effective ways to incorporate literature into communicative pedagogy.

- a. Providing a context for the development of students' reading strategies and comprehension of non-fiction and literary texts;
- b. laying the groundwork for a comprehensive reading program with the ensuing acquisition of new vocabulary and grammatical structures; and
- c. giving students the chance to consider values from different cultures.

Widdowson (1977, p. 36) emphasises the unique advantages that literary texts possess over non-literary ones. He highlights that the reader's perception of literary materials is crucial, as the language of a literary work is structured into "patterns of recurring sounds, structures, and meanings" on symbolic and thematic levels, making it "separate, self-contained."

Additionally, literature offers an expansive resource for vocabulary enrichment. Ghafar and Mohamedamin (2022) note that exposure to diverse words through literature significantly enhances learners' vocabulary acquisition in English. Supporting this, Beck and McKeown (2001) found that specific vocabulary exercises from literary texts could markedly improve vocabulary growth. Similarly, Krauss (2002) and Kuhn and Stahl (1998) investigated the impact of literary text settings on vocabulary development, both finding substantial benefits.

Moreover, Mohammadzadeh (2015) conducted a study on the use of pedagogical stylistics in ELT literature and language education. His findings indicated that activities focusing on pedagogical stylistics enhanced students' literary awareness and elicited deeper responses to narratives. Complementing this, Fillemon (2021) points out that incentivising students to engage with significant literary texts promotes their interest in developing key competencies. Furthermore, literature positively influences students' self-awareness and attitudes, as Rahman and Manaf (2017) emphasise. Cheng (2016) adds that reading literature fosters students' awareness of their surroundings and enhances their intellectual curiosity.

In addition, literature studies are becoming increasingly vital in applied linguistics. Levinson (2017) observes that poetry affects readers emotionally, fostering a deeper appreciation for literature and the arts. According to Araujo et al. (2018), literary texts enrich learners' existing knowledge and promote more effective learning, cognitive development, and socialisation. Atek et al. (2020) assert that an integrated approach to teaching literature enhances students' language skills and communication abilities.

Furthermore, Jaafar et al. (2022) examine how EFL learners analyse poetic language using educational corpus stylistics. Their study demonstrates that corpus tools help students identify language patterns, reinforcing the significance of stylistics in teaching poetry or literary language.

Equally important, Amer (2012) discusses the advantages of incorporating literature into English as a Second Language (ESL) and English as a Foreign Language (EFL) classrooms. Literature not only enhances reading ability and motivation but also strengthens other language skills, including grammar. Ithindi (2015) further argues that integrating language skills with literature and evaluation can improve students' overall reading proficiency.

Moreover, Khan and Alasmari (2018) identify four key advantages of using literature in the classroom: authentic content, cultural enrichment, language enrichment, and personal engagement. Literature exposes learners to genuine language examples, bridging classroom activities with real-life situations. Sharma (2018) stresses the role of stylistics in interpreting

literature, which progresses from lexical to grammatical and semantic analysis, thereby linking literature and language.

In this context, Hall (2014) reviews the benefits and applications of stylistics in education. First, stylistics enables an appreciation of creativity in literary language. Second, it proves beneficial across various fields of education, including first, second, and foreign language teaching. Finally, it raises learners' language awareness, helping them understand deviant forms and irregular structures in literary texts. Hall (2014) highlights that studying these features aids in uncovering meaning and interpreting texts more accurately.

On a similar note, Carter (2010) asserts that pedagogical stylistics encourages readers to actively engage with texts using their cultural and linguistic knowledge. He argues that there is no "universal" methodology for interpretation and that readers should contribute to the meaning of a text through their individual perspectives (p. 117).

Moreover, Koutsompou (2015) outlines three criteria justifying the inclusion of literature in second-language education: linguistic, methodological, and motivational. Linguistically, literature provides authentic examples of language use, while methodologically, it fosters diverse interpretations and perspectives. The motivational criterion lies in its ability to convey the author's emotions, engaging students and enhancing communication skills. Koutsompou (2015) advocates for a learner-centred approach that develops critical thinking skills alongside language proficiency.

Finally, Brumfit (1985) opposes the notion that literature teaching solely enhances linguistic and cultural maturity. He argues that the true aim of literature teaching is to develop students' literary competence, equipping them with the skills to read, interpret, and appreciate texts. Brumfit (1985) also advises educators to consider factors such as language difficulty, conceptual complexity, and students' understanding when selecting texts.

To conclude, Ashrafuzzaman et al. (2021) identify various factors, including universality, personal significance, and ambiguity, which make literature a powerful tool for language acquisition. Supporting this, Sage (1987) asserts that literature can be both an engaging and effective

teaching strategy. Mason and Krashen (2004) add that literature engages learners by exposing them to diverse vocabulary, grammar, and pronunciation in authentic contexts. Hameed (2021) further illustrates how reading novels enhances learners' problem-solving skills, oral communication, and written abilities. Incorporating literary genres into L2 reading not only develops linguistic competence but also creates a supportive and emotionally conducive learning environment.

2.5 Research gap

Various researchers have investigated the role of literature in teaching English as a Second Language in Namibia. Their research looked at literature from several perspectives. Ithindi (2015), for example, studied the teaching and evaluation techniques of English Literature as a second language in the junior phase. Eliakim (2021) assessed literature studies at Onawa Secondary School in the Omusati Region, focusing on the linguistic challenges of learning literature in an English Second Language context. In Namibia, little was done regarding pedagogical stylistics or literature study. As a result, this study assessed literary learning practices in three Grootfontein schools, emphasising the new curriculum (grade 10-AS).

2.6 Conceptual Framework: Eclectic Approach

According to Grant and Osanloo (2014), the theoretical framework is the outline for the entire paper analysis, which serves as a guide to building the study while also providing the construction to define how the study is approached philosophically, epistemologically, methodologically, and analytically as well as the study as a whole. The study examined literary learning strategies at three secondary schools within the Grootfontein Circuit, utilising pedagogical stylistics as its foundation. Pedagogical stylistics, a subset of stylistics, aims to equip English educators with effective tools. The academic pursuit of analysing and interpreting literary materials invariably benefits learners. Challenges in linguistics and literary texts call for creating a literary analytical toolkit embodied in a conceptual framework that delineates the approach to texts in a given context for comprehensive understanding. The interplay among teachers, students, and the selected texts facilitates the identification of these texts.

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

Iskan (2017) describes the eclectic approach as a teaching method employed in second or foreign language instruction. This method amalgamates the core elements of various teaching strategies tailored to the students' class goals and distinct characteristics. Kumar (2013) notes that the eclectic language education theory emerged as a novel concept in the 1990s. Al-Khasawneh (2022) attributes the method's popularity to its effectiveness in helping educators and learners achieve their educational objectives without undue stress, enhancing students' understanding of the material. Ztürk (2018) highlights its historical application in language education due to its suitability, dependability, and pluralistic nature. The eclectic approach merges diverse methodologies and pedagogical techniques, aiming to leverage the benefits of traditional and cognitive learning methods across various student ages and academic levels. Additionally, Ztürk (2018) points out that it has previously fostered content creation, reduced bias, promoted educational equity, and encouraged competitiveness.

Luo, He, and Yang (2001) characterise the eclectic method as integrating listening, speaking, reading, and writing skills along with specific classroom activities. It transcends a single approach, rendering the conceptual framework especially valuable for data analysis. Utilised in classrooms, this method aids students in enhancing their intricate understanding and interpretation of literature and language, thus serving as a versatile addition to the educational style model. Luo et al. (2001) also emphasise that discourse analysis, semantics, and pragmatics are essential components of the eclectic method, which is used to teach various literary genres, including poetry, prose, short stories, novels, and plays.

The eclectic method integrates diverse pedagogical approaches, demonstrating effectiveness for learners across all age groups and proficiency levels. Its distinctive procedural structure renders learning dynamic and creative (Kumar, 2013). Tarone and Yule (1989) regard this method as democratic, allowing educators to select. It synthesises elements from both traditional and cognitive methodologies, augmenting each. The approach encompasses content integration, information organisation, bias reduction, pedagogical equity, and empowerment through competition. It encourages teachers to assist students in honing and efficiently applying cognitive

skills. Teaching foreign languages should be accessible for instructors and pupils alike, aligning with every educator's abilities. Often referred to as the eclectic method, it carefully incorporates the best aspects of each style based on the situation and goal. For instance, language norms may be communicated using the cognitive approach, and speaking and listening skills could be enhanced using the auditory-linguistic habit and communicative approaches (Demirel, 2008). This learner-centric method cultivates an interest and enthusiasm for the language studied, involving various sensory experiences. Methods such as demonstrations, question-and-answer sessions, dramatisations, and simulations are employed.

According to Burke (2010), pedagogical stylistics began with Widdowson in 1975, followed by Cater, Shorts, and colleagues writing in the early 1980s, with English First Language/English Second Language teaching as the primary focus. Widdowson (1975) argued in his research that literary works may be demonstrated to be quite distinct types of communication that operate in very different ways, and stylistics will help students realise this. Similarly, Cater and Simpson (1991) contended that literature is another language use. Burke (2010) went on to say that pedagogy has always been near to the heart of what stylistics is all about because pedagogy is an experiential discipline that tests ideas against texts and even generates ideas via textual investigation. Such activities need students/learners to engage in stylistic action to advance their grasp of texts' operations. Thus, stylistics research will frequently emerge from classroom engagement, or it will be instantly obvious how an analysis or method might provide constructive affordances to instructors and learners.

The primary goal of stylistics in the classroom is to educate students on language use within the text chosen for study. This is accomplished by offering texts to students/learners and encouraging them to identify issues and provide remedies. Pedagogical stylistics is explicitly targeted at developing an understanding of stylistics and its implementation in the classroom. For instance, it relies on stylisticians' research, translates it into instructional materials, and then evaluates how students react. Pedagogical stylistics, like any other stylistics' activity, strives to raise student awareness of language usage rather than developing new ideas via application; its

practices depend on stylistics theory and technique in much the same manner as any other stylistics' activity.

Through a pedagogical stylistics framework, learners will be taught English Second Language (ESL) through literature. This means literature was used to teach pronunciation, vocabulary, grammar, and syntax. Brumfit (1985) argues that teaching literature largely empowers the linguistic and cultural maturity of the learner in the context of EFL. Stylistics analysis help learners understand how words and grammar function in literary texts. Knowledge of a text's vocabulary, grammar, and rhetorical concepts enables students to develop their communicative competence and cultural awareness. Brumfit (1985) argues that teaching literature largely empowers the linguistic and cultural maturity of the learner in the context of EFL. Stylistics-based analysis of literary or non-literary texts in language and literature classes empowers students to perform better with increased confidence and motivation (Mohammadzadeh, 2015).

His study advocates for teachers to use pedagogically driven stylistic activities. Mohammadzadeh (2015) categorises these activities into three stages: pre-, during, and post-reading. Pre-reading activities engage the learner's existing knowledge and background on the text's themes. During reading, teachers should encourage learners to paraphrase paragraphs or summarise them if they are lengthy, aiding in the activation of dormant vocabulary and the development of spoken language. Post-reading activities, which focus on writing, speaking, and language awareness, allow students to assess their vocabulary knowledge. By involving students in diverse genres, teachers can guide them to contextually apply their knowledge to areas of interest, thereby enhancing their reading, writing, listening, and speaking skills. Ultimately, the Eclectic approach promotes meaning-making, critical analysis, and nurturing creative thought via literary texts. Other models included in the pedagogical stylistics model are functional, formalist, cognitive, feminist, and critical approaches, which aim at improving the learner's grammatical, functional, creative, and social competencies.

Mwanza (2017) suggests that the eclectic method can be linked to planned activities via a stylistically oriented pedagogy, where diverse literary texts serve as a pedagogical tool for language teachers, enhancing their language and literary awareness. Utilising literary tools for

analytical purposes, especially semantic, discourse, and pragmatic methods in literary texts, is akin to using glasses that provide a mind map for navigating through literary and artistic works. Furthermore, the eclectic approach merges discourse analysis with semantic and pragmatic teaching methods across various literary genres, such as drama, poetry, prose, short stories, and novels (Luo et al., 2001). Engaging with multiple genres helps students enhance their reading, writing, listening, and speaking skills, enabling them to apply their knowledge to subjects that captivate them contextually.

The theoretical framework for this research is pedagogical stylistics, which follows an eclectic approach by drawing on theories from functional, cognitive, structural, and pragmatic linguistics, among others. Functional linguistics emphasises the role of language in communication, focusing on how linguistic choices affect meaning in various contexts. Meanwhile, cognitive linguistics explores the relationship between language and thought, enhancing students' understanding of figurative language and narrative techniques. Structural linguistics examines the formal features of language, such as syntax and morphology, and their contribution to meaning and aesthetic effect. Pragmatic linguistics, on the other hand, looks at language use in social interactions and how context influences meaning. By integrating these diverse linguistic theories, the eclectic approach in pedagogical stylistics provides a comprehensive and flexible framework for teaching literature, ultimately fostering a deeper appreciation of literary texts and enhancing students' language skills and critical thinking abilities.

2.7 Chapter summary

This chapter reviewed literature on the challenges caused by written literature as a non-examinable component, literature learning strategies, and the linguistic significance of literature in an English Second Language (ESL). The literature review also shows the significance of teaching language through literature. The methodology to be used in this study will be discussed in the next chapter.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

According to Barroga and Matanguihan (2022), research is a systematic, formal, rigorous, and precise process employed to gain solutions to problems or to discover and interpret new facts and relationships. The main purpose of research is to inform action, prove a theory, and contribute to developing knowledge in a field of study. This chapter explains the methodologies that are adopted in this study, including the research methodological approach, the characteristics of the study population, the sampling methods, the sample size, data collection procedures, data analysis, and ethical considerations.

3.2 Research Paradigm

Lewis et al. (2016) assert that research philosophical views are important because, when expressed explicitly, they reveal researchers' assumptions about their research, which influence decisions about the research's objective, design, technique, and methodologies, as well as data analysis and interpretation. Some of the research philosophies offered are positivism, constructivism, interpretivism, pragmatism, and realism. Among all listed, this study solely used the pragmatist philosophy since it used mixed data collecting and analysis techniques.

Tashakkori and Teddlie (2018) described a paradigm as a collection of ideologies and beliefs that serve as a framework or model for study. A paradigm outlines current knowledge, the nature of the topic to be explored, acceptable inquiry methodologies, and how data should be processed and understood.

This study used a pragmatism approach. Pragmatism philosophy is a mentality, approach, and philosophy that prioritises the practical and useable and what produces good results. The term pragmatism comes from the Greek word *pragma*, which means "a thing done," a reality, or anything practical or direct (Bajpai 2011). Lewis et al (2016) define pragmatism research philosophy as a process of examining and assessing ideas and beliefs based on their practical

value. Pragmatism is a research paradigm that holds that researchers should choose the philosophical and/or methodological approach that best suits the unique study issue at hand (Tashakkori & Teddlie, 2018).

Pragmatism research philosophy holds that research should avoid philosophical debates over the nature of truth and reality in favor of focusing on tangible, real-world challenges (Bajpai, 2011). The methodological conclusion is that pragmatic researchers are better suited to cope with intricate, dynamic social processes in which even painstakingly planned behaviour can result in various consequences.

Pragmatic research philosophy focuses on facts. It states that the research problem usually dictates the research philosophy. This research philosophy emphasises the relevance of practical consequences. Furthermore, Alghamdi and Li (2018) argue that pragmatism is not associated with any philosophical system or reality. Researchers can make their own judgments. They have the "freedom" to choose the approaches, strategies, and processes that will best meet their needs and scientific research goals. Pragmatists do not believe in absolute unity in the world. The truth is what is now in action; it is independent of the mind and is unaffected by reality-mind duality.

The pragmatic research philosophy used in this study emphasises the inquiry process and practicality more than research philosophies that focus solely on abstraction or philosophical theory creation (Cordeiro & Kelly, 2019). Furthermore, the design is excellent for research into PAS processes because it sees people's ideas and beliefs as instruments for problem-solving and action rather than passive descriptions of the world as it is.

In conclusion, this study used pragmatism as a paradigm because pragmatism incorporates research designs that make operational decisions based on "what will work best" in addressing the research issues in question. The pragmatic research paradigm is founded on the proposal that researchers choose the philosophical and/or methodological approach that works best for the specific research topic being addressed. Pragmatism complements the mixed method approach effectively (Gobo, 2023).

3.3 Research approach

Creswell (2014) pointed out that there are three research approaches, namely: qualitative method, quantitative method, and mixed method. Creswell (2014) further states that the approach adopted by the researcher depends on the type of study and the purpose to be achieved.

This study collected and analysed data using a mix of qualitative and quantitative methodologies. Leavy (2022) defined mixed methods research as a research method and approach that entails collecting, assessing, and integrating quantitative and qualitative data in one study. The mixed methods technique was deemed more acceptable since it allowed for a more thorough investigation of the study's topic from several angles. According to Adu et al. (2022), integrating qualitative and quantitative data allows for the maximising of each data type's strengths and minimising of its flaws. The quantitative technique enables the measurement of results (Creswell & Creswell, 2018). Adopting a quantitative technique permitted the collection of enormous volumes of data via questionnaires. The qualitative technique does not need statistical analysis and collects participants' perspectives and opinions on the research topic (Creswell & Creswell, 2018). The qualitative technique allowed for more in-depth data collection from participants.

3.4 Research Design

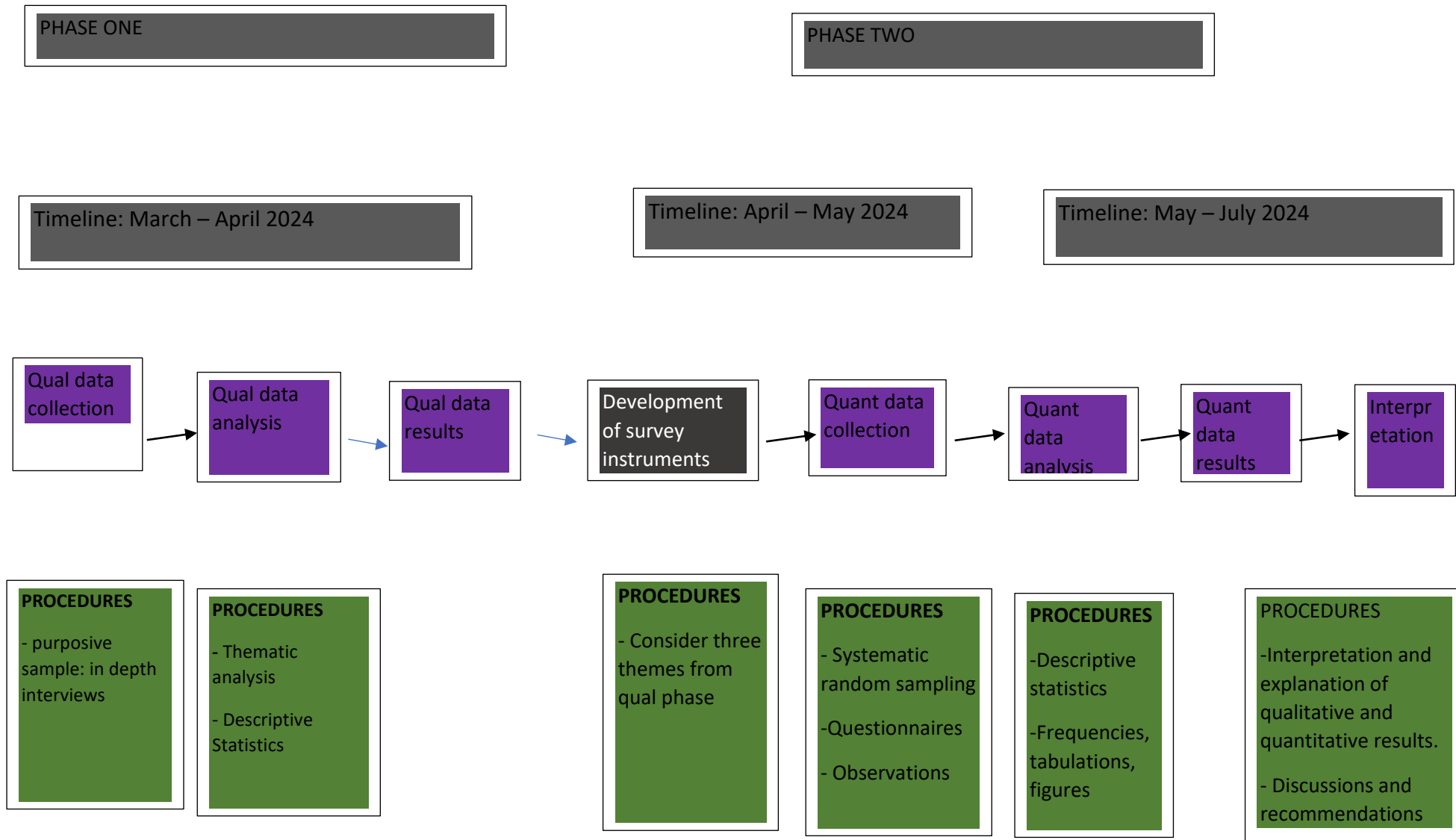
Sileyew (2019) termed a research design as a framework or blueprint for conducting the research project. It details the procedures necessary for obtaining the information needed to structure or solve marketing research problems.

To accomplish this study's objectives, the research used Exploratory Sequential Mixed Method Design. Exploratory sequential mixed methods are a way of collecting and analysing qualitative and quantitative data in a series of steps (Creswell & Clark, 2018). They further explained that qualitative research methodologies are used to investigate why or how a phenomenon occurs, to develop a theory, or to describe the nature of an individual's experience. In contrast, quantitative methodologies address questions about causality, generalisability, or magnitude of effect.

The exploratory design incorporates two steps of data collection. An exploratory design begins with the collection and analysis of qualitative data, and themes are then utilised to guide the construction of a quantitative instrument to investigate the research subject further. Qualitative data are acquired using defined instruments and analysed using the intended procedure. The second stage is using insights from the analysis of qualitative data to inform the gathering of quantitative data to improve comprehension of the original qualitative data. Edmonds and Kennedy (2017) described an exploratory design as one that is used to investigate a research topic when there are few or no previous studies to draw on. The goal was to focus on gathering insights and familiarity for future investigations or when problems are in the basic stages of research.

The table below provides a summary of the data collection process, detailing the mixed-methods approach used and the timeline for when the data was gathered.

Table 3.1 Exploratory sequential design



3.5 Research Setting/Location

The research was conducted at three different schools in the Grootfontein circuit: Otjiwanda Secondary School, Grootfontein Secondary School, and Friedrich Awaseb Secondary School, in the Otjozondjupa Region. Grootfontein is a town in central Namibia's Otjozondjupa Region. It is one of three settlements in the Otavi Triangle, located on the B8 national route, connecting Otavi with the Caprivi Strip. Grootfontein circuit has six secondary schools, four of which are in Grootfontein town. Grootfontein has four secondary schools: Otjiwanda Secondary School, Grootfontein Secondary School, Friedrich Awaseb Secondary School, and Karstveld Academy. Grootfontein Secondary School has the highest performance among Grootfontein's public secondary schools, followed by Otjiwanda Secondary School and Friedrich Awaseb.

3.6 Study Population/ Sampling and Sampling Size

3.6.1 Study population

A study population is also described as a well-defined group of persons or things with comparable features. All persons or things within a community frequently share a common, binding property or attribute (Abernethy, 2008).

Table 3.2 Study population

Name of schools	Number of Learners in Grade 10	Number of learners in Grade 11	Number of learners in Grade 12 (AS)	Total	Number of teachers
School A	212	158	26	396	3
School B	204	167	30	365	3
School C	146	158	0	304	3
Grand Total	562	483	56	1065	9

Table 3.2 shows that there are 396 learners from grades 10-12 at School A, 365 learners from School B that are in Grades 10-12, and there are 304 learners from School C that are in Grades 10 -11. English is regarded as compulsory in grades 10-11 and optional at AS level (grade 12). So, all the learners from grades 10-11 have English as a Second language as a subject; in total, the population of the learners at the three selected schools is 1065. The numbers of teachers teaching English as a Second Language are three English teachers from School A, three from School B and three from School C. In total, there are nine English teachers teaching English from grades 10-12 at three selected schools.

3.6.2 Sampling and Sampling Size

This study used nine (9) English Second Language teachers teaching Grades (10-12) at the three selected schools in Grootfontein Circuit. The three secondary schools were selected because they are the only public schools in Grootfontein town found in Grootfontein Circuit. Nine (9) participant teachers were selected using purposive sampling. This sampling method helped the researcher to facilitate the collection of relevant and useful information required for the study by identifying information-rich participants (Etikan et al., 2016). Learners were selected using systematic random sampling, meaning they were selected randomly to participate following their class list. This sample is believed to work well with a larger population than one can handle. There are 1065 learners throughout the three selected schools in grades 10 through 12. For grades 10–11 at each school, the researcher, in this case, counted every fourth learner using the learners’ class lists to participate. The research utilised every third for AS (grade 12). The participants, therefore, included nine (9) English teachers. There were 279 learners overall from all the participating schools, made up of 18 AS learners and 261 learners in grades 10–11. However, 9 questionnaires from the learners were not returned, resulting in 270 learners participating in this research. In conclusion, the total number of teachers and learners then comprised 279 participants for this research.

Table 3.3 Sample procedures and sample size

Category participants	Population	Sample size	Sample population
Teachers	9	9	Purposive sampling
Learners	1065	279	Systematic random sampling
Total	1074	288	

3.7 Research instrument

Several methods can be used to collect data depending on the research approach selected by the researcher and also according to the purpose of the study, the resources available and the researcher's skills (Bhandari, 2020). The study used interviews, questionnaires and observation checklist. Nine (9) teachers from the three selected schools were interviewed first in order to collect qualitative data. The researcher then analysed the qualitative data and went back to collect quantitative data using questionnaires and observation checklists as instruments to collect quantitative data. Questionnaires were given to the learners in grade 10-12 at the respective schools. The researcher also observed one lesson from each of the nine teachers interviewed. In addition, two learners' books were checked per lesson observed. The following instruments were used in this study:

3.7.1 Interview guides

Interviews were employed as a data-gathering approach in the study since they allowed respondents extra self-experience. Structured open-ended interviewing questions were prepared in advance. According to Rutledge (2020), an interview is a planned discussion intended to obtain descriptive data about how participants perceive and understand their surroundings. The interviews were held at three schools, with the nine (9) selected English teachers participating selected through purposive sampling method. The researcher used recordings and took notes during the interviews to gather more information.

The interviewees could share their ideas on descriptive topics by following the interview guide. According to Pandey & Pandey (2015), face-to-face interviews allow for more detailed data collection and understanding. Facial expressions and body language are easy to identify and comprehend. The interviewer can elicit detailed responses from participants by asking follow-up questions. It enables participants to communicate and disclose information that is deemed to be relevant to the issue. This guided interviewing style allows the interviewer to ask follow-up questions to acquire more information and expound on issues of interest.

The study's questions were more open-ended, allowing for a debate with participants rather than a traditional question-and-response format. The interview guide was separated into two sections: one for demographic information and one for probing questions on the field of research based on the study's specific objectives. Because participants found open-ended questions less scary than scaled questions, they provided honest information and distinctive viewpoints. Following the interviews, the researcher typically enters the information into a computer file and transcribes it for analysis. Interviews are extremely useful for learning the context of a participant's experiences and gaining in-depth knowledge about a subject.

3.7.2 Questionnaires

Bhandari (2021) described questionnaires as a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. The questions were created using three major Likert scales: strongly agree, agree and disagree. Likert scale questions provide respondents with a variety of options from which to pick, with the highest response signifying the best view (Barroga & Matanguihan, 2022). These are the most frequent answer selections among respondents, representing the majority of perspectives. The researcher picked Likert scale questions because they are straightforward to administer. The types of inquiries are straightforward for responders to understand. As a result, the researcher was compelled to manage many types of Likert scale questions.

A total of 279 questionnaires were distributed to the grade 10-12 learners. Questionnaires were used to allow responders to fill out the form freely. This tool was crucial for this study since

respondents had time to provide insightful responses. Learners were given questionnaires to complete to provide feedback on literary instruction and learning in English as a second language. The surveys contained both open-ended and closed-ended questions.

3.7.3 Observation checklist

Following the completion of the teachers interviews and the qualitative data analysis; the researcher went back to observe nine lessons at the three selected schools. One lesson was observed from each of the nine teachers interviewed, additionally, two learners' English books were checked per lesson observed to check if teachers integrated literature into their English as a Second Language teaching. This was crucial to verifying the qualitative data provided. An observation checklist was utilised to capture critical information that may be required for the investigation. Observed aspects were the genre taught, class activities, instructional aids utilised, assessment procedures, and teaching styles employed in class.

3.8 Procedure for data collection

After receiving ethics approval from the Namibia University of Science and Technology (NUST) Postgraduate Research Committee, the researcher requested permission from the Otjozondjupa Regional Council. After receiving a response from the director, the researcher obtained permission from the principals of three selected secondary schools in the Grootfontein circuit. For qualitative data, the researcher called participants/respondents to schedule interviews; semi-structured interviews, aided by an Interview Guide, were used to collect data from English SL teachers at the three selected schools; and audio was recorded at the participants' convenience at each school and/or in their offices. In addition, field notes were obtained for individuals who refused to be audio recorded. After collecting qualitative data, the researcher returned home and analysed it before calling the participants again to organise a day to gather quantitative data, which included delivering questionnaires to the learners and observing the lesson and the learners' exercise books.

3.9 Data analysis

Data analysis is the act of organising, structuring, and interpreting gathered information (Jackson & Kolla, 2012). According to Brink (2017), qualitative data analysis (QDR) is a set of methods and procedures that assist us in converting the data obtained by the researcher into an explanation, understanding, or interpretation of the people and situations under investigation. For quantitative data, the data acquired from the interviews with the teachers were analysed using thematic analysis; the researcher looked for patterns in the data with the goal of giving evidence for the study; in addition, the researcher used coding and transcribing. The researcher grouped comparable replies, organised them into topics and groups, and identified patterns. Furthermore, the data collected from questionnaires were analysed quantitatively by the use of tables and charts. The data gathered from each method were then triangulated to fulfil the research objectives.

3.10 Data trustworthiness

Lincoln and Guba applied the four principles of data trustworthiness to ensure the quality of qualitative data. Credibility and transferability were emphasised to enhance value (Stahl & King, 2020). The following measures were taken:

Credibility - As Lapan, et al. (2012) suggest, credibility is fundamental to the believability of data. The researcher-maintained data authenticity by sharing draft transcripts with participants to review and confirm any adjustments. Data triangulation further bolstered the study's credibility. Credibility was assessed by comparing interviews and notes. Additionally, a variety of data collection techniques, such as tape recorders and interview guides, were employed, and prolonged engagement with participants was leveraged to reinforce credibility.

Transferability - Detailed methodological descriptions were utilised to achieve transferability and dependability. This was ensured through comprehensive data acquisition and analysis accounts, supplemented by external reviews. Indeed, the data analysis incorporated a thoroughly documented approach, including direct quotations from participants.

Dependability - Lapan et al. (2012) state that to foster dependability, the researcher must maintain consistency throughout the study and provide a detailed audit trail of data collection, analysis, and interpretation.

Confirmability - Lapan et al. (2012) define confirmability as the neutrality of the research findings. It pertains to the study's capacity for objectivity rather than being influenced by the researcher's biases. The researcher systematically documented and cross-referenced data to enhance confirmability throughout the research process.

3.11 Ethical consideration

According to the Ethical Guidelines for Educational Research (2011), an ethics protocol is a guideline that sets out how researchers and practitioners intend to ensure compliance with each of the key principles (such as: 'informed consent', 'openness and honesty', 'right to withdraw', 'protection from harm', 'debriefing' and 'confidentiality'). Regarding research ethics, the goal is to establish a trusting connection between the researcher and those being studied. To ensure confidence, communication must be properly managed and planned to avoid hazards. The researcher followed several ethical principles to maintain a trusting relationship.

3.11.1 Approval letters

The researcher requested research clearance, approval, and authorisation for the study from the Namibia University of Science and Technology's postgraduate studies research committee and then received a letter of consent from the Otjozondjupa Region Council Directorate of Education, Arts, and Culture as well as from the principals of the three selected schools.

3.11.2 Informed consent

This is done to ensure that all respondents who participated in the survey comprehend the study or its goal. Before the interviews with the teachers and the distribution of the questionnaires to the respondents, they were informed of the study's goal. They were clearly advised that it was solely for academic purposes. Respondents were also given an opportunity to ask any questions about the study. They were asked to sign a permission form confirming their willingness to

participate in the study. For learners under the age 18, their parents signed the informed consent papers.

3.11.3 Confidentiality

The research subjects were only known to the researcher. Respondents were assured that their sensitive information would not be disclosed without their knowledge or consent. The answered questionnaire scripts and voice recorder were kept safe to maintain confidentiality. The data gathered was utilised to construct the thesis, which will be archived in the university library. Furthermore, the data was collected professionally, and respondents were allowed to withdraw if dissatisfied.

3.11. 4. Anonymity

No respondents' names were used at the research study's completion. The report protects the respondents who took part in this research project. The researcher used pseudonyms for each participant. For example, teachers' names were presented with the letters T, T1, T2, T1, T2, etc. School names were also not used but called School A, B, and C. The research participants were all treated fairly and equitably. The researcher respected the participants' privacy, and no information was exposed to create risks for the participants. Information was kept confidential and anonymous during and after data collection.

3.11.5 Principle of fair treatment

Respondents were selected fairly and in accordance with the qualifying criteria outlined in the study design. There were no financial incentives for participating in this study, and no penalties or fines were imposed for failing to participate. Furthermore, people had the legal right to choose and control their own fate. The researcher told potential respondents about the intended study and allowed them to participate willingly. There was no pressure on respondents to participate in the survey. participants were advised that participants might withdraw from the research at any moment with no penalty.

3.11.6 Beneficence

The researcher assured the interviewees that they would not be harmed physically, psychologically, financially, or emotionally. The researcher-maintained honesty while performing the study. The research report is based on the outcomes of the data collected and is thus written truthfully.

3.12 Chapter Summary

This chapter outlined the study's methodological framework and philosophy, defining the research design. It included a description of the sampling method and tools utilised. The chapter also explained the data analysis processes and ethical considerations. Additionally, it addressed demographics and data collection techniques. Research methodology is the process by which a researcher describes the methods used to gather information for a research project. The chapter comprehensively overviews the study's methodology and research approach. The next chapter deals with the data presentation.

CHAPTER FOUR

MAJOR FINDINGS AND DISCUSSIONS

4.1 Introduction

The study evaluated literature learning strategies at three selected secondary schools in Grootfontein Circuit. This section presents the study's findings based on the themes that emerged from the data analysis. It includes a description of the gathered data and interpretations as well as explanations of the subjects and circumstances. This involves enhancing and presenting the data from the in-depth interviews to provide findings that offer useful insights, recommendations, conclusions, and decision-supporting information (Anyon, 2009). In this chapter, the collected data was organised in a way that allows for interpretation and presentation. The study's findings were presented logically, starting with qualitative results in descriptions, followed by quantitative data in tables and figures.

4.2 Analysis of qualitative data

The qualitative data were analysed thematically and presented in themes aligned with the research objectives. Using coding, thematic analysis was conducted in six stages to identify significant patterns (Braun & Clarke, 2014). Integrating the researcher's explanations and analyses with the literature authenticated the themes.

4.2.1 Demographic information of the participants

To provide readers with a better picture of the study participants, the researcher presents the participants' demographic data (Teachers). The researcher used pseudonyms of the participants for anonymity purposes as stated in the ethical consideration.

Table 4.1 shows a summary of teachers' demographic information

Pseudonym participants' names	Gender	Highest qualification obtained	Teaching experience	Grade responsible
T1	Female	M. Ed.	11+ years	11
T2	Female	B. Ed.	11+ years	12
T3	Female	B. Ed.	3-6 years	11
T4	Female	B. Ed.	0-2 years	10
T5	Male	B. Ed.	3-6 years	10
T6	Female	B. Ed.	3-6 years	10 & 12
T7	Female	BETD	11+ years	10
T8	Female	M. Ed.	7-10 years	11
T9	Female	B. Ed.	0-2 years	10

The table above shows a summary of teachers' demographic information, which includes their pseudonyms, gender, highest qualification, number of years of teaching experience and the grades they are currently teaching.

The data reveals a team of nine teachers, predominantly consisting of eight females and one male. Their educational qualifications vary: six have a Bachelor's degree in Education (B.Ed), one holds a Diploma in Education (BETD), and two English teachers possess a Master's degree in Education. It is important to note that all interviewed teachers are relatively qualified, having undergone undergraduate training to teach English as a Second Language at their respective universities. Regarding teaching experience, three teachers have over eleven years, one has 7-10 years, three have 3-6 years, and two are relatively new with 0-2 years of experience. This

indicates that the majority of these teachers have adequate knowledge in teaching literature, as they have taught English as a Second Language from Grade 8 to 12 for many years.

4.2.2 Emerging themes

Table 4.2 Table of themes

Themes derived from objectives	Subthemes
Challenges caused by written literature as a non-examinable component	4.2.2.1 Subtheme one: The challenges caused by written literature as a non-examinable component and challenges faced by English teachers when it comes to teaching literature
The evaluation of literature learning strategies	4.2.2.3 Subtheme two: Teaching methods used by teachers when teaching literature.
The pedagogical relevance of studying literature	4.2.2.4 Subtheme three: The pedagogical relevance of studying literature

Table 4.2 indicates themes as they emerged from the study’s objectives. There are three subthemes emerged from the study: subtheme one: The challenges caused by written literature as a non-examinable component and challenges faced by English teachers when it comes to teaching literature; subtheme two: teaching methods used by teachers when teaching literature; sub-theme three: the pedagogical relevance of studying literature.

4.2.2.1 Subtheme one: The challenges caused by written literature as a non-examinable component and challenges faced by English teachers when it comes to teaching literature

The teachers were asked how they felt about literature not being formally assessed in the new Grades 10-12 curriculum. They had different views or opinions on this matter. T1 believes literature should be formally assessed because it is the only way to motivate English teachers to teach it. The respondent thinks educators are increasingly unwilling to teach literature, focusing solely on performance and what is measured in examinations while ignoring everything else. The

participant believes that the new curriculum made a big mistake by removing literature from grades 10-12, although it is being taught in grades 8-9 and assessed. This is good because it increases learners' knowledge of literature. However, the love of reading, whether novels or short stories, is still insufficient. The participant proposes questions to emphasise the importance of literature in senior grades.

“How do you take out literature from grades 10-11? Then, in grade 12, learners must know how to read, and they should be encouraged to read on the five themes of the year. how do you enforce reading culture if it is not via literature?”

The respondent further stressed that literature should be taught and assessed across, not just with certain grades.

T3 opposes the new curriculum because literature is not explicitly assessed at the senior level. She believes the curriculum excludes learners from being creative, as literature is an area where teachers can discover learners' creativity. They can utilise their literature knowledge to excel in directed writing/creative writing. T5 also agreed that removing literature from grades 10-12 is concerning because learners have become lazy; they no longer read books because they know they will not be tested in an exam.

T2 holds a different view regarding the non-assessment of literature in grades 10-12. The respondent believes it is not a significant issue since literature is already taught and assessed in grades 8-9, which also consumes a considerable amount of the teacher's time. The participant considers literature unimportant at this stage, and learners gain sufficient exposure to magazines and newspapers in their leisure time rather than reading books such as novels and poems. The participant further argues that learners should spend more time speaking, writing, and using the language effectively rather than studying literature, which includes figures of speech. The participant pointed out that while figures of speech like similes and hyperboles are used occasionally, they are not necessarily used after school since people do not commonly speak in such terms in their normal conversations.

Teachers were asked to indicate challenges they experienced when teaching literature and how they overcame them. The study found that the overall challenges are a lack of time, resources, and understanding of literature among teachers.

T2 stressed that there is not enough time to teach literature since the syllabus is already loaded and most teachers have many grades to teach. Some English teachers teach across from Grade 8-11 or Advanced Subsidiary.

The availability of literature resources was also cited as one of the main challenges' teachers face. T9 retaliates that even in libraries, one will not get enough storybooks to fit the whole class. To compound the problem, T5 reported that there are no functional school libraries where learners could lay their hands on the books at some schools. As a result, it is impossible to effectively teach any of the genres of literature if learners do not have or read the texts. T5 said,

“The classes are loaded; we are sitting with 45+ learners in one class, and making copies sometimes is impossible because some novels are very thick. Unless we stick to shorter pieces such as poems.”

Another issue that was identified by the majority of the participants is a lack of understanding of literature in teachers. There is insufficient in-service training for teachers regarding teaching and learning literature. T1 reported that she herself was not taught literature. In their time, only those who chose to do English at a higher-level studied literature. For those who did IGCSE like herself, the opportunity to study literature was not available. As a result, she does not feel confident teaching something she does not fully understand. T5 concurred that there had not been enough workshop sessions for literature, resulting in many teachers lacking the knowledge to teach the subject effectively. The participating teachers have noted that learners generally lack interest in literature or reading. Some learners struggle with reading, which can be discouraging for teachers. Three English teachers mentioned that many learners fail to see the importance of literature in English, and some dislike it because of the extensive reading requirements.

4.2.2.2 Subtheme two: Teaching methods used by teachers when teaching literature

Teachers were asked to reflect on how they incorporate literature in their lessons and the teaching methods they use in class when teaching literature.

Few teachers indicated that they incorporate literature in their teaching of English because this helps their learners to be critical thinkers, which helps them a lot in their writing (guided and extended writing).

T2 uses a text where she based her comprehension tests; she thinks it is fruitful there. She gives her learners a poem and gives them comprehension questions. In the poem, she does not teach them how to analyse a poem going deeper because she does not believe in literature. The participant mentioned that teaching poems such as Rainforest or teaching learners about King Lear from Shakespeare wastes time for ESL learners; this is only needed for first language learners. When asked about her method, she said she distributes the pieces to the learners with questions. After marking and providing feedback, the learners will read the material aloud either with the teacher or on their own. Afterward, the learners will read silently and respond to questions.

T3 also confirmed that she integrates literature into her lessons, predominantly using poetry. T3 stated that:

“Poetry offers readers a unique perspective on language by transcending conventional grammar, syntax, and vocabulary rules. Furthermore, it engages unmotivated readers through its openness to exploration and varied interpretations. Additionally, poetry stirs emotions and thoughts within the heart and mind. Finally, it acquaints learners with figures of speech such as simile, metaphor, irony, personification, and imagery, which are integral to everyday language use.”

T3 further indicated that they ask the fluent reader in the class to recite the poem aloud because most learners can listen but cannot read. The respondent thinks having each learner read individually is pointless as they would not comprehend the text. This highlights that the teacher

employs a language model approach to teach language through literature. They specifically mentioned using genres like poetry, which, with its concise and rich language, is well-suited for analysing themes, metaphors, and symbolism. This approach also supports learners in developing paraphrasing and interpretive skills, which are particularly essential at the Advanced Subsidiary Level (Grade 12).

T6 mentioned including literature in their lessons, especially when teaching AS learners. This is because they need to think critically when answering comprehension questions in their question papers. T6 uses the before, during, and after reading method. The "Before" strategies activate learners' prior knowledge and set a purpose for reading. "During" strategies help learners make connections, monitor their understanding, generate questions, and stay focused. "After" strategies allow learners to summarise, question, reflect, discuss, and respond to the text. T6 said:

"I seek out reading materials on the themes of the year, be it poems or short stories. These genres are my main tools, and they prove to be effective. We start by examining the title before delving into the poetry or text and initiating a discussion with the learners. At times, learners may read independently while responding to questions, highlighting unfamiliar terms for later discussion. Additionally, after they have reviewed the content and addressed the questions following the test, I administer a brief spelling quiz as part of my spelling instruction method."

T6 added that other genres, like novels and dramas, are hard to incorporate into a lesson because of time constraints, and the syllabus is already thick enough to be covered in a year, especially for Grade 12 (AS).

Among the nine instructors, only one (T7) mentioned that they use the cultural model approach. This model helps ESL learners engage with literary works relevant to the target culture, such as literary history or genre. Students are required to explore and understand the social, political, literary, and historical contexts of a given book. By doing so, they delve into their cultural

backgrounds, gaining a genuine understanding of literary works and fostering an appreciation for diverse cultures and beliefs in relation to their own. T7 states:

"I favor using scripts penned by African writers that focus on Namibian authors. When learners read works like "God of Women" by Dr. Francis Sifiso Nyati, they can deeply connect with the unfolding events because they are familiar with the culture."

A few teachers have mentioned not including literature in their lessons because they believe it wastes time. Instead, they prefer to focus on what will be asked in examinations in order to achieve good results. For example, T1 stated,

"There is really no time to teach literature at all. I teach what will come in the examination. I train the learners on how to answer questions in examinations, which means I focus on reading comprehension and listening mostly. I give them past question papers."

In summary, most English as a Second Language (ESL) teachers occasionally incorporate literature into their teaching by using Language Approach Strategies. For instance, when introducing figures of speech like personification, similes, and metaphors, they often include a poem. This helps learners recognise these devices, understand their use within a specific genre, and apply them in their own writing. Additionally, this approach integrates other language skills, including reading, speaking, writing, and listening.

4.2.2.3 Subtheme three: The pedagogical relevance of studying literature

The majority of participants agreed that studying literature offers numerous advantages. T1 mentioned that it aids in expanding learners' vocabulary and provides a wider understanding of various topics compared to students who read less. Participant T1 commented:

"There is a distinction between a learner who reads regularly and one who does not enjoy reading. It is evident in their writing, vocabulary, and spelling, which consistently improve. Even by how they speak, it is clear that the learners are quite knowledgeable about a certain issue."

T7 concurred that engaging with novels, plays, and poetry enhances learners' writing skills. Exposure to diverse reading materials clearly correlates with using literature to stimulate and channel the flow of ideas in writing. In addition, literature helps improve learners' grammar.

Aside from reading, writing, and speaking, T9 discovered that exposure to literature improves learners' listening abilities, which are necessary for their English Paper 2 in Grades 10 and 11. T9 said:

“I have observed that compelling my learners to spend time in the library reading has markedly enhanced their various skills, particularly in listening, an area where many previously struggled to achieve even half the points on tests or exams.”

Furthermore, while literature study in a language class is typically connected with reading and writing, it may also play an important role in teaching speaking and listening skills. A literary work can be the focus of oral reading, dramatisation, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities. At the highest levels, language teachers can make listening comprehension and pronunciation more interesting, motivating, and contextualised by playing a tape or video of a literary work or reading it aloud. Reading books aloud helps learners enhance both their speaking and listening skills. Furthermore, it leads to better pronunciation. Pronunciation may be emphasised before, during, and/or after the reading.

T9 further explained that literature serves as a window to diverse cultures globally. They referenced the play "God of Women" by Dr. Francis Sifiso Nyathi as an example, stating that readers, irrespective of their background, would gain insights into African culture, specifically the Caprivian culture. Thus, learners can enrich their cultural understanding by engaging with different literary works.

Put into further perspective, literature helps students understand the universal characteristics that humans exhibit by reflecting cultural aspects that people assimilate and reflecting social reality. Learners get important life lessons from literature when they reflect on particular works; these lessons can be applied to and learned from in their lives.

The researcher chose not to include learners in the qualitative data collection, prioritising interviews with teachers to gather more in-depth information. Instead, questionnaires were used for learners, as the researcher believed this method would allow them to express themselves more openly compared to face-to-face interviews.

4.3 Analysis of quantitative data

This section sequentially presents the quantitative results, starting with an explanation of the application of descriptive statistics, followed by the presentation of demographic data in tables and figures. Subsequently, it details the results for the general questions as outlined in the questionnaire. Each table and figure are accompanied by a concise analysis of the findings and a commentary that assists readers in connecting the data with the literature for a comprehensive understanding of the information.

4.3.1 Quantitative data

The descriptive statistics for each question or statement as presented in the questionnaire are shown in the tables and figures, with frequency and percentage responses calculated on the total frequency computed, representing the total number of respondents who participated in the quantitative data collection. If a question was left unanswered, it was marked as such in the descriptive statistics table or figure.

4.3.2 Demographic information

The quantitative study sample included 279 learners from three selected schools; however, only two seventy (270) answered the questionnaires. This answer is given by 96.7% of all respondents. There were 9 unanswered questionnaires, which gives 3.2% of the script. Table 7 illustrates this point.

Table 4.3 Response rate

Response rate	Frequency	Percentage (%)
Answered	270	96.7%
Unanswered	9	3.2%

Total	279	100%
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Table 4.3 displays the grades of the learners who participated in the study. Grade 10 learners were the bulk of the participants (50%), owing to the fact that the three selected schools had more grade 10 classrooms than other grades. Grade 11 accounted for 43.3% of the respondents, whereas Grade 12 (AS) accounted for the smallest percentage of participants (6.6%), owing to the small number of AS learners; in fact, one of the selected schools does not provide AS.

Table 4.4 Grade of respondents

Grade	Frequency	Percentage (%)
10	135	50%
11	117	43.3%
12 (AS)	18	6.6%
Total	270	100%

The following learners' responses were specifically aligned with objective number two, which is defined as: "to assess the literature learning strategies currently employed in Grootfontein Circuit." These responses were further organised and analysed based on individual questions derived from this objective. The questions include: how frequently does your English teacher engage in activities such as reading novels, poems, dramas or plays, and short stories during class? A comprehensive analysis of these questions and their corresponding responses will be presented in detail below.

4.3.4 Reading novels

Learners were asked to indicate how often their ESL teachers read novels in their lessons. The responses are presented in the table below.

Table 4.5 Reading novels

Reading of novels frequency	Participants	Percentage (%)
Very often (2-3 times a week)	0	0%
Sometimes (ones per week)	0	0%

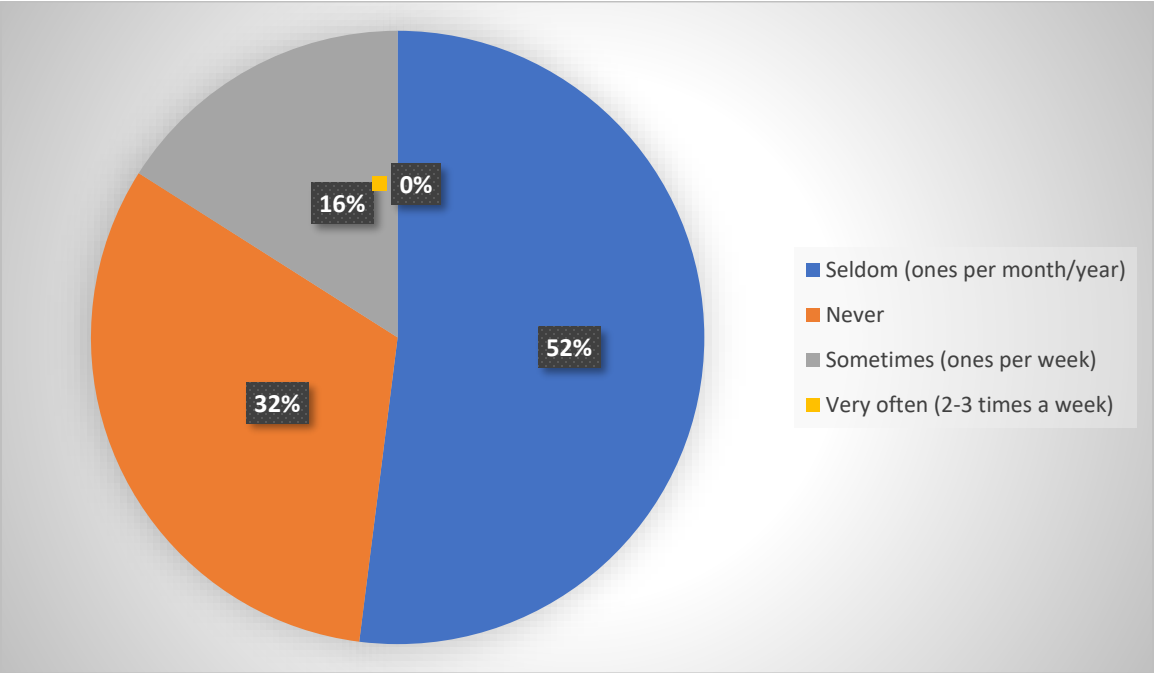
Seldom (ones per month/year)	98	36.2%
Never	172	63.7%
Total	270	100%

Table 4.5 presents the frequency with which learners read novels alongside their teachers. The data reveals that 36.2% of learners seldom read novels with their teacher (once per month/year), while a significant 63.7% never engage in novel reading during class. Notably, the frequencies for 'very often' (2-3 times a week) and 'sometimes' (once per week) both registered at zero percent (0%), indicating that English teachers do not commonly use novels as a tool for language teaching.

4.3.5 Reading poems

Learners were asked to indicate how often their ESL teachers read and analyse poems in their lessons. The responses are presented in the table below.

Figure 1 Reading of poems frequency



The survey inquired about the frequency of poetry reading in class with teachers. The results indicate that half of the learners (52%) seldom read poems (once a month or year), 32% never

read poems in class with their teacher, 16% do so on occasion, and no learners that indicated that they read poetry frequently during class that gives 0%. This results also shows that majority of teachers do not use poems to teach English Second Language and this is because there are no prescribed poems for Grade 10-12. It is important to recognise that poetry aligns exceptionally well with the language model approach to teaching literature. This is because poetry, with its concise and layered use of language, provides an effective framework for analysis. Learners who are taught through the examination of poems tend to develop a deeper ability to interpret meanings and understand textual nuances. As a result, they are better equipped to comprehend and analyse texts during examinations, making the study of poetry a valuable tool for enhancing critical reading and interpretive skills.

4.3.6 Drama / Role plays

Learners were asked to indicate how often they do they read or do dramas in their ESL lessons. The responses are presented in the table below.

Table 4.6 Reading drama/plays frequency

Reading of drama/play frequency	Participants	Percentage (%)
Very often (2-3 times a week)	0	0%
Sometimes (ones per week)	26	10%
Seldom (ones per month/year)	46	17%
Never	198	73%
Total	270	100%

Table 4.6 demonstrates the frequency with which learners read drama or plays in class under their teacher's guidance. The data indicates that none of the learners read drama or plays very often (0%); 10% reported that they sometimes read drama with their teacher. Meanwhile, 17% said they seldom read drama or plays (once per month/year). Finally, a significant 73% mentioned that they never read drama or plays with their teachers. The findings reveal that teachers generally do not incorporate drama or plays into their literature lessons. However, 10% of the learners reported exposure to drama in literature teaching, which can be associated with the

cultural model approach. This aligns with qualitative research that highlights one teacher who utilises the cultural model by integrating drama into literature instruction. Drama and plays are highly effective tools within the cultural model for teaching language through literature, as they provide learners with immersive cultural and linguistic experiences. They often portray the societal norms, values, traditions, and historical contexts of the culture they represent. By engaging with these texts, learners gain a deeper understanding of cultural nuances, enriching their grasp of the language as it is authentically used.

4.3.7 Short stories

Learners were asked to indicate how often they do they read short stories in their ESL lessons. The responses are presented in the figure below.

Figure 2 Reading short stories frequency

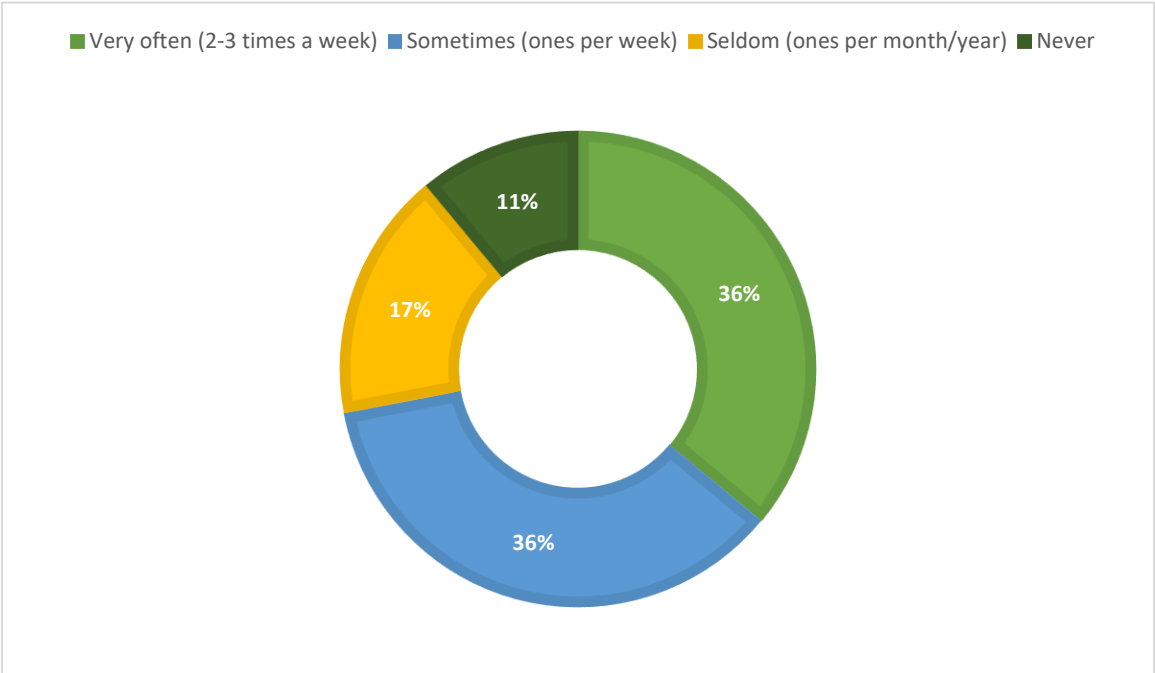


Figure 2 illustrates the percentage of students at three selected schools reading short stories with their teachers in class. The data reveals that 36% of students read short stories frequently, about two to three times a week, while another 36% do so occasionally, around once a week. A smaller segment, 17%, read stories infrequently, about once a month or less. Lastly, the smallest group,

11%, reported never reading short stories in class with their teachers. With 36% of learners indicating that they frequently read or analyse short stories and another 36% occasionally engaging in similar activities, this reflects the integration of language model approaches in their literature learning. Short stories, as compact and focused narratives, serve as an excellent medium for exploring fundamental literary elements such as plot, setting, character development, and themes. By focusing on these concise texts, learners can delve deeply into each element, gaining a clearer and more structured understanding of how these components interact within a story.

Furthermore, language models provide valuable support in this process by breaking down these key literary elements into manageable parts, enabling learners to approach the analysis more systematically. Beyond just analysing, these models also guide learners in developing their creative writing skills, encouraging them to craft their own narratives. This dual benefit—fostering analytical and creative capabilities—highlights the effectiveness of using short stories in combination with language model strategies in literature education. This approach not only enhances comprehension but also inspires students to apply these insights in their own imaginative creations.

4.3.8 The mode of assessment in literature

The learner’s books were observed to check teachers' assessment mode when assessing literature in grades 10-12.

Table 4.7 The mode of assessment in literature

Table 4.7 presents the various assessment methods employed by teachers for evaluating literature in the classroom.

Mode of assessment	Participants	Percentage
Short tests	190	70.4%
Oral questions	60	22.2%
Others	0	0%
None of the above	20	7.4%

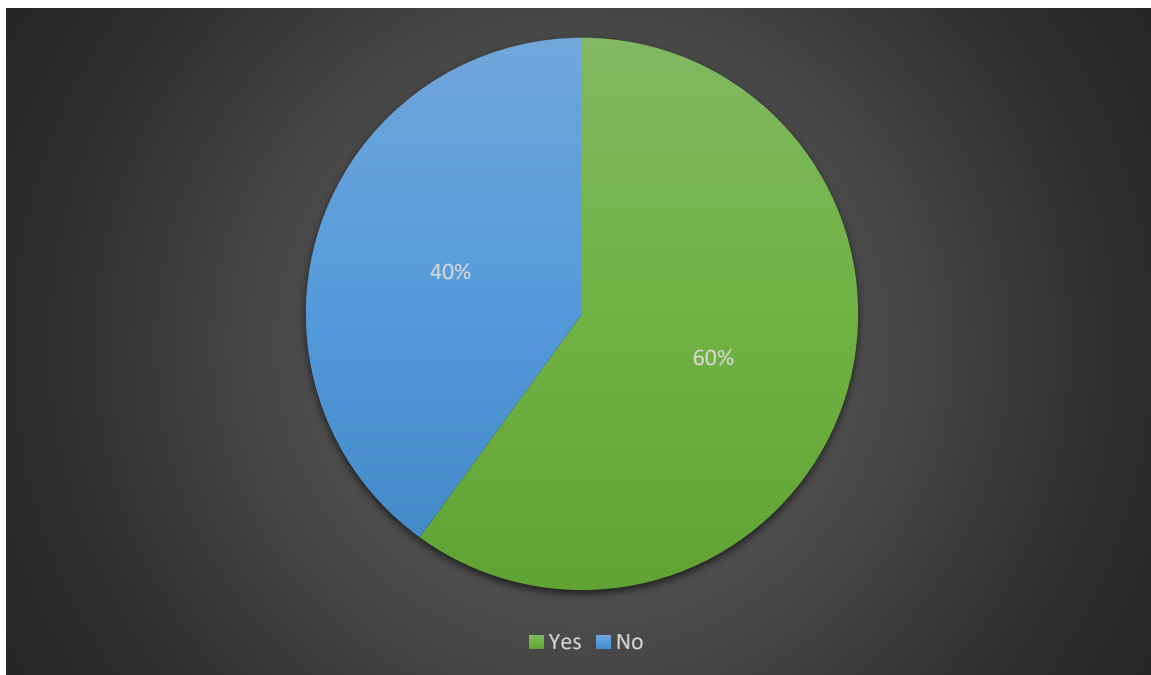
Total	270	100
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The survey results indicate that 70.4% of the learners reported being assessed by their teachers through short tests, while 22.2% stated they are evaluated in literature via oral questions. A minority of 7.4% noted that their teachers did not employ any of the aforementioned assessment methods. This indicates that, even though literature is not formally assessed as part of the school curriculum, teachers still incorporate short tests as an alternative method of evaluation. These tests provide a practical way to assess students' understanding and engagement with literature, ensuring that learners grasp key concepts and skills despite the lack of formal assessment requirements.

4.3.9 Do you enjoy learning literature?

Learners were asked if they enjoyed learning literature. The findings are shown in Figure 3 below.

Figure 3 the ratio of learners who love learning literature vs those who do not



When asked whether they enjoy studying literature, learners were presented with a simple choice: yes or no. Sixty percent of the learners chose 'yes', indicating their enjoyment of literature, while forty percent selected 'no', expressing their lack of interest in the subject. This further supports the challenges expressed by teachers regarding the teaching of literature. Many teachers have shared that they feel disheartened when it comes to teaching literature, primarily due to the lack of interest shown by learners. This disinterest is largely attributed to the fact that literature is not formally assessed in grades 10 to 12. Without formal assessment, students may perceive literature as less important or relevant, which diminishes their motivation to engage with it. This lack of enthusiasm among learners not only makes it harder for teachers to generate interest but also impacts the overall effectiveness of their teaching efforts. As a result, teachers often feel discouraged, as they are unable to create a learning environment where literature is valued as a significant and enriching part of the curriculum.

4.3. 10 Favourite genre learners enjoy in literature

Table 4.8 Favourite genre learners enjoy

Learners were asked to indicate the genres they enjoy most when learning literature in English. Below are the results.

Literature Genres	Participants	Percentage
Poetry	40	14.8%
Short stories	73	27%
Drama / Play	100	37%
Novel	23	8.5%
None	34	12.6%
Total	270	100

The results in table 4.8 indicate that 14.8% of the participants enjoy poetry, 27% enjoy short stories, 37% of the learners love drama/play, 8.5% enjoy novels, and lastly, 12.6% indicated that they do not enjoy any genre in literature.

When learners were asked whether they believed their teachers should teach more literature, the majority expressed strong support for the idea. They highlighted several key benefits of learning literature. One of the most significant advantages mentioned was its ability to foster critical thinking skills. Through engaging with literary texts, learners develop the capacity to analyse, interpret, and respond critically to the material, particularly in relation to reading comprehension.

In addition to enhancing their analytical abilities, literature also plays a vital role in strengthening learners' understanding of the English language. By exposing them to diverse writing styles, rich vocabulary, and complex sentence structures, literature helps them improve their language proficiency. This dual impact—encouraging critical responses and building language skills—makes literature an invaluable component of education that learners feel should be emphasized more in their classrooms.

4.3.11 Results from Observation Checklist

These results are taken from observation of teachers' lessons and learners' English books.

Table 4.9 Lesson observation

Table 4.9 shows the results of teachers who have used different genres in their lessons to teach ESL. This method was used in order to confirm the results obtained during interviews.

Pseudonyms of participants	Analysis of Poem	Reading of short stories	Drama/ Role play	Teaching vocabulary through literature	Figures of speech
T1	×	√	×	×	√
T2	√	×	×	√	√
T3	√	×	×	√	√
T4	×	√	×	√	√
T5	×	√	×	√	×
T6	√	×	×	√	√

T7	x	x	√	√	√
T8	√	x	√	√	√
T9	x	x	x	x	x

The lesson observation results indicate that most teachers taught vocabulary through literature by having learners read short stories and identify unfamiliar words, then look up their meanings in dictionaries. Additionally, a majority of teachers taught figures of speech to their students. This demonstrates that most teachers from the three selected schools utilise the language model as a strategy for teaching literature. The language approach employs literature as a tool to practice language skills such as grammar and vocabulary.

Table 4.10 Learners Books Observation

Table 4.10 shows the results from the learner's book observation, done the same day as the teacher's lesson observation. Two learners' books were observed per lesson.

Pseudonyms of learners	Taught language through poems	Taught language through novels	Taught language through short stories	Taught language through Drama	Taught Figures of speech
L1	x	x	√	x	√
L2	x	x	√	x	√
L3	√	x	√	x	√
L4	√	x	√	x	√
L5	√	x	√	x	√
L6	√	x	√	x	√
L7	x	x	√	x	√
L8	x	x	√	x	√
L9	x	x	x	x	√
L10	x	x	x	x	√

L11	√	×	√	×	√
L12	√	×	√	×	√
L13	√	×	√	√	√
L14	√	×	√	√	√
L15	√	×	√	×	√
L16	√	×	√	×	√
L17	×	×	×	×	√
L18	×	×	×	×	√

The results from the table were derived from observing learners' English exercise books. They reveal that most learners were taught language through short stories, as the majority of reading comprehension tasks originated from these stories. Only a few used poems as part of language learning. This also confirms that literature is taught using language model strategies, as the data show that all learners were instructed in figures of speech, which was evident in their notes and essay writings. Additionally, vocabulary was taught through reading short stories.

4.4. Discussions

The objective of this thesis was to evaluate the literature learning strategies employed at three selected secondary schools in the Grootfontein Circuit. Utilising a mixed method approach, the research followed exploratory sequential mixed methods, with qualitative data analysed thematically and quantitative data analysed statistically. The findings present the following results: First, the study revealed that teaching and learning literature do not follow a uniform approach. Teachers at the three selected schools use various methods to teach literature, including the language model approach, and the cultural model approach. Additionally, they encountered challenges, notably that literature is not formally assessed in grades 10-12, leading to a decline in interest among teachers and learners. Despite incorporating literature into their ESL (English as a Second Language) lessons, teachers' methodologies are at odds with feminist, pedagogical, semantic, pragmatic, and other stylistic approaches. Therefore, the study discusses the following themes:

4.4.1 Challenges

The findings of the study reveal that a significant challenge in teaching and learning literature for grades 10-12 is the absence of formal assessment, leading to a decline in interest among both learners and teachers. The current syllabus does not provide guidance on integrating literature into ESL classes, contributing to this disengagement. The findings are in line with the research done in Namibia by Haimbondi & Woldemaria (2019) the results indicate a lack of motivation among learners to engage with literary texts, highlighting the need for an eclectic method that fosters such skills. A well-defined eclectic framework could address the linguistic challenges identified through teacher-learners-text interactions. Furthermore, adopting a principled eclectic approach, incorporating pedagogical stylistics, could be beneficial for L2 teachers in effectively teaching various literary genres, including poetry, novels, and drama (Fillemon, 2022).

The English teacher highlighted the lack of time to teach literature as a significant challenge because the syllabus is already full, covering writing, grammar, speaking, and listening skills. Therefore, the study suggests that the language department should utilise reading periods to allow learners to engage with literary texts. Moreover, Castles et al. (2018) advocate for a dedicated reading period that not only supports continuous, developmentally informed instruction but also facilitates the study of reading skills grounded in a deep understanding of language and writing systems. Similarly, Fillemon (2022) notes that the ministry has underscored the importance of introducing a reading period from Grades 1 to 12 as a potential solution to the low literacy rates among learners. Once topics are allocated at the beginning of the school year, each designated teacher is expected to manage this specific period. However, the researcher found it unusual that ESL teachers do not utilise these periods to offer additional resources, such as reading texts, nor do they take steps to expand students' exposure to a broader range of texts. As a result, students miss opportunities to enhance their understanding of the pedagogical elements of different genres.

In some participating schools, teachers strive to integrate literature into their curriculum but face challenges such as a shortage of literary resources. Moreover, some schools lack operational libraries, denying learners access to literary books. Studies, including one by Ugwu (2022),

highlight a significant issue: learners' inability to afford prescribed literature texts. In Ugwu's research, only a minority of learners in the sampled schools possessed the recommended texts. This issue is exacerbated by the absence of functional school libraries for students to access these books. Without the ability to read texts, teaching literature effectively becomes unfeasible. Effective literature instruction requires students to read the texts before class, allowing class time to be used for discussion rather than reading. Otherwise, learners without the texts are reduced to passive listeners, which may lead to losing attention. This scarcity of texts also hinders learners from achieving the full benefits of literature education, such as vocabulary building and language skill enhancement, which are crucial for understanding the texts.

Another issue raised by the majority of participants is teachers' lack of understanding of the literature. There is insufficient in-service training for teachers in literature teaching and learning. According to Katz (2001), English teachers considered themselves professionally unskilled in teaching English literature, blaming their university training for its primary focus on English language teaching rather than English literature. Ganakumaran et al. (2003) concurs by highlighting that teachers' lack of training in English literature contributes to poor curriculum implementation.

4.4.2 Literature Learning Strategies

The study's findings reveal that teachers at the three selected schools use different methods to teach literature in ESL classes such as: language model approach, cultural approach, before, during and after approach. Most of the teachers make use of language model approach through a read aloud method, which allows learners, especially ESL learners, to listen to fluent reading from proficient readers. This helps them improve their pronunciation of unfamiliar words. This aligns with Ithindi's (2015) observation that reading texts aloud assists all learners in accessing the material and enhancing their active listening skills. Other methods include having learners read and perform plays or dramas. For example, the local drama 'God of Women' has been a long-standing school study subject. The essence of the text is crucial, as it engages learners in analytical thinking. Fillemon (2022) suggests that 'God of Women' can be used to teach learners

about the locutionary, illocutionary, and perlocutionary acts, which are the three fundamental acts performed by speakers. Speakers exert a conventional force with their utterances.

While these teachers indicated that they incorporate literature into their teaching practices, their methods do not align with the principles of pedagogical stylistics. Pedagogical stylistics emphasises detailed analysis of language and literary style to deepen learners' understanding and engagement with texts. The study highlights that adopting a stylistic approach to teaching literature is significantly more effective in fostering critical reading and comprehension skills among learners.

Despite its proven benefits, the stylistic approach remains underutilised in both educational practice and policy. Furthermore, Woldemariam and Gawas (2020) emphasise the importance of integrating creative writing and thinking into language teaching as essential techniques. These strategies encourage learners to explore their own creativity while developing a deeper appreciation for the richness and complexity of language. By combining stylistic analysis with creative methodologies, educators can enhance learners' engagement with literature and their overall language proficiency. This underscores the need for a shift toward innovative and stylistically informed teaching practices in literature education. Consequently, it is recommended that Namibia's language policy be revised to include genres that foster functional, pragmatic, and feminist stylistics. This interdisciplinary approach to the study of literature, by examining the reasons for its inclusion in Namibia's curriculum, is essential. To advance English for Academic Purposes, it is imperative to analyse prose, poetry, and novels using a comprehensive set of skills encompassing writing, speaking, listening, and reading.

4.4.3 Pedagogical relevance of literature

The majority of participants believed that studying literature has many benefits. One of the benefits highlighted by the teachers is that literature helps pupils increase their vocabulary and better comprehend numerous topics than children who read less. In applied linguistics, literary studies are becoming increasingly important. In order to discover deeper meanings that necessitate pragmatic or semantic techniques, literature research is required due to the mental

wealth it provides. Numerous research studies have been conducted to study and increase the value of literary studies in schools. For starters, it helps children develop their vocabulary and comprehend many topics more comprehensively than learners who read less frequently. In their research, Santi et al. (2021) found that targeted vocabulary activities greatly boosted vocabulary. In addition, Altamimi & Ogdol (2023) reported that reading cognition could improve the students' sense of a text, motivating, and word stock. When learners grasp the vocabulary, they can more readily understand the text and develop an interest in reading. (Fitria, 2019). Jose (2015) assessed research that investigated how the location of literary texts influenced vocabulary expansion. They determined that the vast majority of words were learned accidentally rather than formally.

The study resolved that reading novels, plays, and poetry improves pupils' writing ability. Exposure to a variety of reading materials is obviously linked to utilizing literature to inspire and direct the flow of ideas in writing. In addition, reading may assist learners in improving their grammar. Woldemariam and Gawas (2019) found that the Namibian high school ESL syllabus predominantly focuses on descriptive, functional, and communicative grammar tasks alongside essay writing exercises and short composition activities. However, imaginative writing and creative thinking in language teaching have been largely neglected. The research indicates that learners' engagement with novels, plays, and poetry can significantly enhance their writing skills. A broad exposure to various reading materials is closely linked to the use of literature as a means to stimulate and direct the flow of ideas in writing. Furthermore, literature plays a role in improving students' grasp of grammar.

Koutsompou (2015) suggests three criteria for justifying the use of literature as a tool for second language learning: linguistic, methodological, and motivational. The linguistic criterion should be utilised in second-language classrooms by offering authentic language examples along with a range of styles, text types, and registers. The methodological criterion pertains to the diverse interpretations of literary works that foster different viewpoints among learners. In contrast, the motivational criterion is crucial as the text conveys the author's emotions and encourages motivation in the learner (Koutsompou, 2015).

Haimbodi and Woldemariam (2019) contend that literature is a valuable tool for language acquisition. It can be particularly motivating for many learners to read in English. Literature is a perfect medium to demonstrate language usage and introduce cultural norms. The present study has determined that literature is innovative in teaching and enhancing communicative proficiency in a language. Within a literature-focused classroom, literature becomes the central teaching material for the target language, offering genuine and realistic communicative contexts. It also brings the joy of learning a new language through captivating stories. By engaging with literature, learners can broaden their understanding and world perspectives. Likewise, Rony (2014) supports the inclusion of literature, stating that it helps children develop intricate analytical abilities, deeper intellectual development, and cultural sensitivity to a diverse range of fictional characters from different social, economic, racial, and ethnic backgrounds. Essentially, literature acts as a reflection of societal norms, showcasing cultural elements that individuals internalise, thus helping students recognise and understand the universal behaviors exhibited by people. As they reflect on particular texts, students can extract meaningful life lessons from literature, which they can apply and benefit from in their personal lives.

Literature offers a window into various civilisations around the world. The play "God of Women" by Francis Sifiso Nyathi is cited as an example, illustrating that readers can gain insights into African culture, especially Caprivian culture, regardless of their background. Consequently, learners can expand their cultural understanding by engaging with diverse literary works. Additionally, Chekroun (2014) study found that students generally have a positive attitude towards reading African literature, which is enhanced by their familiarity with the cultural context of the texts and the use of straightforward language. It is also suggested that students' writing and speaking abilities improve with continued exposure to literature.

Studying literature in language classes, is commonly linked to reading and writing, can also enhance speaking and listening skills. Within the context of English education in Namibia, Kamati and Woldemariam's (2016) research focused on the causes of underperformance among Grade 12 learners in rural schools of the Oshikoto region. Their findings indicated a significant failure

rate attributed to challenges in integrating Namibian literature in English into the educational curriculum.

4.5 Chapter summary

This chapter covered both qualitative and quantitative findings. The study's findings were presented, and qualitative data was evaluated using theme analysis followed by quantitative findings presented in tables and figures. The next chapter presents the study's conclusions and recommendations based on its results. The next chapter presents the study's conclusion and recommendations.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This final chapter of the study aims to achieve two main goals: first, to present the study's conclusions, and second, to provide recommendations.

5.2 Conclusions

This study primarily evaluated literature learning strategies at three selected secondary schools in the Grootfontein Circuit. Three objectives guided it:

- to investigate challenges caused by written literature as a non-examinable component;
- to evaluate literature learning strategies; and
- to determine the pedagogical relevance of studying literature.

5.2.1 Subtheme one: The challenges caused by written literature as non-examinable component and challenges faced by English teachers when it comes to teaching literature

English Second Language teachers face several challenges when teaching literature. Firstly, learners often lack interest because literature is not formally assessed, meaning there are no exam questions on specific novels or poems. Secondly, time constraints are an issue, as teachers report that the syllabus is too packed to include literature. Lastly, there is a shortage of resources and prescribed literature books for learners in grades 10-12.

The study has concluded that teachers' main challenge is the loss of interest in teaching literature because it is not explicitly tested in grades 10-12. In the same spirit, some students feel unmotivated to learn literature or read literary genres since they are not graded on it.

In interviews, most teachers expressed that there was insufficient time to teach literature in class due to the already overloaded syllabus, coupled with a lack of clear objectives for literature's role in ESL. Consequently, they focus solely on topics that will appear in examinations.

The absence of literature resources also posed a challenge, preventing English teachers from integrating literature into their lessons, as there were no prescribed literature texts for grades 10-12. Moreover, there is a scarcity of pedagogically designed materials suitable for language instruction in classrooms. Additionally, school libraries lacked adequate literature books or books that meet the standards for learners in grades 10-12.

There is a notable deficiency in preparation for teaching literature in ESL contexts. Numerous instructors attempt to integrate literature into their classrooms, yet they often lack the necessary background and training. Nevertheless, the research indicates that some educators persist in incorporating literature into their English as a Second Language instruction, even though it is not formally evaluated at these levels. Due to time constraints, they primarily utilise poems and short stories.

5.2.2 Subtheme two: Teaching methods used by teachers when teaching literature.

Participants in the study highlighted various teaching methods that are beneficial for integrating literature into ESL instruction. The majority of teachers reported using the language model approach through a read-aloud method. This approach, where texts are read out loud, assists all learners in accessing the material and enhances their active listening skills. This method allows learners to hear fluent reading from proficient readers, providing a model that is particularly helpful for ESL students in learning the pronunciation of unfamiliar words. For optimal engagement during a read-aloud session, each learner should have a copy of the text to follow and take notes. The reading can be initiated by the teacher or a chosen volunteer, covering a few lines or an entire paragraph.

Furthermore, language models motivate learners to engage deeply with literary texts by analysing and interpreting them, thereby enhancing their critical reading and analytical skills. Additionally, through the exploration of various genres and writing styles, learners gain exposure to rich vocabulary, diverse sentence patterns, and subtle language nuances, which collectively improve their reading, writing, speaking, and listening abilities. Moreover, learners have the

opportunity to practice paraphrasing and summarising literary works, which helps them refine their ability to simplify complex ideas while preserving the original meaning.

Some teachers also used language model approach through using the "Before," "During," and "After" methodology. This involves the teacher assigning activities or research to learners before they begin reading the text, such as poems or novels. For instance, the research could focus on the author's background, providing learners with foundational knowledge about the topic. While reading, the teacher can engage learners with questions or activities, followed by additional tasks after they have finished reading.

5.2.3 Subtheme three: The pedagogical relevance of studying literature

The study concluded that incorporating literature into ESL teaching possesses an inherent beauty. One significant benefit of this approach is the expansion of learners' vocabulary; exposure to numerous literary works introduces them to a vast array of words. Moreover, literature offers a broad comprehension of diverse subjects.

Another advantage of introducing literature into second language study is that it helps learners enhance their writing abilities. Literary devices may excite learners' imaginations and allow them to express their own creativity. A learner who reads will write essays with fewer grammatical and spelling faults. According to Hişmanoğlu (2005), advanced learners gain practical experience with the target language through literary materials, including poetry, short tales, plays, and other genres. Learners learn how to write English more clearly and creatively by seeing how characters in a play or a short story utilise figures of speech, such as simile, metaphor, metonymy, and so on, to communicate their communicative meaning. Some participants mentioned that studying literature helps learners improve their speaking and listening abilities. An additional benefit of studying literature is enhanced language proficiency, as authors utilise a variety of linguistic methods to achieve their goals.

Finally, the value of literature is to develop a reading culture among children at school while also improving social and communication skills. Reading on a regular basis improves students' cognitive thinking skills and allows them to reason more effectively in academic debates.

Learners learn to creatively analyse texts, encouraging them to improve or expand their language communication proficiency. The linguistic significance of literature is that the factors considered while teaching literary genres in line with the language policy and based on lessons organised by instructors substantially influence the information presented.

6.1 Recommendations

In view of the facts and conclusions obtained, the research suggests the following actions:

6.1.1 Subtheme one: The challenges caused by written literature as a non-examinable component and challenges faced by English teachers when it comes to teaching literature

The study suggests that curriculum developers reassess the current curriculum and consider the formal assessment of literature in grades 10-11. This approach is seen as a vital strategy to encourage teachers to integrate literature into their instruction. Moreover, introducing literature at these levels will likely inspire learners to read more, fostering a culture and appreciation for reading. Such an initiative will enhance students' language abilities, including speaking, writing, listening, reading, and understanding grammar.

In light of teachers' complaints about an overloaded syllabus and insufficient time to teach literature, this study suggests that curriculum developers should consider introducing literature as a standalone subject in schools rather than merely a theme within ESL. This change could potentially alleviate the burden on the syllabus.

As noted by participants, a challenge in teaching literature is the scarcity of resources appropriate for grades 10-12. The study recommends that teachers explore alternatives, such as seeking necessary resources online. Given that learners are enthusiastic about technology, ESL teachers could leverage this interest to motivate learners to read literary works available on the internet.

This study suggests that Senior Education Officers (SEOs) for ESL at the senior secondary level should organise literature-specific workshops or training. This recommendation stems from the fact that many participants expressed a lack of understanding and confidence in teaching literature, often due to insufficient training in its instruction within ESL. Furthermore, teachers

are advised to acquaint themselves with key documents such as the subject policy for English as a Second Language and examiners' reports. These resources contain vital information on the teaching and assessment focus, including functional, pragmatic, pedagogical, feminist, and other literary devices and elements essential for examinations in literary studies.

6.1.2 Subtheme two: Teaching methods used by teachers when teaching literature.

The following methods were recommended:

This research recommends that ESL teachers use a Stylistic approach when teaching literature. This means that when analysing style in literary texts, critics are tasked with examining various levels such as graphology, phonology, lexicology, syntax, and semantics. Moreover, their analysis should place emphasis on the author's personal style, language choices, and stylistic deviations.

The role of stylistics in literature education is crucial. Its primary aim is to enhance readers' interpretive skills, empowering them to derive meaning rather than relying solely on provided interpretations. Widdowson posits that stylistics lays the groundwork for aesthetic appreciation by consciously highlighting textual features that would otherwise remain accessible only to the trained eye. In conclusion, stylistics stands as a novel and significant field of study. Its integration with linguistics offers a robust framework for literary analysis, facilitating the conveyance of literary comprehension strategies to readers. Consequently, stylistics is indispensable in teaching and acquiring knowledge of English literature.

Examples of activities that utilise a stylistic approach to teaching literature include oral reading and the summarisation of poetry, as well as detailed analyses of a text's structure, syntax, and vocabulary. Additionally, this approach encompasses phonological examination, where the sounds and rhythm of a literary work are explored, and thematic exploration, which involves delving into the central messages and ideas conveyed by the text. In these activities, learners take on an active and participatory role. They engage deeply with the text by examining and evaluating its use of language. This includes scrutinising literary and linguistic elements such as imagery, word choice, tone, and sentence structure, which work together to convey meaning.

Through this process, learners develop the ability to intuitively interpret a text's significance and connect it to broader literary and theoretical contexts.

The study also suggests that technology is an effective strategy for teaching literature in secondary schools. Teachers have identified a lack of resources as a primary challenge in teaching literature, which technology can mitigate. Coiro (2021) advises English teachers to employ technology as a strategy to engage learners in reading literary works, especially as recent technological advancements have diminished the appeal of traditional books. Computers in schools can act as a central point for learning as we approach the fourth industrial revolution. They can support both teachers and students; learners can delve into the diverse genres of online literature, while teachers can act as guides. Moreover, promoting the use of digital literature is crucial as it demonstrates to students the ease with which narrative texts can be accessed.

6.1.3 Subtheme three: The pedagogical relevance of studying literature

In Namibia, where English is a second language, it is crucial to highlight the significance of English literature. This emphasis can aid students in enhancing their language abilities, which is likely to improve their academic performance across all subjects taught in English, with the exception of Indigenous languages. Literary materials are important in the realm of language training. They are relevant on three levels: linguistic, methodological, and motivational. According to the linguistic level, texts contain a variety of styles, registers, and genres. The methodological level demonstrates that literary texts foster interconnectedness among learners. Similarly, the motivational level considers the sensation of literary texts an important motivator. Literature has been heavily emphasised in ESL classrooms. It is a genuine resource for language learning because of its instructional value and ability to promote social interaction among learners. It introduces pupils to a wide range of linguistic variants, including sociolects, regional dialects, jargon, idiolects, and so on.

Utilising literature in language education can significantly enhance linguistic proficiency and cultural comprehension among learners. Engaging with literature fosters the development of reading comprehension, vocabulary expansion, grammatical understanding, creativity, and

critical thinking. Additionally, literature offers a wealth of genuine linguistic material for learners to absorb and apply. It acts as a catalyst for discussions and various linguistic exercises. Exposure to literary works from diverse cultures and eras provides learners with insights into different societal norms, beliefs, and historical experiences, enriching their global outlook. Furthermore, literature can inspire students to explore their own creative expression through writing and other artistic mediums. It creates a vibrant and captivating backdrop for language acquisition, transforming the classroom into a dynamic and impactful learning space.

Incorporating literature into the language classroom is a significant and beneficial element of language education. It aids students in enhancing their language abilities, achieving cultural comprehension, and delving into human experiences via written texts. The research establishes that language and literature are interconnected yet distinct entities. It advises curriculum developers and educators to integrate literary works into the English language curriculum for grades 8-10.

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APPENDICES

Data collection tools

Appendix A: Interview Guides for teachers

I am Paulina Ndesihafela Haupindi, a postgraduate student at Namibia University of Science Technology pursuing a Master of English and Applied Linguistics in the Department of Education with student number 215099788. I respectfully seek your involvement in the study named "A pedagogical stylistics: evaluation of literature learning strategies at three selected secondary schools in the grootontein circuit."

Participation in the study is entirely optional, and individuals can withdraw at any moment. The information you submit will be kept secret and anonymised and may be used to complete a research report. The researcher will not use your personal information for purposes other than the study project. Data will be kept secure for five years using password protection and encryption.

If you would like to take part in the study, please read the informed consent. Your involvement in the research will be extremely beneficial to both the researcher and NUST, as well as the Ministry of Education, Art, and Culture. Thank you for taking the time to participate!

SECTION A: DEMOGRAPHIC DATA

Please tick the correct choice

1. Gender

Male	Female

2. What is your highest qualification?

M.Ed	B.Ed	BETD	Others

3. Years of experience in teaching profession.

0-2 years	3-6 years	7-10 years	11+ years

4. What grade are you currently teaching?

Grade 10	Grade 11	Grade 12

SECTION B: STRUCTURED QUESTIONS

1. To investigate the challenges caused by written literature as a non-examinable component

1.1 How do you assess literature? Explain

1.2 How do you feel about literature not being formally assessed in Grade 10-12 in the new curriculum?

1.3 Do you think literature should be formally assessed in Grade 10-12? Explain

1.4 What are some of the challenges you face when teaching literature, and how do you overcome these challenges?

2. To evaluate literature learning strategies currently being used in the Grootfontein Circuit

2.1 Do you incorporate literature in your teaching of ESL? If so, how do you do it?

2.2 Which strategies do you use when teaching the Grade 10-12 literature?

2.3 Which literature genre do you like teaching to the grade 10-12 and why?

3. To determine the pedagogical relevance of studying literature

3.1 What are the benefits of incorporating literature to teaching English as a Second Language?

3.2 What is the linguistic significance of literature applied in learning ESL?

3.3 Which literature genre do you think is important to be incorporated into the learning of a second language in Namibia?

3.4 What are the changes that you would like to be made regarding the New Curriculum?

APPENDIX B: QUESTIONNAIRES FOR LEARNERS

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

1. Current grade

Grade 10	Grade 11	Grade 12 (AS)

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

a) Reading novels

Very often (2-3 times a week)	Sometimes (once per week)	Seldom (once per month/year)	Never

b) Reading poems

Very often (2-3 times a week)	Sometimes (once per week)	Seldom (once per month/year)	Never

c) Drama/Role plays

Very often (2-3 times a week)	Sometimes (once per week)	Seldom (Once per month/year)	Never

d) Short stories

Very often (2-3 times a week)	Sometimes (once per week)	Seldom (Once per month/year)	Never

5. Tick everything your teacher discussed with you when you are reading novels

Theme	Plot	Characters	Setting	Conflict

6. Tick all the things your teacher discussed with you when you are reading poems.

Metaphor	Simile	Alliteration	Assonance	Onomatopoeia	Hyperbole	Sarcasm
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7. How often does your English teacher do the following in English lessons?

Test	Oral questions	Roleplay	Others (specify)	None of the above

8. Do you enjoy learning literature?

Yes	No

9. Which one is your favourite topic in literature? Give the reason why?

.....

.....

10. Do you think English teachers must teach more literature? Explain

.....

.....

.....

APPENDIX C: OBSERVATION CHECKLIST

Lesson Observation	
Analysis of a poem	
Reading of short stories	
Reading of novels	
Drama/Roleplay	
Teaching vocabulary through literature	
Teaching reading through literature	
Poetic devices	
Figures of speech	
Learners' Books Observation	
Learners' have analysed poems	
Learners' have analysed novels	
Learners' analysed short stories	
Learners' analysed dramas	
They know poetic devices	
They know figures of speech	
They use figures of speech in their writings	

APPENDIX D: Ethical Clearance Application (ECA) letter from NUST



**NAMIBIA UNIVERSITY
OF SCIENCE AND TECHNOLOGY**

**Faculty of Commerce, Human
Sciences and Education**

Department of Communication
and Languages

13 Jackson Kaujeua Street T: +264 61 207 2443/2226/2890
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Enquiries: Dr. Aletta M Hautemo
Tel: 0026461 2072456
Email: ahautemo@nust.na

11 October 2023

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: LETTER OF RECOMMENDATION FOR ACADEMIC RESEARCH

Namibia University of Science and Technology offers its compliments to your esteemed organisation and would like to avail the following to your kind attention:

Ms. Paulina Ndesihafela Haupindi student number: **215099788** is a Masters of English and Applied Linguistics student studying at Namibia University of Science and Technology. The students are required to undertake a research project as partial fulfilment of the requirements of the Master's degree programme. She intends to carry out research on the following topic under the supervision of **Prof Haileleul Z Woldemariam**:

EVALUATION OF LITERATURE LEARNING STRATEGIES AT THREE SELECTED SCHOOLS IN THE GROOTFONTEIN CIRCUIT

On behalf of the Department of Communication and Languages, I humbly request your good offices to assist the bearer in enhancing her academic endeavors. I wish to assure you that the information/data provided by your offices will only be for academic purposes and in strict confidence.

I thank you in advance for your usual cooperation. Please be assured of my highest consideration.

Scholarly yours,

Dr Aletta M. Hautemo
Masters of English and Applied Linguistics Programme Coordinator
Department of Communication and Languages
Namibia University of Science and Technology

APPENDIX E: PERMISSION LETTER FROM OTOZONDJUPA DIRECTORATE OF EDUCATION

Page 1 of 1



REPUBLIC OF NAMIBIA
OTJOZONDJUPA REGIONAL COUNCIL
DIRECTORATE OF EDUCATION, ARTS AND CULTURE

DIVISION: PROGRAMMES AND QUALITY ASSURANCE (PQA)

Tel no: 264 67 308000
Fax no: 264 67 304871
Enq: U.C Tjivikua

Private Bag 2618
Erf. 280, Sonweg Street
Otjiwarongo
Namibia

06 March 2024

To: Ms. Paulina N. Haupindi
NUST Student Researcher

Dear Ms. Haupindi

SUBJECT: PERMISSION TO CONDUCT A MASTER STUDY IN OTJOZONDJUPA REGION

I am writing to acknowledge receipt of your letter dated 29 February 2024, regarding your request for permission to conduct a research study geared at evaluating literature learning at the 3 secondary schools in Grootfontein.

I am pleased to inform you that the Otjozondjupa Directorate of Education, Arts, and Culture has taken note of your intention to carry out this study, and we appreciate your commitment to addressing a significant challenge in the education sector.

Given the importance of your research and its potential to contribute to the improvement of our educational system, I am pleased to inform you that your request for permission to conduct the study at Otjiwanda S.S, Grootfontein S.S and Fridrich Awaseb S.S is hereby granted.

However, take note that your study should not have any disruption whatsoever to the curricular and/or extra-curricular programmes of the schools.

Sincerely,

U.C Tjivikua
Acting Director of Education, Arts and Culture

Cc: Inspector of Education
Grootfontein Circuit



06.03.2024
Date

1

RESPONSE TO THE REQUEST FOR PERMISSION TO CONDUCT A RESEARCH

APPENDIX F: EDITOR'S REPORT

EDITORIAL CONFIRMATION LETTER

Friday, September 06, 2024

To Whom It May Concern

Subject: Confirmation of Language Editing

This is to confirm that the manuscript listed below was edited for English language and academic style:

“Evaluation of Literature Learning Strategies at Three Selected Secondary Schools in Grootfontein Circuit”

A thesis presented in partial fulfilment of the requirements for the Degree of Master of English and Applied Linguistics at the Namibia University of Science and Technology

By Paulina Ndesihafela Haupindi, Student number: 215099788

Editor's signature and details:



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Field Code Changed