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OF SCIENCE AND TECHNOLOGY**

**FACULTY OF COMMERCE, HUMAN SCIENCES AND EDUCATION
DEPARTMENT OF COMMUNICATION AND LANGUAGES
MASTER'S DEGREE IN ENGLISH AND APPLIED LINGUISTICS**

TOPIC

**EVALUATION OF THE LINGUISTIC RELEVANCE OF NAMIBIAN LITERATURE
THROUGH TECHNOLOGY- ENHANCED LANGUAGE LEARNING AT OUPUMAKO
COMBINED SCHOOL**

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

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ABSTRACT

This study examines the effectiveness of integrating Namibian literature with technology-enhanced language learning (TELL) tools to improve language skills at Oupumako Combined School in northern Namibia. This study provides the significance of using TELL tools and literature in language learning and further investigates the challenges that are encountered by language teachers and learners when using TELL tools. For data collection, the research utilised a mixed-methods approach. Quantitative data were collected through pre-and post-tests, completed by 44 Grade 9 learners, while qualitative data were collected from three English teachers at the school. The pre-and post-tests were used to assess the impact of integrating literature on a TELL tool to improve learners' vocabulary knowledge. The integration of literature on the TELL tool was only exercised during the post-test while the pre-tests were completed in the absence of the integration. A paired t-test of the findings confirmed that post-test scores ($M = 13.11/20$, $SD = 3.50$) were significantly higher than pre-test scores ($M = 6.18/20$, $SD = 2.75$), $t(43) = 14.62$, $p < .001$, $d = 2.20$, this was gained after the TELL-based literature intervention. The results that integrating literature on TELL tools can be effective in improving vocabulary. The qualitative result collected from interviews with 3 English teachers presented that literature provides a meaningful context for language learning through which learners can learn through exposure to real-life situations. Apart from that the interviews also presented challenges experienced by learners such as a lack of technological resources for learners to use, and a lack of digital literacy skills, they experienced difficulties with listening comprehension due to various accents used on digital platforms for language learning. Apart from that, the results also show challenges experienced by teachers such as insufficient educational resources, and limited training opportunities for teachers. The study recommends teachers to strengthen teaching language skills using literature context, implementation of programmes enhancing both learners' and teachers' digital literacy skills and schools to be assisted with technological infrastructure and ICT training for teachers. The researcher concluded that using literature on TELL tools can be effective in improving vocabulary.

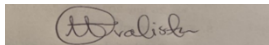
DECLARATION

I, Mirjam N. N. Evalistu, declare that this thesis entitled: Evaluation of the Linguistic Relevance of Namibian Literature through Technology Enhanced Language Learning at Oupumako Combined School is my unaided work. Any assistance that I have received has been duly acknowledged in the thesis. The thesis is submitted in partial fulfilment of the requirements for the master's degree at the Namibia University of Science and Technology. It has not been submitted before for any degree or examination at this or any other university.

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DEDICATION

This study is dedicated to my beloved mother and brother for being my source of strength and encouraging During my studies. They continually availed themselves by supporting me emotionally, mentally, and financially. I will always be grateful for the unending love and support. I would also like to dedicate this study to my close friends and family for being there for me when it was difficult to stay motivated throughout my study, to never give up, and always to keep striving for success.

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ABBREVIATIONS AND ACRONYMS

TELL- Technology Enhanced Language Learning

CALL- Computer-Assisted Language Learning

EFL- English as a Foreign Language

LBA – Literature Based Approach

CLIL- Content and Language Integrated Learning

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CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

According to Iqbal et al. (2021), the rapid development of technology influenced different aspects of education including language learning. Language learning is a fundamental aspect of acquiring proficiency as it forms an essential foundation relevant for effective communication, comprehension of cultures, personal development, educational development, social integration, career opportunities and additional benefits (Nishanthi, 2018). In the current time frame, Technology Enhanced Language Learning (TELL) tools have become widely recognised due to their ability to transform and reshape language learning processes. Integration of these tools in language learning is effective in promoting linguistic relevance as it offers engagement, authentic and multi-modal resources, corroborative learning, and it sets motivation for learning (Anis & Khan, 2023). Furthermore, relevant literature can be incorporated on TELL tools for language learning to serve as an effective learning resource that can improve language skills.

Urun (2016) states that the evolution of methodologies in language learning began during ancient times, in which people relied on oral traditions, direct immersions and memorisation. The audio-lingual and grammar-translation methods are pedagogical approaches that emerged and kept progressing with time. The ability of technology to transform language learning with certain changes such as audio recordings, films and more was then noticed in the 20th century. In the 1980s, the usage of the internet and computers the internet commenced, birthing Computer Assisted Language Learning (CALL) which is another effective method of language learning that offers multimedia interactive software and other online platforms for language learning. In recent decades, technology evolved, leading to the evolution of TELL which utilises advanced digital tools which continue to foster learning through interactive and immersive educational environments.

In most schools in Namibia English is taught as a second language but learners face numerous challenges in developing different language skills such as reading, listening, writing, and speaking. One of the major difficulties being experienced is learners having inadequate levels of vocabulary and grammar language skills, which is due to limited exposure. According to Simataa and Nyathi (2016), literature is an essential resource for language acquisition, and it is recommended in the English curriculum as a means of promoting language skills. However, most English lessons teach

literature using traditional methods, where students are only assessed on traditional elements such as characters, themes, and settings. As a result, learners may encounter challenges with vocabulary, spelling, grammar, pronunciation, and other skills of language.

The integration of TELL tools and literature could allow the authors to depict both visual and auditory aspects of genres, apart from that, the authors are also provided with a variety of spaces in which they can highlight their creativity (Alfaruque et al., 2023). Maharsi (2012) states that literature in a language classroom enhances language skills development, including creative writing, develops cultural diversity, allows learners to learn a language in each context with literature genres, and learners to acquire new vocabulary and improve language proficiency. According to Wulan (2016), apart from literature being a tool which encompasses features used for learning languages, many great African authors are highly challenged in this era as they are not equipped with tools, they can use to showcase their ideas due to the lack of resources. Sone (2018) in literature, poetry, storytelling, and other forms of genres are an integral part of culture that embraces traditions, beliefs, knowledge, and wisdom, this means literature needs to be passed on to other generations even as the world changes, in which technology can prevent language endangerment. This study therefore explored ways of integrating TELL tools with literature in English language learning lessons, to strengthen language learning. The study also explored the challenges that both teachers and learners encounter during language learning and teaching through TELL.

1.2 Brief Statement of the Problem

Despite the evolution of language teaching technologies, including those used in Namibia, there has been insufficient attention given to language learning through literature on technological tools. According to Woldemariam and Gawas (2020), less attention has been given to the Namibian literature in English and there is a lack of exposure regarding different genres. There is therefore a lack of language development through literature using TELL tools. The Grade 9 learners at Oupumako Combined School struggle with comprehension of language skills, grammar, and spelling and fail to use a range of vocabulary. This issue extends beyond the learner's ability to grasp unfamiliar words and use them appropriately in context, which hinders their ability to perform well in their language skills evaluation activities, participate and interact with others effectively in discussions, and comprehend texts. When the learners lack comprehension of language skills in school, it may affect them eventually as they experience challenges in oral and written communication. Lastly, their overall academic performance and achievement may be compromised. Therefore, this study aims to evaluate the effectiveness of a literature-based TELL tool in improving language learning and comprehension skills among Grade 9 learners at Oupumako Combined School.

1.3 Research Objectives

This study aimed to evaluate the linguistic relevance of Namibian literature using Technology Enhanced Language Learning (TELL) tools at Oupumako Combined School. Specifically, the study aimed to:

- Explore the challenges encountered by the learners and teachers during language learning and teaching through TELL.
- Prioritise language learning and teaching strategies through TELL and literature.
- Assess the role of literature in language development using TELL tools.

1.4 Significance of the Study

The study sheds light on evaluating the role of literature in language development using TELL tools. Literature is essential in providing an authentic context for learners to learn language skills and improve other features in language usage, such as vocabulary and grammar. English language learners and teachers might be able to understand and be given insights from the findings of the study on how to improve and enhance language learning by employing strategies for learning skills through literature using TELL tools. With that, the study will also give appropriate teaching strategies, which teachers can use to utilise TELL tools to teach, engage and motivate learners during lessons. Language Learners would also be enlightened on the significance of developing their language skills through context by accessing short stories, poetry, and short plays on these TELL tools. Furthermore, the findings of the study can be informative for curriculum development, English teachers training programmes and educational policies focusing on developing language education progress in Namibia and beyond.

Furthermore, integrating technology in language learning can improve learners' digital skills, which is much more significant in this era, as they get exposed to more essential methods of learning appropriate for the 21st century. This study would also identify challenges that both learners and teachers experience as they integrate technology during language learning, which can be helpful to other teachers and learners in different schools. This research can also be useful for teachers as it identifies technological tools that are effective in enhancing language learning. Within this study, the researcher made recommendations that contain solutions to the challenges that English teachers experience as they teach linguistic skills through literature on digital tools. The research also outlines the major role that literature plays in vocabulary development and

other language skills such as speaking, writing, reading and listening relevant to the learners' language proficiency.

1.5 Limitations of the Study

The progress of this study was faced with limitations such as only one research tool was used to collect data from the learners. The researcher might have also gained more insights on the topic if the learners were tested using other TELL tools. Apart from that, there is insufficient literature on the internet that tackles the role of literature and usage of TELL tools for Language learning. This study also has a limited educational context as only grade 9 learners at this selected school were studied.

1.6 Delimitations of the Study

This study will only focus on challenges that learners in these selected schools experience during the integration of literature on TELL tools. Other learners from other schools learning English in Namibia are not included in the study and this afforded the researcher more time to do a thorough analysis of the results provided by the study. Other factors might be experienced by the learners and teachers as challenges in learning English that will not be tackled in this study. The teachers also had less time to unpack in different ways how to enhance the linguistics relevance of literature using digital tools.

1.7 Definitions of Technical Terms

- **Language learning**

It refers to the process of developing the ability to learn language skills through meaningful instruction and active engagement (Zascerinska, 2010)

- **Technology-enhanced Language Learning (TELL)**

an approach alongside language teaching methods that teachers can employ to help their learners acquire the skills (Kranthi, 2017).

- **TELL tools**

It refers to applications, websites, web 2.0 tools, and other technological platforms that integrate educational resources and connect different users (Perini, 2015).

- **Literature**

Any written or spoken work is seen as a form of art (Shankrappa, 2023).

1.8 Thesis Outline

Chapter One of the study acts as the introduction to the research, in which the background of the study is outlined first, followed by the statement of the problem, research objectives, significance of the study, delimitation of the study, limitations of the study, and finally, the definitions of key terms.

Chapter Two of the study outlines the literature review of related studies in which the researcher identifies theories, approaches, research methods, designs, and instruments that other researchers have used. Apart from that the researcher also presents their research theoretical framework and research gaps identified from previous studies.

Chapter Three of the study presents the research methodology that informs the study's data collection and analysis. It presents the study's research paradigm followed by the research approach, research design, study population, sample and sampling procedures, research instruments, data analysis and ethical considerations.

Chapter Four of the study presents findings and discussions of results for the research objectives. For this study, it presents findings of quantitative and qualitative data.

Finally, the last chapter outlines conclusions based on the findings of the study and the recommendations based on the findings of each objective of the study.

CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1 Introduction

This section of the study entails the summary of literature-related findings from journal articles, books, dissertations, and conference papers. Mudavanhu (2017) states that this section of the study is crucial for providing primary and secondary sources about the subject of the study. The purpose of this section is to also give the background and context for the study and provide familiarity in comparison with previously conducted studies. The researcher identifies the related literature based on the objectives of the study, which then helps the researcher to identify information that can best inform their study. Apart from that, this section of the study also gives the researcher existing knowledge on the topic, which leads to identifying theories and concepts within the field.

Conducting a literature review for a study assists the researcher in placing the present studies in a more extensive academic framework. It shows how the research is in line with other related previous studies conducted, offering a theoretical basis for the research framework. The importance and relevance of the research is supported through this framing process. It is also essential as it indicates the scholar's knowledgeable about the subject and further expansion on the current knowledge, ultimately improving the academic diligence and credibility of the research.

Furthermore, a detailed literature review improves the methodological precision of the study, and the researchers can determine the effective research designs, data collection techniques, and analytical methods which can inform their study by examining methods utilised in previous studies. This knowledgeable method used in other studies, guarantees that the research methodology is effective and appropriate for undertaking the research questions. Moreover, being aware of the constraints and difficulties encountered in prior studies conducted can help the researchers in foreseeing possible issues and planning their study to address these challenges encountered. In general, the literature review is a vital component in conducting academic research as it establishes a strong basis for carrying out a significant and influential study.

Apart from this component of the study being essential for identifying effective research design and techniques, it helps the researcher to identify and comprehend how other related studies were done and identify research paradigms, and designs followed in the study. Other prevailing

studies can also be influential in informing the researcher on possible effective research methods, instruments, and sampling methods. During the process of identifying what other researchers have used, the researchers get to evaluate their effectiveness, which can guide them in choosing the methodology appropriate for their study. The researcher can also analyse the findings of other studies conducted to conclude. Lastly, this section of the study helps the researcher to identify research gaps that have not been addressed within other studies that have been conducted.

2.2 Literature review

A comprehensive review of existing literature on the effectiveness of literature on Technology Enhances Language Learning (TELL) tools, which is informative to this study is presented in this section. Technology-enhanced language learning (TELL) originates from Computer Assisted Language Learning (CALL), in which a variety of other digital tools including learning applications evolved and could be integrated into language learning (Novawan, 2024). In the 1980s and 1990s, more advancements in a variety of multimedia kept developing in language, and teachers saw the need to engage in language learning on digital tools and even creating online platforms for mastering linguistic competencies and for further development of language skills (Shadiev & Yang, 2020).

Ghanizadeh et al. (2018) TELL is beneficial in foreign language education. This innovation offers various advantages encompassing cognitive, motivational, and emotional aspects of learning. TELL also facilitates a higher and more effective pace of information processing, which fosters exposure to authentic materials and creates a desired learning environment and experience for learners. It therefore outlines the significant impact of educational technological tools in getting the direction of language education reshaped. Celik (2023) TELL emphasizes how technology has improved language learning by providing various alternatives and making the language learning process more effective and productive for students. It is also seen as an important factor in language proficiency development, easing communication, language skill development, cooperative learning, and motivation enhancement.

Additionally, Alberth (2013) states that TELL is essential for developing other linguistic features such as grammar and vocabulary in an English classroom. Teachers can increase English language proficiency by providing authentic learning materials, as they learn through context which gets them exposed, and further addressing certain limitations of traditional classrooms that challenge learning. It also associates with contemporary learning theories, making it a progressive approach

to language teaching and learning. Utilising TELL acts as an essential tool for developing the communicative, interactive and collaborative skills of learners, as it also provides more authentic materials for learners to be able to practice their language usage. Lastly, incorporating TELL tools in learning makes it easier for teachers to assess the learners and for them to give feedback on time as the use of automated software can identify errors in spelling or grammar, which can be essential for learners to improve.

2.2.1 Challenges encountered by the learners and teachers when using TELL

2.2.1.1 Challenges encountered by the learners when using TELL

This focuses on some of the difficulties that learners may encounter when engaging with digital tools and technologies for language learning purposes. These challenges cover several features of the language learning process, which makes it difficult for the learners to navigate these tools and be able to understand their effectiveness in learning. Outlining and understanding these challenges is central for the language learning facilitators and for the developers of TELL tools to improve the learning experience and support learners in effectively employing digital tools for language acquisition and improvement.

Suryanto and Sari (2020) investigated the challenges that learners learning English encounter in the English Language Education Departments (ELED) as they learn using TELL tools. For data collection the study employed the qualitative research approach in which they conducted interviews with six different participants, using three participants from each department. English Language Education Department students experience common challenges which include grammar difficulties in writing, vocabulary difficulty as devices use unfamiliar words, pronunciation problems, and lack of speaking and listening skills due to avoiding interactions with others. Some other challenges are experienced by students such as finding it difficult to develop new ideas on the tools as they use other cities that give them information and struggle across certain aspects of skills in writing.

Additionally, Khotibi et al. (2022) researched the challenges that are encountered by learners when utilising videos on the YouTube platform as a media tool in English learning. The study focused on Grade 11 learners at Al-Hasra. The study used the qualitative research approach for data collection and employed the descriptive research design to analyse the findings of the study. The findings of the study were collected using online questionnaires and interviews in which 15 learners were studied as participants. The study used purposive random sampling to select the

participants of the study. The findings of the study indicated challenges that are experienced by the learners stating that some of the videos used are very long for learning which may result in learners getting bored and losing focus. Furthermore, some of the videos have an issue with video quality and through this, learners lose context and information which impacts their learning. The language used on this platform is seen as sometimes difficult resulting in learners finding it hard to comprehend the materials. The study recommends YouTube videos should be made shorter for the learners' interest in learning, improving video quality and using comprehensible language for the learners.

Ibrahim et al. (2023) investigated the challenges that are experienced through the approach of using (TELL) tools in an English classroom. The study indicated that TELL acts as a shift from computer usage to another new effective way that ensures that learners are fully engaged in their learning. The researcher indicated in their study as cited in Chau and Nguyen (2021) that handfull usage of technology by the learners may cause a limit in their cognitive thinking capability as they would mostly rely on technology for giving all information and ideas, which they may neglect developing skills such as problem-solving, creativity, critical thinking, and low discovery of information during their learning process. They also indicated in their study that some learners are still struggling with using digital tools and schools need to integrate the teaching of ICT skills to enhance digital usage skills and to ensure that the learners can use them in their English lessons effectively. Zainuddin (2023) defines TELL as the new version that comes after computer-assisted language learning theory (CALL), which includes all other forms of technology that may be used to enhance language learning for students to acquire skills effectively.

Akintunde and Angulu (2020) conducted a study in which they indicated some of the challenges that learners encounter when using TELL tools. They stated that learners also encounter challenges when they use technology in language learning such as loss of face-to-face interactions with their teachers and peers, and neglecting interactions in language learning negatively affects speaking skills. The learners also struggle to use multimedia tools as their teachers also struggle with navigating the tools, due to limited knowledge of ICT skills. The learners can also easily get destroyed by shifting to use other forms of media for entertainment, which may lead to loss of focus. Some learners are introduced to these language learning tools at a higher grade, which then leads them to not have balance in learning as they will be trying to learn how to use the TELL tools instead of using the TELL tools to help them learn the language skills. The researcher also

indicated that the use of technology language learning tools may result in information overload for the learners as it becomes difficult for the facilitator to see what the learners are accessing on the tools.

Similarly, Alamri (2021) researched the challenges experienced by learners when learning English. During language learning, learners experience challenges when using technology such as technical issues, which may include difficulties encountered when connecting to the WIFI-connections, slow performance of the computer, and malfunctioning of tools such as speakers, projectors, and many other technological devices. These may also get worse as schools may lack technical support that can be useful in rescuing learners as they experience these challenges. Some learners may also find it hard to learn after school due to a lack of technology tools that can only be accessible at school and home, they may be limited to only using phones, which can be destructive to the learners during learning. Lastly, some students are resistant to using technology due to unfamiliarity or lack of motivation to learn how to use other new methods of learning.

Phuong (2022) identified the negative effects of using educational technology tools for learning grammar for students in secondary schools. The researcher indicated that technology can be a useful resource in language classrooms as it improves the teaching process of grammar lessons to be more active and initiative-taking. However, the researcher states that there are challenges that learners encounter during the lessons such as lack of digital literacy in which learners find it difficult to effectively utilise TELL tools to learn grammar. The researcher also mentioned that the learners are easily distracted on these platforms from other forms of online activities and notifications which may negatively affect their focus during the learning process. The study also stated that the use of technology leads to information overload from different bodies of knowledge which may result in learning confusion.

Heil et al. (2016) conducted a study in which the study aimed to evaluate the commonly available applications utilised for language learning by learners on mobile phones. Their study evaluated the other challenges experienced by the learners as they use technology during language learning. The research stated that most applications of language learning tend to teach vocabulary as a separate topic rather than learning in the absence of relevant contexts such as texts, short stories, novels, and poems. This results in learners finding it difficult to easily

comprehend the meaning of words or difficult terminologies, as they often get to memorise the meaning and not get trained on how to use the words. Additionally, there is also a minimal technology version appropriate for learners' skills on the language learning tools as they fail to accommodate the learner's specific language needs. Lastly, the study indicates that there is a lack of feedback on the learner's assessments done on some applications, resulting in learners' inability to reflect on areas they need to improve on.

Additionally, Yunus et al. (2009) explore the use of Information Communication Technology (ICT) for English language learning within schools located in the urban areas in Kuala Terengganu, Malaysia. They evaluated the challenges that the learners experienced as well as their attitudes as they integrated ICT. The data were collected through conducting a survey in which they used 4 students as participants, the study also used a questionnaire to gather findings on various aspects which relate to the use of ICT in language learning. This includes the hours that learners spend on English learning activities, perceived as the benefits of ICT usage, and the factors that are influencing its usage. The study outlines challenges which encompassed language learning aspects such as a lack of proficiency in English, lack of enough training on ICT usage in language learning lessons, absence of confidence when utilising technology, self-efficacy, and experience limitations in language academic and technical skills. These challenges often underscore the essential of addressing different ICT challenges which helps learners to develop their language skills, interaction and engagement with ICT tools which may improve the language learning of the students.

Radzi et al. (2023) conducted a study in which they evaluated certain difficulties experienced in language learning by students pursuing their bachelor's degree at the University Teknologi MARA, in Malaysia. The scholars learn and develop their language skills through the integration of video conference platforms. The study's results were collected by using a quantitative research approach in which structured forms of questionnaires were used and the outcomes of the study were collected from 102 students as participants of the study. The findings of the study specify that the students experienced challenges with psychological issues such as a lack of confidence and motivation in learning due to most of them being unfamiliar with learning online. The students are afraid of making errors and mistakes in using technology for speaking activities. They also experience aggravation due to infrequent usage of vocabulary and appropriate words to articulate themselves.

2.2.1.2 Challenges encountered by the teachers when using TELL

These barriers that are encountered by teachers when using TELL tools further outline the various difficulties and obstacles that educators as facilitators of learning face as they incorporate digital tools and other technological tools into their language teaching practices. As much as using technology is useful in enhancing language skills, then teachers encounter sorts of challenges which make it difficult for them to achieve their teaching goals. The following studies therefore identify that teachers may struggle with several aspects when trying to incorporate technology into their classrooms.

Ugwu (2022) identified possible challenges that the teachers in Nigerian secondary schools experience as they teach language skills through literature. The researchers expressed that most of these challenges hinder the quality of teaching and learning, resulting in a high rate of English failure. The study used a mixed approach in which instruments such as a teacher's checklist and learners' checklist were used to collect data for the study. The researcher indicated that teachers experience challenges such as a learning environment that's deprived of digital tools, a lack of literature resources appropriate for learning specific language objectives, learners having poor language proficiency and a lack of interest in learners to read and learning English through literary texts on technological applications and finally the lack of support from parents. Another researcher indicated that teachers lose control of their learners when learning through digital tools, as they lose interest in reading on these tools resulting in the learners going on other unrecommended sites which are not related to education (Mustofa & Lestari, 2023).

In Namibia, a study was conducted in which the research focused on identifying challenges that English teachers experience around rural schools in the Omusati region and urban schools around the Khomas Region, as they integrate technology into their lessons. For the data collection, twenty-six teachers were interviewed as participants of the study. The study revealed that both schools in rural and urban areas experienced similar challenges such as inadequate infrastructures and, a lack of effective skills and competencies for teachers to use technology which may affect teaching, there is also a lack of continuous support from both school and the national authorities to assist the teachers and lastly lack of teachers training in technology (Nuuyoma, 2012).

Similarly, another study in Namibia was conducted in which the researcher identified some barriers faced by teachers in the Kandjimi Circuit, in the Kavango Region as they used ICT tools in their English lessons. The findings indicated that the schools did not have access to the Internet and teachers often used their money to purchase data to download and search for information that they could use in their lessons. The teachers also experience insufficient technical support for the teachers regardless of their complaints and other obstacles such as inadequate time to use tools such as projectors to show videos on literature texts. Lastly, the study stated that the learner's ICT skills are not well developed causing the teachers to spend more time assisting learners with the basics of utilising ICT tools (Waiganjo & Paxula, 2020)

Kamal (2020) examined the challenges of teachers of literature at the University of Salahuddin. The study used a mixed approach to collect and analyse the data, in which a questionnaire was analysed using the quantitative approach and the interview findings were analysed using the qualitative approach of research. The results pointed out that some of the challenges that teachers experience as they use literature on digital tools are that they lack enough training for integrating literature through digital tools to develop language skills. Furthermore, teachers also fail to choose appropriate teaching methods that would allow the learners to learn English skills effectively. These may result in r of reading skills and speaking skills. The researcher further recommended that teachers attend training courses for them to acquire knowledge and find solutions to the everyday challenges that they experience in their English classrooms for them to be able to give guidance that is appropriate for their learners.

Singhathin and Wongsaphan (2021) carried out a study in which they outlined challenges that primary school educators from Bab pa Khang School in Kae Dub District experience in learning English communicative skills through multimedia. The study indicated that the technological learning tools are inadequate in these schools due to budget constraints and that there is limited management of instructional plans that can develop strategic resources, which can be helpful to the learners and teachers. In the same vein, Poudel (2022) has carried out an identical study in which problems and challenges in ICT tools integration in English lessons were identified. Some of the problems and challenges are such as lack of skills to integrate technology, poor administration of TELL tools in schools and poor classroom management. The study has further indicated that the TELL tools that the teachers integrate should enable students to acquire

resources like literature, and learners should also be exposed to applications which encourage interaction, and collaboration, and prioritise developing learners' English skills in context.

Sudarsana et al. (2019) also identified some of the challenges that English teachers may encounter in their lessons when they integrate technology. Similarly, just like other researchers, they have also mentioned that there is a lack of technological hardware such as projectors, laptops, gadgets, and other new forms of technology that can be used to incorporate language texts. They also added that learner's inability to use digital tools specifically for language learning is also another challenge experienced. Nando and Susanto (2021) analysed cyber literature, and they also examined the impact of teaching literature from text to hypertext. They mentioned in their study that hypertext requires the users to use their critical thinking skills and that their ability to write texts, listen to audio, write on gadgets, and speak using technological tools is another helpful way of improving their language skills.

Pazilah et al. (2019) evaluated the integration of technology-enhanced language learning in the English lessons. The study has outlined challenges experienced by teachers when using technology in language lessons. The researchers indicated that it becomes challenging for teachers to control their use of gadgets, as students often get distracted by different forms of entertainment applications. Furthermore, by using sites such as Google, the learners also end up with limited thinking ability as they misuse the internet by copying and pasting instead of thinking for ideas. There is also a reduction in speaking during the lessons, as technology contains audio and visuals which will lead to a deprivation and an imbalance in this language skill. Zhou and Wei (2018) teachers can introduce video-mediated oral feedback which creates a platform for learners to engage in lessons and promote their speaking skills.

Mbakwa (2019) examined the ongoing state of TELL tools in Cameroon schools. He conducted surveys to evaluate schools in Bamenda as one of the schools that integrate TELL tools in lessons. This study outlined challenges of using TELL methods such as a lack of infrastructure, teachers not being well trained for effective integration of TELL, and teachers being adamant to change. They also indicated that the schools have outdated language learning resources that are not most likely to promote learners' engagement, this can therefore be achieved by integrating learning resources based on analysing the learner's needs that are effective in a digital era.

Raman and Yamat (2024) identified reasons why English teachers resist the use of TELL tools in their English lessons, apart from that the study also outlined barriers that hinder the integration

of TELL tools in English lessons. The study was conducted in a Chinese Secondary school in which 12 English teachers were interviewed for data collection of the study. The study employed the qualitative research approach, and the data were analysed using a thematic content analysis. The results show that the teachers are hesitant to go the extra to help their learners learn through TELL tools as another resourceful teaching methodology because they only aim to complete the syllabus and fail to go the extra mile for their learners. They indicated that the teachers are also more attached to using traditional methods and they do not have effective strategies to manage learners' behaviour as they work with technology. In addition, they indicated that teachers are overworked with paper language activities, therefore lacking adequate time to incorporate TELL tools. Lastly, the researchers also indicated that teachers also lack the ICT skills needed to incorporate technology in their lessons, which they did not acquire during their training.

Nhu and Lee (2019) investigated the difficulties encountered by Vietnamese language instructors when utilising ICT for teaching English to their students. The researchers used instruments to collect findings such as a survey and reflective journals, and 20 primary teachers were used as participants and a case study approach was used for the description and analysis of data. The finding of the study shows that the challenges present in integrating ICT in teaching English in Vietnam schools paint a complex depiction of obstacles hindering effective technology integration. The teachers lack competent skills in ICT, inadequate training and poor financial conditions for ICT facilities in schools, educators face frequent obstacles. These challenges are related to issues such as time constraints, unreliable internet connectivity in those areas, and small classes. These constraints within the teaching and learning process, including heavy teaching loads on teachers, and the whole incorporation of technology into teaching practices lead to deprived language learning. Addressing these challenges requires strategies encompassing teachers' training which may be costly, improvement of infrastructure, curriculum flexibility, and support systems that can foster effective ICT integration in education.

Dondofema and Shumba (2018) identified barriers encountered by teachers when using ICT tools in an English lesson in Harare Northern Central District, Zimbabwe. The study followed the mixed method research design which has triangulated the mixed methods research approaches. It has also used research instruments such as interviews, questionnaires, and observation to collect data from 105 teachers and 100 learners from 5 different schools. The findings show that over 75% of participants have shown issues with the lack of financial resources and ICT resources,

along with the low perception of ICT use among teachers in these schools. The absence of integration models or frameworks worsens these challenges, as does the guidance in language teaching. However, it was noted that about 73% of respondents in the study had limited access to effective digital tools like projectors and laptops, indicating a shortfall in ICT infrastructure.

Adriani and Bram (2022) examined the challenges that teachers in Indonesia experienced with teaching literature using technology as a form of enhancing language skills in English, during Covid-19. To collect data to study, their research used a narrative enquiry design to collect quantitative data, and an interview was given to six teachers to collect qualitative data, and their findings were analysed using the thematic type of analysis. Their study indicated that certain websites were introduced to be used for online learning, but most of the teachers were not familiar with how to utilise the tools to be able to effectively teach their learners. They also see the incorporation of literature to be very complicated due to the lack of appropriate texts for some specific learners' level of understanding. In addition, other challenges experienced are a lack of teachers' control over learners' participation during the lesson, lack of skills to understand designs and the digital language used and lastly, they experience low internet in some areas where their students reside.

2.2.2 Language Learning and Teaching Strategies Through TELL and Literature

2.2.2.1 Applications to Use for Language Learning

Le (2023) carried out research in which they examined the effectiveness of using TELL tools Word-wall, Bamboozle, Padlet, and Kahoot in Vietnamese English through which American literature is integrated. The study used questionnaires that were completed by 71 English majors from which research data were collected. The study collected data using instruments such as a teaching journal in which the application of digital tools such as Kahoot, Woodwall, Bamboozle, and Padlet were recorded in various teaching stages such as pre-, while, and post-teaching. The purposes of these tools were effective as they included promoting group work, checking comprehension, conducting formative assessments, teaching vocabulary, and gathering feedback. Furthermore, the findings also demonstrate that digital tools have a beneficial effect on teaching literature to American English majors. The findings of the study indicated that another way to support learner-centred education is through the utilisation of digital tools that create dynamic and engaging learning environments. Apart from that, it is also mentioned that through the utilisation of these digital tools, the learner's ability to analyse text and use their critical thinking skills have improved proving its significance on student's cognitive growth.

Nurhidayat (2021) examines the usage of Canva to teach grammar in remote areas used for language learning. The researcher indicated that this digital tool improved visuals and learners are motivated to interact and collaborate. The study used the qualitative approach to analyse the findings that were obtained from the English education study program that used Canva in Majalengka. The research findings were collected through observation in a classroom in which only 10 participants took part from third-year students. Canva is an application mostly preferred for its graphic designs. Through this, students create projects on any linguistic grammar area of study and present them with integrated visuals, this enables learners to showcase their creativity, and they learn language features in such an interesting manner. Canva is easy to utilise and another effective method for improving creativity skills for learners (Wijayanti, 2022).

Zhou and Wei (2018) outline strategies useful to teachers for the effective use of digital tools to teach English focusing on each skill of the language. For utilising the listening skills, the researchers indicated that when students are being taught through YouTube, the teachers should ensure that there are captions for the learners to be able to read what they hear. For the reading skills, the teachers are advised to encourage their students to use read-aloud techniques or text-to-speech functionalities, apart from that learners should also read interactively through tools such as “my notes” that allow learners to share notes, ask each other and answer each other and “annotation” that would allow learners to process what they read and keep it highlighted. For writing the learners are encouraged to use a wiki-based form of interactive writing and tag websites that they may use as sources. Lastly, the learners could use tools such as word cards, imagery, podcasts, and flashcards to exercise their speaking skills. Moodle language management system was evaluated and seen as another effective digital tool to improve oral skills (Junior & Menezes, 2019).

Sadhu and Bhatt (2024) have suggested strategies for language learning through literature using tools such as close reading which includes analysing a text for the learners to comprehend the meaning and structure of sentences. Teachers can also instruct the learners to identify unfamiliar words from the text, learn their meaning and instruct them to use these different words in context to assess their understanding. They also suggest teachers give more writing activities based on the literature used in class for creative writing enhancement and for the learners to practice their grammar and how to construct sentences. Learners can also do debates; role plays and

discussions in class to develop their speaking skills through interaction and engagement with other students.

Pallthadka (2020) identified strategies useful for teaching language learning through the literature on TELL tools. The researcher indicated that the teachers could use advanced systems and devices which are learning software for doing interactive exercises using multimedia content. These tools have special features for learning such as grammar checkers, speech recognition and vocabulary building. Learners can also use mobile applications to practice English skills using app searches, quizzes, auditory, flashcards, and games. The teachers can also use the virtual types of technologies that allow learners to engage and interact with other people in other countries which can allow them to practice their language skills in context. Using methodologies that are based on their learner's language needs is also a piece of additional advice in the study.

Another researcher studied the effectiveness of learning English using videos to enhance vocabulary among learners. The study exposed learners to videos on YouTube such as “Talk British to Me” and other related videos. These videos are important to the learners as they expose learners to British culture and language, including idioms, collocations, phrasal verbs, and slang. The findings were taken from learners who completed a pre and post-test to assess the vocabulary of the learners. The learners' performance on the test which involved watching the videos were analysed, and they revealed a significant improvement in their vocabulary. Additionally, the results gathered their perception of the use of videos in language learning. The findings also show that videos do not only support English language learning in acquiring new vocabulary, but also learning various expressions, and idioms. Learners displayed high engagement, satisfaction, and motivation when using these videos for language learning (Gregis & Carvalho, 2018).

Shahwan (2023) evaluated the effectiveness of social media as a technological way of teaching language skills with the integration of literature. The researcher pointed out that it offers learners potential interest in participating in the class, as the learners learn through interesting forms of communication that portray visuals, linguistics, styles and designs. The researcher also mentioned that social media learning is inclusive as all kinds of learners including special learners have their accommodating way of reading and writing. Lastly, the researcher identified effective social media networking sites that teachers can use to teach literature such as Facebook, wikis,

and blogs, which further help students to engage and learn through a meaningful and authentic environment.

According to Mehrpouyan and Zaker (2021), teachers can use social media in their classrooms to teach English. The researchers indicated in the study that teachers can show live performances of plays on platforms such as YouTube for learners to develop their language skills in context. It is suggested that instead of the teachers giving the learners poems to read themselves, they should incorporate videos of poets reading poems to help them understand the correct pronunciation of words. Furthermore, the teachers can also give their learners audiobooks of novels and short stories which can give them an authentic experience of literature that can enhance their comprehension of the language.

Butarbutar (2022) conducted a study to evaluate how applications like Google Docs and books can effectively improve the writing and reading language skills of English as a foreign language (EFL) beginner-level students. Apart from that, the study also aspects such as ways of improving learners' literacy skills, and their social and cognitive abilities. It involved thirty junior high school learners aged 12 to 15, who have restricted access to technology and come from disadvantaged backgrounds. Research tools include pre and post-tests, and observations. The research process includes initial assessments, technology-based interventions using e-books and Google Docs over several weeks, and follow-up assessments to measure improvements in reading and writing skills. The findings evaluated the effectiveness of the usage of technology integration in enhancing students' literacy. The results show how significant it is to use technology like e-books and other useful Google Docs that can help beginner-level EFL learners improve their reading and writing skills. The findings suggest that technology can be effective in promoting literacy skills, as it motivates learning in contexts.

2.2.2.2 Pedagogical Approaches and Methods

Puspitasari (2021) assessed the effectiveness of Literature Based Approach (LBA), in which a descriptive qualitative research approach was used in the study to investigate students' perceptions of the application of the LBA that is considered useful in learning. The study used semi-guided interviews as a data collection instrument, and five students were used as participants. The findings of the study recommend that the LBA approach used in the study was effective in developing students' vocabulary, grammar, and part of speech. The novel chosen was

relevant in engaging the students as it relates to their real-life situations. The approach allowed them to form a deeper connection to the language and practice their vocabulary in context. Moreover, the content that students read served as a resource for vocabulary development as they learned synonyms, word formation, and other forms of contextual understanding. The students indicated that novels allow them to construct mental pictures of the new words and other phrases that they acquire, which is a strategic way of learning. The novels also allow learners to be creative in learning as a way of learning unfamiliar words.

Similarly, in another study, the LBA is presented as another effective pedagogical approach that involves the use of literature materials that are authentic for learning. This includes materials such as short stories, poetry, and novels which can be used in English for language learning. This approach outlines several methods that can be used for teaching English which involves three types of activities namely the pre-activity and post-activity. In this stage, the teacher introduces the lesson by stating the objectives of the lesson and acknowledging the learner's prior knowledge. In the main stage of the lesson, the teacher uses methods such as scaffolding, reading aloud, visualising, and inferring. Students are encouraged to take part in activities that allow them to read aloud, complete sentences with missing words, and lastly create their sentences with adverbial phrases (Wardhani et al., 2019).

Harrop (2012) analysed Content and Language Integrated Learning (CLIL) studies in which they identified the strengths and weaknesses of this academic methodology of learning. It discussed four key points of CLIL: its effects on language skills, increased motivation using active learning strategies, appropriateness for learners of varying abilities and learning needs, and fostering intercultural understanding by using content from different cultures. The findings of the study showed some constraints which are within the practice of the approach, including the effectiveness of the methodological and theoretical issues with applying this approach. For the instructors to overcome these limits the study suggests some of the strategic methods which include improving the way language and material can be combined during learning, outlining the expected language proficiency, and improving the teaching methodologies that can prioritise the needs of the students. Finally, also emphasised how important it is to address these issues to be able to fully utilise CLIL's potential as an effective teaching strategy.

Bienkowska et al. (2021) evaluated the use of Mobile Assisted Language Learning (MALL) to teach language skills to students learning ESP. This study collected data through tests and questionnaires in which the results confirmed that since the younger generation spends time on their gadgets, these are the best ways through which they can easily learn. This study indicated a positive student's usage of WhatsApp to do activities through which they can develop vocabulary. Apart from that, MALL was found to be a positive motivation-reinforcing aspect, and the learners are more flexible during their learning.

Albiladi and Alshareef (2019) researched another significant pedagogical approach which is known as blended learning, it is described as an educational method that can be combined during learning with traditional language methods of teaching with computer instruction. This method also utilises the advantages of traditional classroom learning and uses online learning to improve other language skills of the learners. Blended learning aims to discover the effectiveness of these two forms of learning methods for learning language skills, situations, and learning goals. The approach is seen as an aspect effective for encouraging involvement and unity among students, which may provide adaptable learning strategies, and enable the learners to participate during lessons. Blended learning classrooms may offer students useful opportunities to collaborate, complete projects, and interact with learning resource material both online and in person. This method usage is highly recommended for its ability to enhance teaching and learning techniques, as it provides more accessibility and flexibility, and improves cost efficiency in contrast with other teaching approaches.

2.2.2.3 Language Skills Development Strategies

Yulianti et al. (2019) conducted a study in which they identified effective ways of improving writing skills with strategies for brainstorming. The study listed important writing strategies which are emphasised when implementing this brainstorming technique to enhance the student's writing abilities. The writing method such as brainstorming plays a role in encouraging the learners to first write down ideas on their own before sharing and further expanding on them. Through this approach, the learner's ability of critical thinking is encouraged which further expands their ability in writing. It is proposed that the productivity of their writing abilities can be strengthened using writing mind mapping, brainstorming and drafts which is helpful with structuring their ideas. Apart from that, their drafts may help the learners improve their content quality, as they can correct their mistakes through peer sharing before submitting the final paper.

The learners' writing abilities in narrative, descriptive, and persuasive texts can be improved through this approach which further allows learners to know different genres. They are also encouraged to write more through this process, which may motivate the learners to continuously aim to improve and cultivate writing styles. Lastly, the research indicated that their ability to be more involved and resources for working together on writing and giving the learners feedback are offered which can be incorporated into technology can strengthen.

Kucukoglu's (2013) study indicated that the student's reading comprehension can be improved with appropriate important techniques known for their crucial role in promoting meaningful interaction with texts. Reading techniques like visualisation, questioning, prediction, summarising, and inferring practices are indicated as the key tools in helping with understanding texts which can be effective in reading. These stated strategies are emphasised for their effective impact on enhancing students' comprehension and they promote active engagement and interaction. In addition, the text discusses the methodology of action research in an educational setting, indicating its usefulness in improving teaching methods and reaching educational goals. The method of action research is stated as a thoughtful process that allows teachers to evaluate the needs of their learners, put strategies into practice, and improve teaching methods using collected evidence. The article further highlights a proactive method to improve reading skills and to ensure students acquire lifelong skills for academic success and personal fulfilment by combining these strategies and utilising action research methods.

Okasha (2020) has also outlined useful strategic reading techniques to improve language skills. The readers can use a range of strategies to improve their understanding and involvement with the texts, using strategic reading techniques. These methods involve reading the text to understand how it is organised and find key concepts before getting into specifics, making certain estimations about possible outcomes using context clues, and asking questions to enhance comprehension and their skills of analysis. Examining learners' understanding of a variety can ensure continuous understanding, through which it can be connected to personal experiences which may encourage deeper understanding. They can be given effective activities in which the learners are determining meanings and examining text organisation which may help in understanding connections within the text.

Maulina et al. (2022) have examined the usefulness of using to enhance the learner's listening skills. The research evaluated resources that language teachers can utilise in their listening

lessons. It further emphasised the crucial role that technological resources have in improving the listening abilities of learners. The study utilised surveys, observation checklists and interviews to collect the findings. The study's results stated that technology can be utilised in language to improve teaching strategies to strengthen learners to attain and understand language skills. The findings supported this point, stating that the use of technological tools makes learning of language skills easier as they have access to various sources of information which can enhance knowledge understanding. Lastly, the findings stated that multimedia and digital tools increase student engagement, resulting in enhanced listening comprehension and retention.

Serajuddin (2014) states that giving feedback and creating engaging learning spaces were identified in this study by the teacher for each learner. The findings indicated improved language communication abilities and critical thinking abilities using technology during listening lessons. Apart from that, the study stated that the use of digital tools and resources to teach listening skills can be an effective approach that teachers can use. Making use of interactive audiobooks, audio reading texts can be another effective approach which can be utilised in learning is to which are combined with features such as adjustable speed, text highlighting, and interactive comments which can assist students in enhancing their listening comprehension. Teachers can also start introducing podcasts focused on literature which can engage students in listening and analysing spoken content through discussions or writing reflections with authors, critics, and their educators. Digital storytelling platforms enable students to both listen to and make their own multimedia stories and then incorporate audio components to improve their listening abilities.

Fussalam et al. (2019) indicate that teachers can display film versions of books like movies to incorporate them into the listening activities that can help students concentrate on understanding various dialogue, and storylines through which they can learn how to use different language features in context. Other language learning platforms that offer interactive listening exercises using literary texts, including matching tasks, completion activities, and multiple-choice quizzes, can address listening abilities in language learning. Engaging in virtual literature circles allows students to participate in online discussions where they can summarise, respond to others, and engage in debates, which further aids in the development of active listening skills.

Bhat and Bhad (2018) discussed in their study the flipped classroom method which facilitators can use to improve students' listening skills. This can be utilised by making the learners watch recorded lessons or audio summaries of literary works at home and then participate in interactive

activities during class. Teachers can also motivate students to maintain listening activities and record their reactions to audio materials which can promote reflection and monitoring of progress in learning. Afsharrad and Nafchi (2015) added that learners can use the strategy of transcribing passages from literary texts in transcription exercises as it helps students to further improve their concentration and understanding of spoken language. In addition, using speech recognition tools helps students improve listening and speaking skills by giving them feedback on pronunciation and comprehension tasks. Incorporating these TELL techniques results in a lively engaging and interactive educational learning environment that greatly improves students' listening abilities with interesting and applicable literary material skill tasks.

Additionally, Katemba and Ning (2019) investigated how students enhance new vocabulary through watching transcribed movies in the English language. To collect data, the study collected data through questionnaires which were given to 100 students studying nursing, education and business programmes at Universitas Advent Indonesia in Bandung; the questionnaire consisted of fifteen questions with Likert-scale responses. The collected data are then analysed descriptively to understand the perceptions of using subtitled English movies for vocabulary enhancement. The analysis of student responses revealed positive attitudes towards using subtitled English movies to enhance vocabulary. The findings of the study show more percentages of students who indicated the beneficial effects of watching English movies, finding it as another method for vocabulary learning. Furthermore, certain percentages of learners indicated their difficulties encountered as they learn vocabulary without context. The study further recommends that subtitled movies can be used as a motivating factor and an effective tool for vocabulary enhancement in language learning contexts.

Chamundeshwari and Konyak (2022) examine technology, as an important aspect which is effective for everyday communication and develops the learners' listening skills. In this digital era, using emails, phones and digital platforms listening can increasingly play a significant role in communication. The study aims to address some of the gaps in knowledge about the effects of technology on language learning by examining previous research, specifically focusing on cognitive obstacles to successful listening. In the end, the theory further recommends that students can show favourable outcomes on using technology to enhance their listening skills, only if the teachers change how they teach this important skill according to the learners' various educational environments.

Becker et al. (2016) discuss grammar instructional strategies in language learning. TELL strategies aim to promote students' meaningful and contextualised learning experiences in grammar teaching. Educators can show how grammar rules are applied in real-life situations by integrating grammar instruction into authentic contexts like texts, discussions, or real-world scenarios. Additionally, the study indicated that grammar should be practised using examples of structures of simpler sentences and then later changes to more complex ones, through accommodating various learning needs.

The researchers further stated that engaging in group discussions and writing activities with other students can actively involve students in applying grammar to life experiences, which can allow them to practice grammar. When teachers use visual aids and other media resources it aids to explain grammar concepts. The use of instruction that best fits the learners guarantees that grammar learning caters to the unique needs of students. The study also encourages feedback through tools that give corrections aiding in the continuous enhancement of proficiency in every language skill.

Megan (2013) stated in their study that the use of technology to teach vocabulary through TELL means choosing the right digital tools for different learning needs. The use of interactive applications, and certain online platforms can provide strategic learning tools based on learners' needs. The study states that it is significant to use vocabulary contexts in which the students can relate to current topics, with the help of authentic visual aids to improve understanding. The researcher also encourages the usage of various technology language-enhancing tools such as audio, videos, and interactive games to enhance vocabulary. Furthermore, the study states that teachers can promote engagement in lessons by using activities such as quizzes, digital flashcards, and group tasks that may encourage discussions.

Ma (2017) states that utilising technology provides a variety of tools and resources designed for various stages of acquiring L2 vocabulary within memory-based strategic frameworks previously mentioned like Merriam-Webster and Oxford Learner's Dictionary which offers definitions and pronunciations in the first two stages. This study explains learning vocabulary through Ma's framework which has different stages of learning. The study also used applications of Flashcards like Anki and Quizlet which can help learners improve new vocabulary in their mental processing which involves repetition and reinforcing memory that then supports stages 3 and 4. These are the language skills learning applications like Duolingo and Babbel which have sections of

vocabulary during their lessons, which promote both conscious and unconscious methods of learning (stage 3).

Additionally, the study stated that online resources such as reading material and podcasts enhance vocabulary as they give a context for new words in stage 1 and chances for better understanding and usage in stage 3. There is an effective game-based platform such as Vocabulary.com that requires the learners to be involved in interactive platforms that improve the motivation and retention of the learners. Lastly Integrating these technological tools does not only help in acquiring vocabulary learning as specified in Ma's framework but also accommodates various learning styles and enhances the efficiency of language acquisition endeavours.

Haimbodi and Woldemariam (2019) evaluate applicable methodologies that teachers can apply as they teach English using literary texts in a Namibian setting. They employed a mixed approach to analysing their data. To collect their findings, they gave questionnaires to teachers that consisted of five open-ended questions and in addition they asked fifteen close-ended questions. They also conducted observations and FGDS for them to triangulate their data. They indicated in their results that the most effective method that allows the involvement of learners was the use of the discussion method when learners answer questions. They stated that apart from literature being a resourceful aspect of learning a variety of skills in English it also offers new materials essential for language communicative competence.

Additionally, Sosas (2021) indicates that teachers can utilise digital tools and interactive platforms which can greatly enhance the effectiveness of teaching speaking skills through literature in the context of Technology-Enhanced Learning (TEL). The virtual book clubs on platforms such as Zoom can grant students the opportunity to have conversations on literature, in which they are prompted to express their ideas, ask more questions to others, and participate in discussions. These conversations further strengthen their comprehension of the texts and motivate them to learn language skills through literature. Digital storytelling allows students to make and tell their own stories inspired by literary texts with tools like Storybird or Adobe Spark. Furthermore, as the students engage in these tasks their speaking skills are enhanced, as they create multimedia stories to portray to other peers through which they can improve their fluency, pronunciation, and confidence in language performance.

Supraba (2020) adds that the process of engaging in interactive activities of reading aloud, speech activities and drama activities offers students more chances to enhance their speaking skills.

During these interactive sessions of reading aloud, students rotate reading sections of a literary text through video conferencing tools to enhance their reading fluency, intonation, and public speaking abilities. Furthermore, educators can provide instant feedback on pronunciation and intonation. Engaging in speech and drama activities, which involve students acting out scenes from literary works and recording their performances on platforms like Flipgrid or Edmodo, can promote their expressive reading and character depiction.

Furthermore, when learners are engaging in role-playing, virtual presentations and recreating speaking activities, it can enhance the learning process. They also mentioned that role-playing activities of literary texts on online platforms such as Class Craft or Second Life, allow the students to develop their speaking skills within a specific context. Students can also produce podcasts that are related to literature with tools such as Anchor or Audacity, which can help them to improve clear communication, timing, and understanding of the audience. Moreover, learners can also use PowerPoint with voiceover or Prezi Video in virtual presentations about literary texts, as these assist students in structuring their ideas and improving their formal speaking skills. Moreover, peer review sessions are conducted on platforms such as Padlet or Google Classroom (Bustari & Samad, 2017).

Golonka et al. (2014) indicated that the use of TELL tools such as audio recordings, videos and other interactional tools can be used to improve language skills. The native speakers used in this digital tool are another effective way to expose learners to conversations that are related to real life through which learners can improve their pronunciation and usage of other language features. Through the subtitles that are used, the students can read what they are listening to and learn how to spell words. These TELL tools are important as they help demonstrate linguistic ideas and cultural contexts that are difficult to explain to the learners through text. In addition, videos can be useful for demonstrating pronunciation, and intonation, all of which are essential for becoming proficient in improving speaking skills.

Additionally, the use of TELL tools can help language teachers to find it easier to make cultural features in language to be effective in learning. The study stated that social traits and different cultural traditions in videos can help the learners enhance their knowledge and show appreciation for language knowledge. For further demonstration of this aspect of language, the teachers can show videos on YouTube as an appropriate example of language usage on aspects

such as pronunciation and intonation which are prominent features in enhancing their speaking skills.

Certain digital textbooks may contain multimedia platforms and provide features that allow learners to be more interactive. Some of the resources may consist of clickable vocabulary, pronunciation guides, and more interactive tests which can enhance learning. With various vision and hearing features, these resources help aid various learning preferences and enhance memorisation (Henrichsen et al., 2018).

Other educational technological tools are significant tools for learning language skills which are effective for teaching grammar and syntax effectively. On the other hand, most of the animated videos can make these grammatical rules more engaging, fun and interactive, which aids in enhancing the learning experience. Another example could be the use of an animated video, which shows the sentence-making process can assist the learners in understanding how the various parts of speech, like nouns, verbs, adjectives, and adverbs, combine to create logical sentences (Brandon, 2019).

Besides that, the study further stated that these animations can use visual symbols which can demonstrate complicated grammatical sentences. For instance, employing animated characters or objects to depict various grammatical elements can clarify the connections between them. In animation, a verb may be portrayed as an active character that drives the action in a sentence, with nouns being shown as steady, structural components. This type of visual narrative assists students in understanding the roles and significance of different grammatical elements in a way that is easy to remember and understand.

Additionally, animated videos can show the learners how grammar is used in real communication situations, by illustrating the application of grammatical rules. An example could be an animation of a character's daily routine, with text emphasising the present tense verbs. This type of learning within a context allows students to understand the importance and practicality of grammar rules, increasing the likelihood of them remembering and using this knowledge in their writing. (Abdo & Al-Awabdeh, 2017).

2.2.3 The role of Literature in Language Development Using TELL tools

2.2.3.1 Literature as an Authentic Resource for Language Learning

Linguistic relevance of Namibian literature refers to the ability of literature as a useful tool that can be used in English lessons to enhance language skills. Ashrafuzzaman et al. (2021) stated that the literature acts as an authentic resource effective for the learning of language through practice, in which learners can encounter language practice in context. They also indicated that literature is relevant for learning language skills as through literature, one can practice all skills of language that allow them to improve how to read, write, listen, and speak. Literary texts promote critical thinking as learners' analysis of deeper and more complex linguistic aspects through which the learners can comprehend and interpret ideas. Sharma et al. (2022) the researchers give insights on how language learning is related to literature. The results show that literature is relevant in learning English as a valuable resource for developing vocabulary and improving grammar. Literary texts stimulate creativity in learners, which enables them to construct more complex narratives, be well-articulated and master all English skills.

Simataa and Nyathi (2016) conducted a study in which they examined literature as a resourceful essential aspect of language acquisition which aids in enhancing language skills and knowledge of students. The study evaluated the views of Grades 11 and 12 English as a Second Language teachers on the utilisation of literature in English lessons. They based the study on the learner-centred approach in which a theory of learning and teaching, the communicative theory was employed. In their findings, they identified the benefits of literature when learning English pointing out that it helps learners to acquire skills of pragmatics, they get to enhance their knowledge of vocabulary and grammar, it also accords them motivation to have interest in reading, gain skills on how to use the language, attain awareness on a variety of cultures, be creative and critical thinkers. Apart from that, they have indicated recommendations that can be utilised by teachers. They recommended that teachers familiarise themselves with sufficient knowledge on how to teach English to achieve lesson objectives using relevant literary texts. They should also find issues that limit the study of literature and attend English-based training to acquire skills and appropriate teaching methods, lastly, teachers should think of initiatives that strengthen the use of literature with technology and how to attain enough resources of literature.

Alfaruque et al. (2022) conducted a study in which they examined ways to incorporate different technology-enhanced language learning tools to integrate literature in English lessons at Suadi

University, to learn vocabulary. The researcher used the qualitative research approach to collect their data, in which they collected data using instruments such as questionnaire surveys using two learner's groups, and they also interviewed six language instructors. They employed purposive sampling methods to choose participants for their study. The study examined digital tools such as digital editions of classics, visualisation, and storytelling through videos, interactive hypertext, graphic novels, and distant reading of texts. The researchers indicated in their findings that integration of literature with technology is effective in teaching language as it provides learners with multi-cultural awareness, apart from that they stated that literature authentic language examples to the learners in which they are exposed to registers, and writing styles.

Mehrotra (2017) has also examined how the language skills of reading, writing, speaking, and listening can be improved using literature. The researcher stated in the study that through literature learners can be able to further develop their skills of pronunciation, vocabulary, and grammar usage, which is gained through constant engagement and integration of meaningful literature activities. They indicated that learners can also practice syntax, semantics, lexical, pragmatics and knowledge of stylistics that they have acquired in their English lessons through translating text written in their mother tongue into English. Practicing language learning through literature allows the learners to learn through context which is essential for learning meaning.

Gong (2021) has also researched the role of literature in learning English skills focusing on effective ways of teaching and learning English. The researcher used a literary text "Cat in the Rain" written by Ernest Hemingway, that had to be analysed by learners by answering questions and later they had to evaluate and interpret the texts. The researcher concluded with recommendations that the teachers need to engage learners through interactional activities to be able to understand and analyse the aspects of linguistics, literary and cultural matters in a variety of texts.

In the present era, the incorporation of technology in linguistic education has transformed the usual old-fashioned methodologies of teaching, through which learners develop their language using digital language learning tools (Altun, 2015). However, linguistic studies have recently stressed the area concerning the usage of technology-enhanced language learning tools which are seen as significant in learning language skills through the integration of literature (Fan et al., 2023). Technology-enhanced language learning tools have improved language learning through their procedures, and they also promote the practice of Computer-mediated Communication

(CMC) as it can be convenient in developing learners' speaking skills and other effective language innovations such as collaborative learning apps, game-based learning, and mobile learning (Ibrahim et al., 2023)

Language production and expression can be best practised through literature, through which learners can engage with the text by writing, speaking, and other effective creative activities. Hamane and Guetatila (2022) state that novels and short stories expose learners to real-life situations through which learners are exposed to the external world, and they can become creative through the imagination stimulated by the short stories. They added that through poems the learners get exposed to new words and other ways of structuring sentences in writing. Similarly, Hameed (2021) has conducted a study on the acquisition of language skills through literature. They indicate that literature has tools such as novels that help students improve their structures of sentences, vocabulary, usage of tenses, and use of parts of speech.

Sadhu and Bhatt (2024) observed and explained the usage of English literature to develop language skills through the utilisation of TELL tools. The researcher stated that effective development of linguistic knowledge and skills requires the use of authentic materials which may include literary texts. They see TELL tools as an advanced way of challenging traditional methods of teaching English. They stated that teachers can engage learners by uploading different plays, novels and poems and instruct learners to make PowerPoint presentations, they can also encourage students to record audio on their views of those literary texts. Al-khatib (2022) carried out a study that explored the incorporation of digital literature in learning language skills. The study indicated that digital literature improves reading and speaking skills through its multimedia tools that show images, sounds, colour, movement and other technological features that offer more advanced methods of learning than the previous centuries in linguistic education.

Taman and Asbari (2022) performed a study on digital literature which refers to literary texts that are presented on digital tools and applications. These tools can be incorporated into language lessons through which learners can read and exercise their other linguistic skills such as listening, speaking, and writing. Three various dimensions act as digital literacy principles such as tradition, textuality, and methodology. The traditional dimension is analysed to transition from using offline tools to using online tools, while the dimension of textuality is about where your attention is focused. For the learners to master figuring out what a text is about, they often depend on numerous models, either clearly stated or hinted at, that highlight important parts of the text and

how the text is organised. Lastly, the dimension of the methodology deals with the approach used to examine digital literature, which includes representations or common patterns happening in this sort of literature. It also helps the learners to understand digital literacy tasks and understand their worth, particularly those concerning how problems are approached and solved in language learning. These dimensions are therefore interrelated, and they should not be utilised in the absence of another.

Appropriate teaching of vocabulary can be richly fulfilled when educators have authentic materials that can help improve language learning. The study outlined some authentic materials such as using Twitter in English lessons, using digital stories, using blogs for reading and writing, and using infographics to strengthen understanding and critical thinking. Furthermore, teachers can design short stories and poems in which learners can be able to read the stories and learn new words through context, learners can also write the new words and find meanings on applications or websites for dictionaries (Demiroz, 2019).

Hikmah (2019) discusses the significance of choosing appropriate technological tools to teach and learn language skills, outlining the use of media texts for linguistic comprehension. The researcher stated the steps of selecting media tools identifying the objectives of the lesson as the first step, secondly, they need to choose strategies appropriate for giving instructions to the learner and finally selecting the relevant and appropriate tool which is based on the learners' needs. Islam (2022) has conducted a study in which they investigated the role of literature in teaching and learning English language skills. It evaluates a variety of genres such as prose, poetry, drama and short stories offered on digital tools. These genres are such as online literary databases and digital libraries, language learning applications, software, virtual reality, collaborative online platforms, multimedia resources and digital storytelling. These tools are used to develop vocabulary, reading, and cultural understanding.

Le et al. (2022) evaluated the effectiveness of the drama technique on learners of Vietnamese. The researcher evaluated the technique's effectiveness and compared the insights of teachers and learners in which the quantitative approach was used, the findings were taken through a survey of 69 teachers and 1207 students. The findings of the study indicated that the technique influences EFL students' learning. While the learners enhance writing and reading skills, teachers use techniques that are useful for strengthening creativity. The study outlines the value of the

digital drama technique for language teaching and suggests its integration into English educators' online instructional practices.

Marasani (2019) in his study has evaluated the importance of using literature in English lessons based on the researcher's experience as a teacher of English for Nepalese students. The researcher stated that some English teachers are hesitant to use literature in their lessons, but the learners are always interested in learning through literary texts. Hence, the researcher believes that the use of literature to learn languages provides learners with texts that allow them to be practical and practice in the context based on everyday experiences in a variety of forms. Literature allows students to be creative writers and learn to be good at conveying the meaning of texts. Lastly, the study indicated that teaching English through literary texts accords students a great platform to explore new words and how they are used in different contexts, use of phrases and sounds in contexts and generally their literary texts help them with learning, understanding and being able to interpret language better.

Valjibhai and Zala (2023) investigated the significance of teaching English skills through literature. They mentioned that through literature learners learn vocabulary, and idioms, and get to improve their language skills. Apart from that, they indicated that literature texts can be paired with teaching methods that allow students to have the best thoughts and more ideas taken from the best writers. They recommended that students be exposed to a variety of forms of texts for them to explore words used in different contexts. Similarly, Aziz (2020) also conducted a study on how literature enhances and improves language skills, including learning linguistic aspects such as syntax, semantics, and just grammar in general. The researcher added that the students can read texts in which different parts of speech are used and realise that one word can be assigned to different parts of speech and the only way the learners could be correct is when they read the word in a sentence provided by the text.

Kaba (2017) evaluated the effectiveness of teaching and learning language skills using literary texts to enhance linguistic competence and other language features such as grammar and vocabulary on digital tools. The researcher has also evaluated the effectiveness of digital tools such as hypertext, good reads, e-books, SparkNotes, audio and Kindle which offers textual literature. These technological tools were seen to improve the learner's motivation and ability to study literature. In another study, Atmojo and Nugroho (2020) indicated that during English online classes there are various digital tools such as YouTube, PowerPoint, Google Forms,

Autodesk Sketchbook, Fast Stone Capture, WhatsApp, and TEDs that can be integrated into English lessons to improve vocabulary using literature.

Skobo (2020) indicated the various latest digital tools that can be utilised to teach language using literature to the modern generations. The researcher interpreted the impact technology, social media and the internet have on learner's language education focusing on how they can gain knowledge and develop creative thinking in the applied linguistics courses at the University of Bijeljina in the faculty of Philology in Sinergija. The researchers suggested that literature can be effectively taught in this era using digital tools such as films, digital texts, visual images, blogs, online videos, and websites. In addition, they added that the newly established forms of digital media tools like video games, graphic novels, language platforms and interactive hypertext used by teachers in literature lessons allow the learners to acquire language skills. The teachers are recommended to utilise the use of social media platforms for their literature lessons.

Albishi and Alqiawi (2022) explore the effectiveness of storytelling in developing language learning for learners. The study used the descriptive method to describe the phenomena of the study. The study used questionnaires to collect findings from the students who were used as participants in the study. The findings of the study indicated that language skills such as speaking, reading, writing, and reading can be improved through the usage of digital storytelling in English lessons, which the researcher stated as an effective way of integrating technology usage in English lessons to improve language learning and lastly, the use of digital tools in lessons increase the motivation of learning as the learners engage and interact with other learners, which then promotes vocabulary development, oral communication skills and many other.

2.2.3.2 Role of literature in developing vocabulary through TELL tools

According to Amadi and Ogu (2019), vocabulary is a list of words that are available to the user which they use during their everyday communication and for writing. Vocabulary development is essential for improving the competence of communication which is essential in developing speech and writing skills for the learners. Apart from learners' ability to understand, vocabulary is essential for critical thinking, as the learners are encouraged to use words appropriately and this can only be done if the learners know the meaning of the words. Vocabulary development can be done through the integration of literature during language learning through which one is exposed to authentic texts and visuals, and listening to real-life scenarios that a teacher can

provide to the learners to be able to learn new words through context and know how to use the words appropriately.

Khamsuk and Whanchit (2021) incorporated digital storytelling in the lessons as an effective technological tool for improving vocabulary through literature. Their study used a post-test and an interview in which five stories were listened to to collect data for the study. The outcomes of the study indicated that literature is effective for improving vocabulary in such a way that the result of the study shows that the learners had shown incredible interest in listening to the five stories. Additionally, each learner managed to identify different new words from the five different stories and the texts also provided an essential context which made it easier for them to understand the meaning of words. Lastly, they also indicated that the learners learnt how different words can have different meanings and how these words can be used in different contexts.

Similarly, Jwair (2023) explores methods that are effective in enriching middle school students' linguistic vocabulary through digital tools. The study used 30 female students which were used as participants. The results indicated that the participants enjoyed learning through digital storytelling, these tools also have visual elements which help with vocabulary learning and retention which strengthens vocabulary learning. The study recommended that when one must design digital storytelling, one needs to make sure they incorporate learners' engagement, clear context, accurate spelling, and practice all skills, employing creative and interactive methods. Different creative activities and interactional methods can be used by teachers as a way of promoting effective communication skills. They also encourage collaboration with other learners and promote creativity.

Medina and Goddard (2024) investigate how effective it is to use digital literature to improve vocabulary. The study employed the mixed methods approach. The findings of the study show that learners develop their vocabulary through digital short stories because they are always comprised of unfamiliar words. Attaining new vocabulary helps the learners learn how to structure words in different sentences and understand texts of different contexts. Tajeri et al. (2017) also evaluated the usefulness of integrating digital storytelling in English lessons to improve vocabulary. This mixed-method study collected data through questionnaires and interviews to collect data from twenty postgraduate students. The findings indicated that the

implementation of this digital tool is not only essential for vocabulary development but also for acquiring correct grammar usage in sentence writing and speaking.

Similarly, Mohammed (2022) evaluated the effectiveness of learning vocabulary using short stories. The researcher also stated that vocabulary acts as a crucial component for language learning to acquire language skills. The study used a descriptive-analytic as a research design, in which 20 students as participants from Khartoum University. Through a statistical analysis the researchers found that through short stories, the student's word count has increased meaning there was a discovery of new vocabulary. The use of short stories makes students aware of the significance of reading to learn new words and how they can be used in a variety of sentences. Abdalrahman (2022) conducted a similar study in which she indicated how substantial it is for learners to keep attaining new words used in an appropriate context because this teaches them how to use words. The study also used a descriptive study that outlines how teachers can teach their learners how to acquire new words through reading a variety of short stories and the teacher can help the learners to know the meaning of words with a dictionary.

Another study was conducted by Afandi (2022) that investigated how literature can be used as an important technology tool for teaching and learning vocabulary in language education. In a comprehensive investigation, the study aimed at revealing different ways through which literature across different genres including prose, verse, novels, and short stories can contribute immensely to the improvement of the lexical knowledge of the learners. The survey employed a descriptive analysis approach of research that consisted of carefully examining previous research and combining them into a complete described analysis to explain the complex relationship between literature and vocabulary development in learners. As the researcher applies a deep analysis and synthesis of numerous academic studies, the research describes the processes through which literature can effectively support vocabulary development, hence providing critical insights into its effectiveness as a pedagogical tool in second language instruction. Through this integrated analysis, the researcher anticipates making scholars understand the effectiveness and role of books in fostering the development of words for teaching purposes within the classroom.

2.2.3.3 Utilising literature to improve writing skills

Alema et al. (2022) have conducted a study in which they examined the impact that digital storytelling (DST) has on developing the writing skills of learners, and they have also further evaluated the effect of digital storytelling on language proficiency and the development of writing

skills of EFL learners. The study used mixed research methods to collect and analyse the findings. The study interviewed 22 EFL learners in which learners were also asked to develop short stories based on grammar topics. The results show that digital storytelling helps learners with sentence construction, apart from that, the learners also acquire new words and correct usage of grammar that can be utilised in writing, and they also get exposed to new ways of using punctuations and parts of speech. In addition, Zakaria and Aziz (2019) have also conducted a study on the significance of digital storytelling in the writing of students in Malaysia. The researchers conducted a quasi-experimental study in which 52 students were participants. The finding of the study stated that the various texts gave the learners ideas on writing, which encouraged the learners to practice creative writing. Lastly, it has also influenced and motivated the learners to write more, through which they are allowed as learners to improve their vocabulary which enhances their writing.

Mehrpouyan (2021) supports the idea of teaching grammar through literature in the digital era, with social media. This is considered an aspect of their lives on which they spend most of their time, stating that this is a way of introducing the learners to other strategic learning methods and intercultural ways of using language with various people. These learning methods therefore can help them to improve their writing skills through posting short texts that they have written with themes they have attained from reading different texts. The researcher also added that, apart from improving their writing skills they can also enhance their listening skills through educational audio and videos, speaking through social interactions, and reading a variety of meaningful texts on social media which exposes the learners to real-world authentic oral texts.

Abdallahman (2021) conducted a study in which the study focused on utilising literature to develop writing skills in English, the study used the descriptive qualitative research approach. The study evaluated secondary sources of learning to explore the applications utilised in teaching language skills effectively to improve students' writing skills. A thematic analysis was used to analyse qualitative data, this allows a deeper comprehension of how literature can be a useful resource in language learning which mostly contributes to the improvement of the writing skills of the learners. Literature can be used as an essential tool to develop writing skills in language learning instruction which has been proven effective through the conduction of research in different schools that teach language skills.

In the same study, the researcher mentioned that literature offers texts that are not only useful for engaging and motivating learners but also provide appropriate authentic texts. These texts are useful examples that provide learners with a context of how language is used and its effectiveness in vocabulary development and grammar learning. Furthermore, through this, the learners are also well equipped for creative writing, as literature offers them a variety of writing styles and techniques useful in narratives. Moreover, the study stated that through literature the themes and characters help the students to develop critical thinking skills which enables them to be more coherent during writing and be able to explore and write on diverse topics. Lastly, the study states that literature motivates learners to become writers in which their texts can be used for learning by other learners.

Lacono (2021) aimed to evaluate improvements in their use of correct grammar, ability to write, develop vocabulary, and interaction with literature through a carefully constructed syllabus. The study indicated that the learners showed significant growth in their writing abilities, making grammatical structures, and vocabulary as well as motivation. These results support the use of literature in second language classrooms for meaningful language learning beyond mere language acquisition through cultural exploration and self-discovery of the learners during learning through literature.

Sukmawan et al. (2021) aimed to find out if non-fiction authentic textual materials are more effective than fiction authentic materials in improving the essay writing of learners. It was made to employ an experiment with two sets of students to collect data for the study. One group of students was taught through non-fiction authentic materials and the other group of students were taught using fiction authentic materials. The population of the study consisted of students taking an essay writing course at the University PGRI Wiranegara during the academic year of 2019-2020. The study used the systematic random sampling technique, which was applied to select identical numbers of students for both groups. The findings of the study indicated that there is no significant relation between content type and proficiency level, which means despite their different levels of proficiency in writing, both types of these materials had similar effects on them. Besides that, while the main effect of content type on writing performance was not statistically significant; however, the main effect on proficiency level is significant indicating better performances by those with more advanced writing skills. Therefore, the researcher has

concluded that both types of authentic materials are equally effective at enhancing students' writing skills.

Yogyakarata (2023) looked at the effectiveness of Wattpad as a digital tool for improving critical thinking and writing skills. The study used the qualitative research approach to analyse; the study involved those who have been Wattpad active users for 2-3 years. The findings of the study were collected through question-and-answer tests that were conducted through WhatsApp groups and the Wattpad application. The findings also revealed several positive effects stemming from students' use of Wattpad including improved interest in reading and enhanced writing skills. The results also show improved critical thinking abilities, more knowledge acquisition, expanded vocabularies and social relationships between students and their teachers. The results also show the presence of negative effects which are associated with Wattpad such as addiction to reading, learners being vulnerable to cyberbullying and loss of interest in traditional books that are not available on Wattpad, were also reported. Additionally, all participants acknowledged the positive influence of Wattpad on improving their writing skills effectively. Similarly, there was a recognition among all the participants that there had been an impact on the critical thinking ability of the students though it may have worked subconsciously.

Bayraktar (2020) investigates the effectiveness of creative drama activities in improving the creative writing competencies of fifth-grade college students. The method used in the study was the mixed methods research design that utilised both qualitative and quantitative research approaches. The study used 74 learners from Grade 5 from three classrooms in a primary school in Turkey. The learners were selected randomly to partake in the study and represent the whole grade that is being studied. For data collection, the learners in Grade 5 participated in a reading activity, creative writing, and drama tasks, which took a period of 8 classes for the completion of the task. During the process of data collection, pre- and post-writing samples were gathered from all three classrooms, in which the scores of the texts were done using a rubric that has 10 categories. The study also conducted interviews with the other remaining learners who were not used in the reading and writing activities at the school.

The findings of this study indicate that various creative drama tasks, mixed with studying drama and studying story books, can effectively enhance the Grade 5 learners' creative writing capabilities. Although the differences in learners' writing performances had not been statistically great, the learners managed to acquire higher rankings on the rubric due to more reading done.

The findings of the study additionally discovered that learners enjoyed taking part in drama performances and described them to be amusing and academic. In the end, incorporating drama tasks when teaching and learning language can be an effective approach to learners' creativity in their writing and speaking skills as through this, they improve their conversation and interpersonal abilities.

Alsaid (2019) examines the effect of employing brief memories on developing overall writing performance, particularly inside the context of English Foreign Language (EFL) teaching and learning. The study strongly aimed at possibly employing a combined-method technique, inclusive of a literature review, the data collection process, and finally the evaluation and analysis of the findings. The researcher studied short stories, from which they had designed writing tasks, coached the learners with writing techniques, and lastly, assessed writing performance. The data collection was made with the following techniques used for the selection of the stories, records series techniques and completion of checklist, surveys, and interviews after that statistical analysis was done by the researcher. The findings of the study suggest a positive correlation between using short stories and the development of writing performance in language learners. These findings may also include statistical analyses which display enhancements in various elements of the writing capabilities of the learners, including organisation, content used, language use, and communication effectiveness. Additionally, the findings also highlight the effectiveness of some specific short story techniques or other teaching strategies in improving writing skill ability.

Additionally, the findings regarding the effectiveness of literature, especially quick memories, for improving writing competencies are shown to be normally positive. The researcher also looked at possible ways that can be effective in integrating literature into writing practice seen as a significantly better-varied factor of writing skills ability among English Foreign Language (EFL) students. Additionally, the college students who engaged with short memories have also confirmed in the findings an upgrade in coherence, concord, vocabulary usage, and more creativity in their writing. The literature is another useful rich source of language, giving the learner in beginner grades models of more good examples of structured narratives and a variety of diverse language expressions that they can utilise in their everyday conversation. The insights of the engaging nature of short texts on the motivation and interests of the students were provided by the researcher. Lastly, the study's results outlined the effectiveness of incorporating

literature, including short tales, as an effective pedagogical technique which can be used to foster writing skills improvement in EFL learners (Alsaid, 2019).

2.2.3.4 Using Literature for Oral Skills Development

Moreover, Nasef (2020) states that digital literature is another effective advancement in language learning that can develop communicative skills. The researcher stated that digital literature portrays the context of different genres with visuals and audio for learning. This provides learners with appropriate ways of pronunciation, manners of speaking and other effective valuable ways of using vocabulary and grammar when speaking. Murad et al. (2023) conducted a study evaluating the effectiveness of digital tools to tell stories through, music, texts, media, videos, and digitalised stories. Through this, the learners can improve their linguistic speaking skills, through which they are motivated and given confidence to speak, and gain more fluency, pronunciation, and grammar. Lastly, digital literacy is an effective pedagogical teaching method that can be used by teachers to guide their learners in improving their speaking skills.

Wijaya (2023) conducted a study on the effectiveness of digital storytelling on speaking skills. Based on the thematic analysis the results show that storytelling gives learners platforms for interactions and enjoyment of learning. Through digital literature, learners get to improve their techniques of expression of ideas, pronunciation of words, register and other structural features of language. The learners also develop their self-confidence, and they develop an interest in speaking during presentations.

Fussalam (2019) evaluates how technology can be used to improve speaking skills. It identifies effective learning tools like the internet, podcasts, videos, and speech recognition software for interactions and engagement. Through the usage of technology, teachers can create a more active and interactive learning environment for students, which helps the students feel more engaged in practising speaking English. These modern tools are found to teach language skills, in place of the earlier teaching methods like using tape recorders. The study also made emphasis on the importance of improving skills of speaking in learning English, mentioning how it is important for effective communication and as often the first impression that people get of a speaker's language skills and abilities.

Using literature on TELL tools allows the fostering of a positive language learning environment for speaking which may encourage learners' active participation during the lesson, motivate them to

engage with the language and other learners, and aid in building their confidence as they use technological tools. The educators of language skills can use effective games, instruct learners to make discussions or debates, roleplays or dialogues and engage learners and allow them to practice skills in a meaningful context. This approach also creates a fun classroom environment that encourages learners to take risks and mistakes which they will learn from, which is a critical component of the learning process. Also, fostering a positive learning environment can build positive relationships between teachers and learners, leading to a more comfortable and inclusive learning experience for everyone involved (Rajendran & Yunus, 2021).

2.2.2.5 Using Literature to Develop Listening Skills

Koroglu (2020) carried out a study that aimed to investigate whether the implementation of digital short stories could enhance language learners' listening skills in English, specifically concentrating on student teachers' perceptions of their effectiveness in language classrooms. The study employed action research in which 24 student teachers from a university's English language teaching department. For the data collection, the study utilised a one-group pre-test and post-test designed over 8 weeks, using digital short stories as authentic listening material. The activities followed a pedagogical cycle, in which the researcher included pre-listening tasks for prior knowledge and post-listening tasks for reflection. The short stories written by Henry and Edgar Allan Poe, read by native English speakers, were used, with additional handouts and exercises sourced from digital platforms.

Moreover, the findings of the study indicate a significant enhancement in listening skills among student teachers as they use digital short stories. The analysis of the pre-test and post-test scores showed an outstanding increase in the listening skills of the learners, emphasising the effectiveness of this intervention. The participants expressed a positive perception towards the usage of digital short stories, noting their effectiveness in improving pronunciation, vocabulary and forming correct grammatical sentences. Additionally, the findings show that digital short stories can be utilised by the learners as they offer rich content, and they can be useful in facilitating vocabulary acquisition which can boost their listening abilities. It also aided comprehension of complex grammatical systems and equipped insights into diverse cultures. The participants showed a positive expression with virtual stories and perceived them as an

appropriate resourceful tool for improving their listening abilities, indicating their value in gaining language skills through a context.

Similarly, Sandall et al. (2003) investigate the results of using English digital short tales for the improvement of listening competencies among school students in centred kindergarten and 2nd-grade classrooms. The method used within the study deals with imposing virtual short stories as an intervention useful for improving listening abilities amongst school students in kindergarten and 2nd-grade classrooms. The researchers utilised an action studies method, which is mostly concerned with designing and implementing the mentioned interventions, which yielded findings on listening skills earlier than and after the intervention and studying the effects to decide the effectiveness of using digital short stories in enhancing listening skills.

Additionally, an approach of qualitative methods was used to analyse data from teachers' observations and subjective facts have been used to supplement the quantitative data. The findings of the study recommend that the implementation of short stories that are on digital tools was proven in the study as a powerful resource in enhancing listening abilities among these students. This improvement became evidenced through its ways of enhancing comprehension, as indicated through the numerous measures which include the teachers' subjective facts, student responses to the oral instructions, completion of the checklist, and teachers' observations. In addition to the noted improvements in listening abilities, the research has also uncovered insights into the effectiveness of using digital short stories, as a pedagogical device during the early stages of learning English.

Cigerci and Gultekin (2017) aimed to assess the effectiveness of literature, especially with the use of digital literature, in improving the listening competencies of college students. The researcher collected findings from Grade 4 learners, in a number one school in Eskisehir town, Turkey, during the 2014-2015 spring semester. The research focused on the effect of making use of digital stories in Turkish during language learning over eight weeks. The students were encouraged to learn through digital stories that are integrated into the curriculum and most of the activities that they completed were based on those short stories. The study firstly collected and analysed quantitative statistics from a listening comprehension checklist and secondly the qualitative findings from language learning facilitators that were used as participants for the interviews.

The study's findings show a huge difference in listening comprehension test scoring among the experimental groups. The qualitative information supported the effective outcomes of virtual

short stories on listening abilities. Literature assessment additionally indicated a developed body of evidence helping the efficacy of digital stories in improving listening abilities, further demonstrating advanced attention, better understanding, and motivation among the learners and through this they are exposed to digital activities. The findings show the great capacity of literature in learning through context, and this remains a valuable tool in developing listening abilities amongst learners.

2.2.3.6 Using Literature to Improve Reading Skills

Damaianti (2018) explores the effectiveness of English literature as it complements the reading capabilities of Chinese university students within the language. This study also observed the effectiveness of English literature analysis in improving reading abilities and comprehension. The study made a perception of whether college students' vocabulary will increase after applying reading abilities and whether using English literature can be effective in improving the reading competencies of college learners at Liaoning University in China. The study employed the mixed method approach, in which the researcher combined the quantitative and qualitative techniques. The quantitative findings were collected from questionnaires which the researcher used to accumulate data from participants of 36 students at Liaoning University, focusing on the effectiveness of English literature in improving reading abilities and comprehension.

Their findings show that reading English literature has a large impact on the reading capabilities and understanding of Chinese university college students. The results of the study determined that when applying reading analysis competencies, college students' vocabulary becomes extended further, their reading speed is also strengthened, and their understanding of the textual content is enhanced. Moreover, the findings of the study showed that the experimental groups that studied literature and reading competencies showed a change within the statistics which seemed to be better than the ones of the control group that were taught with a conventional technique. They also cited that the learners were delighted to learn language skills through literature. The findings also show that their motivation to study English progressed significantly. The findings of the literature evaluation supported the results of the quantitative facts, indicating that studying English literature can enhance language acquisition and increase language reading capabilities and comprehension. The qualitative statistics revealed that students believed that analysing English literature helped them increase their questioning capabilities and enhance their

language skills ability. Finally, the analysis concludes that English literature is a powerful approach to improving the student's capabilities and comprehension of Chinese university students for language learning.

Correspondingly, Ma et al. (2023) highlight the effectiveness of literature circles in enhancing English language reading abilities. The evaluation identifies six primary strengths associated with reading ability: self-regulation, studying capabilities, positive attitude, cultural recognition, essential interrogative skills, and reading engagement. Literature circles are stated for their ability to provide a scaffolding method for reading, discussion, and sharing. In the end, fostering collaboration and gaining knowledge. The findings of the study suggest a developing method in the direction of integrating new forms of technology and diversifying analysis of context within literature. Additionally, literature circles are effective as they develop students' ability to learn how to read and be able to grasp the content of the text.

The effectiveness of literature circles in enhancing English language reading potential was presented through the systematic analysis of findings. It offers a scaffolding approach for reading, and discussion, aiding in an engaging and interactive language learning environment. The literature circles for reading are characterised by a way of collaboration and gaining knowledge originating from context. The evaluation of the findings identifies an impactful method towards integrating technology and materials that aim to cater to the needs of learning. Literature circles also offer a promising technique for language teaching to cultivate learners' English analysis potential through collaborative reading (Musdalifah, 2021).

2.2.3.7 Effectiveness of Literature in Improving Pronunciation

Imran et al. (2021) evaluated the impact of using audiobooks as a strategic method of improving the pronunciation ability of students in Pakistan schools. For data collection, 20 grade 7 learners participated, with ten students each within the experimental and control tests. Initially, both learners were taught "The Swan Lake" story using traditional techniques, observed by a pre-test. The experimental institution taught the use of audiobooks for one week, at the same time as the institution persisted with conventional teaching techniques. Through the test completed by the students, the researchers discovered a statistical difference in suggested scores between the two groups, indicating the effectiveness of audiobooks in improving English language pronunciation. The study's findings show that audiobooks have an extra effect on teaching and learning pronunciation in government faculties at the elementary level in Pakistan.

Farrah et al. (2022) evaluate the effectiveness of poetry in improving pronunciation of the EFL Palestinian learners. Through this evaluation, the outcomes of poetry, show a change in pronunciation competencies compared to their counterparts. This result outlines an essential role that poetry plays in improving pronunciation abilities within the process of learning through the context. As the study went deeper into the play, it became visible that poetry gives a complex approach to pronunciation enhancement. The rhythmic patterns are present in the poetic compositions. These rhythmic patterns increased with the aid of rhyme which serve as a natural scaffold method for new learners to be able to develop their pronunciation. The researcher emphasised that by immersing themselves within the musicality of poems, students broaden their intuitive experience of English phonetics, leading to more accurate articulation of sounds and syllables.

Moreover, in this study, as students interact with the rich lexical of poetic language, they come upon a collection of linguistic tones and phonetics. Through the repetition of these linguistic features, learners not only increase their vocabulary but also refine their pronunciation of strange phrases, thereby improving their basic skill of communication. The repetitiveness and emphatic nature of poetry enables the learners to practice precise phonemes and words. Through recitation and evaluation of poems, students are afforded sufficient opportunities to focus on enunciating sounds as they should be and discerning subtle variations in pronunciation.

2.3 Theoretical Framework

Grant and Osanloo (2014) stated that the theoretical framework in research provides a significant structure which includes various concepts, theories, and principles that can direct the entire research process. Its significance is found in offering clearness and attentiveness by outlining essential variables and relationships within the study. This model helps with creating appropriate research methods, and data collection methods, as well as understanding results based on existing knowledge of frameworks. Theoretical frameworks, whether integrating existing theories, provide predictive abilities, which further enable researchers to create hypotheses and predict outcomes.

This study applied the Technology-Enhanced Language Learning (TELL) theory. According to Kranthi (2017) TELL is a framework which portrays the change in language learning through the integration of technology in developing the different language skills. The technology acts as an approach alongside language teaching methods that teachers can employ to help their learners

acquire the skills. Apart from enhancing language, it offers learning styles and motivates students to learn. It also has a positive impact on pronunciation, grammar, reading, writing, translation, vocabulary, and speaking. This theory is essential as it enhances the learning experience for the learner. Through the incorporation of literature supported by digital tools, language teachers can make their language lessons more interesting and engaging for their learners. This approach provides authentic learning materials, remember them better, and improves their linguistic skills.

According to Zainuddin (2023), this theory originates from the Computer Assisted Language Learning Theory (CALL) in 1970. The CALL only focuses on learning language through computers. While TELL includes all the existing and new forms of technology that can be utilised to learn languages. These include some new technological and pedagogical developments that have shaped the improvement which originated from the usage of Computer Assisted Language Learning in the 1960s and 1970s (Ittelson, 2000). The early applications of the computer focused on simple drill and exercise programmes which enhanced vocabulary and grammar. As the world evolved, CALL increased in complexity leading to the growth of other advanced technological generations where programmes have been developing multimedia aspects with audio and video features which further improved learning. In the 1990s more technological developments kept evolving, providing more access to other TELL tools and applications which included authentic materials. This marks the development of CALL usage as it became transferred to TELL which persevered with more appropriate tools and internet applications. However, this theory is anchored in other educational theories which collectively provide a strong foundation for its principles and practices.

2.3.1 Theoretical foundations of the TELL theory

Cognitive theory is one of the theories in which the TELL theory is grounded. According to Muhajirah (2019), it is a learning theory which revolves around the significance of mental processes that happen as the learners pay attention, memorise, and apply problem-solving. Within the framework of TELL, cognitive theory focuses on how learners process information and how the use of technology-enhanced language learning tools can enhance the process of learning. Using multimedia for learning involves using multiple forms of content such as the usage text, audio, and video during learning. This is particularly effective because it is associated with various channels of learning with cognition, which involves comprehension and recall or retention (Mayer, 2009).

Othman et al. (2015) stated in their study that the cognitive theory of multimedia learning is a theory developed by Richard E. Mayer, through which people develop their mental models of words and pictures from texts, audio and images. Mayer's Cognitive Theory of Multimedia Learning (CTML) explains how people learn through the usage of texts and images using various channels such as visual and auditory. The theory is primarily based on three key assumptions such as a dual channel in which humans process visual and audio information independently, having limited capacity in each channel and lastly, active processing where learners engage in active learning by focusing on relevant information.

Mayor and Merono (2003) outlined the human records-processing system includes two channels: auditory, verbal and visible pictorial. Each channel has limited potential, with the most effective a confined amount of cognitive processing possible at any one time. Meaningful gaining knowledge calls for huge cognitive processing in both channels, such as paying attention, mentally organising, and integrating the fabric with current expertise. They therefore further described how the human processes of learning through Figure 1. Firstly, there are two independent channels in human information processing, which include a verbal channel for processing auditory input and a visual channel for processing visual input and pictorial representations. Secondly, every channel of the human information-processing system has a restricted ability if only a limited number of cognitive processes take place in the verbal channel at any one moment. Thirdly, meaningful understanding involves a significant amount of cognitive processing in the verbal and visual channels. These processes involve paying attention to the resources, organising the resources mentally into a logical structure and using the given resources with prior knowledge.

In Figure 1 shown below, the theory is portrayed as a set of boxes that are organised into two rows and five columns, with arrows joining them. The two rows show the two information processing channels, the visual/pictorial channel on the bottom and the auditory/verbal channel on top and. This element in Figure 1 aligns with the assumption of dual channels. The five sections in Figure 1 represent the forms of physical knowledge representations such as words or pictures that are given by the learner and the sensory representations which occur in the ears or eyes of the learner, shallow working memory representations which include the sounds or images that the learners attain, deep memory of working representations including the verbal and pictorial

models that the learner construct, and lastly, the long-term memory representations in which the learners utilise their prior knowledge (Mayer, 2003).

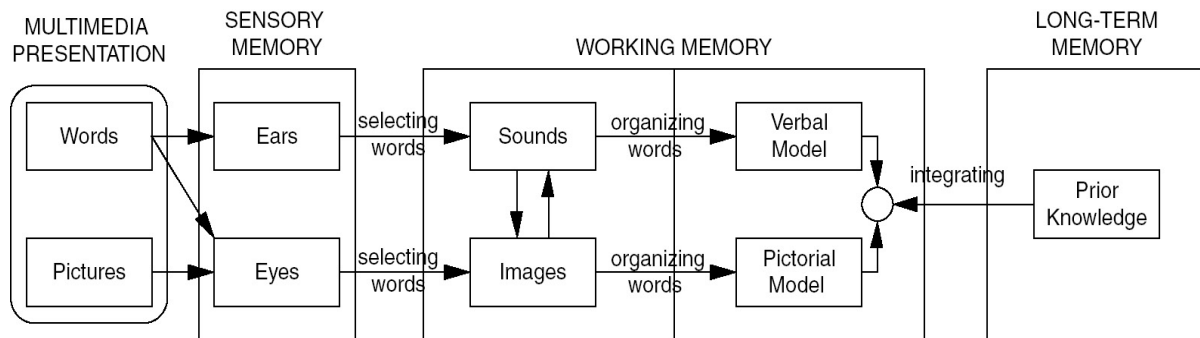


Figure 1

Figure 1 Cognitive theory of multimedia learning (Mayer, 2003)

Another theory in which TELL theory is grounded is constructivism. According to Isik (2018), constructivism is an educational theory that plays a role in developing teaching methods based on the development of knowledge and skills by the learners based on their existing knowledge and skills. Lev Vygotsky and Jean Piaget are theorists who began the constructivism theory of learning. They believed that comprehension of language can be guided through the practice of social interactions and engagement. Cognitive improvement levels were mentioned to be elevated through this theory, while Vygotsky stressed the Zone of Proximal Development (ZPD) in learning and the role of social interaction.

Junji and Yixian (2017) state that this approach to learning advises that learners can construct information through their reviews, experiences, and interactions with their surroundings. Constructivist learning environments are characterised by their emphasis on energetic, hands-on studying and the encouragement of new learners to build their knowledge through exploration and interaction with others. Bernd and Markus (2001) outlined different principles of the constructivist approach such as that learning needs to be viewed as an active and collaborative way to construct knowledge. Learning is also self-directed Learning is a technique fashioned through students' expectancies, dreams, earlier knowledge, and intentions. It entails experimenting based totally on past understanding and experiences. Learning is a technique constructed through social negotiation. Lastly, learning requires a wealthy environment that displays actual existence and authentic conditions.

The active process of acquiring language skills is significant as the students are encouraged to participate actively to attain knowledge through exploration and interaction. Technology is significant for its ability to facilitate in this manner and to give resources and useful tools which include interactive multimedia displays simulations, and online structures that empower students to interact deeply with the course content material and apply their learning in practical approaches. Moreover, collaborative learning allows the learners to promote language skills through technological improvements, permitting learners to collaborate and co-construct knowledge collectively (Can, 2009).

These collaborative methods are important for learners in learning English language skills with literature, however, capabilities are needed for conversations. When teachers integrate these constructivist principles appropriately within TELL frameworks, they can nurture a studying environment that helps holistic development and prepares students for active participation in an interconnected world. Technology presents interactive and immersive environments in which the learners are exposed to acquire language knowledge through virtual reality, and simulations in which the learners can also engage in experiential mastering of language skills. These environments also further allow these learners to test, clear up problems, and replicate their experiences, facilitating understanding of deeper knowledge (Kerimbayev et al., 2023).

In addition, the TELL is also grounded in Sociocultural theory. Panhwar et al. (2016) state in their study that Lev Vygotsky developed the sociocultural theory, and it draws connections between culture and cognition which aids during activities based on situational and contextual, events and other tasks. The researcher emphasised that getting to acquire skills is inherently a social procedure, and higher-order thinking talents are developed via collaborative activities and cultural tools, particularly language. This theory focuses on the significant role of social interaction and the context of culture during cognitive development. Vygotsky states in this theory that all children are born with certain mental functions like memory and perception but as children grow, they develop their ability to reason and problem-solve through interaction and the cultural context they grow in (Mustafa et al., 2017).

The sociocultural theory has useful components which are interrelated to the TELL theory such as the zone of proximal development (ZPD), scaffolding, social interactions, mediation, and cultural tools (Topciu & Myftiu, 2015). They further stated that the Zone of proximal development is an idea introduced with the aid of psychologist Lev Vygotsky. It describes the distinction

between what a learner can do on their own and what they can reap with steerage and assistance from a more knowledgeable person, such as a trainer, peer, or mentor. The ZPD represents the abilities and responsibilities that a learner is on the verge of gaining knowledge of but still wishes some assistance to accomplish learning (Shabani et al., 2010).

Integrating the ZPD into language learning enhances learning performance using digital tools to scaffold learning language skills effectively. In TELL environments, the ZPD concept is mostly integrated by identifying effective activities which are past the learner's existing skills level but viable with appropriate assistance. These Technological platforms can offer adaptive language acquisition technology that regulates content material primarily based on learner overall performance, providing suggestions, feedback, and extra sources as wished. Furthermore, the collaborative capabilities of learners in TELL, together with online sites, digital classrooms, and language exchange structures, facilitate peer interaction and mentorship, which fosters supportive surroundings for learning, in which inexperienced scholars can engage in meaningful conversations and collaborate during problem-solving (Maithri, 2020).

Margoris (2020) scaffolding and the ZPD are carefully related ideas within the framework of sociocultural ideas, particularly as applied to education and gaining knowledge of contexts. Integrating scaffolding into Technology Enhanced Language Learning (TELL) entails using technological tools and adaptive strategies to help scholars successfully in their ZPD. TELL tools and platforms can utilise adaptive technology to alter learning outcomes based on the learner's overall performance, offering guidance which includes recommendations, task feedback, and effective resources to guide learners through hard tasks. Platforms such as Virtual tutors or chatbots can be integrated to offer real-life situations in which learners can interact with one another, in which they can be given immediate clarification and language exercise lessons.

Technology offers the practice of developing collaborative capabilities using online forums and digital lessons, it also develops language learning using peer interaction and collaborative problem-solving activities. These factors create an interactive environment for the learners and support learners to know their surroundings in which they can interact in meaningful speech and activities that align with their skills readiness. When using scaffolding concepts in TELL, educators can beautify learner autonomy, deepen comprehension of language abilities, and optimize educational results by making sure that learning activities are appropriately hard but potentially with the proper assistance (Yawiloeng, 2021).

According to Daniels (2015), the concept of mediation refers to the manner through which learning is eased using equipment, sources, or interactions with others. It is the method which aids in knowledge acquisition and capabilities are transmitted and internalised by using novels. The process of mediation includes the use of activities which include language, cultural aspects, and social interactions, this then assists beginners in recognising and learning new skills. Combining mediation with the TELL process involves using digital tools to facilitate interactions that assist beginners in filling gaps in their knowledge and language abilities. Certain features can be on the TELL tools like interactive dialogues with digital tutors that help clear understanding and provide feedback (Du et al., 2022). Mahdi (2022) notes that other TELL tools such as audio recordings, videos, and interactive tasks can help with learning in diverse ways. These tools help create possibilities for learners to exercise language competencies in authentic scenarios, for deeper comprehension.

Social constructivism is another foundational theory in which the TELL theory is grounded. This theory also originates with Lev Vygotsky who is a Russian psychologist, who believed that social interaction is significant during cognitive development (Ameri, 2020). This is based on the idea that emphasizes the function of social interplay in shaping learners' expertise and knowledge. According to this theory of learning, information is not something that can be transmitted from one individual to another, alternatively, it is often built and further developed through the interactions and experiences of individuals. Through this process learners are not passive recipients of knowledge, however alternatively they're active participants in the process of attaining the language skills. According to Vygotsky, social interaction helps learners to develop language skills.

Wiggins and McTighe (2005) observed that reading aloud using different texts including novels, poems, and informational books enhances vocabulary. Interactive dialogues can evoke learners' minds and emotions which can aid in verbal fluency in language usage. Tools such as Scrabble or word bingo can also help the learners to learn new words enjoyable. Tasks for writing including the use of journaling or storytelling enhance writing skills and, help the learners to be able to articulate their thoughts.

Hurst et al. (2013) state that social interactions help learners to construct their very own knowledge, this method can be applied by teachers in their lessons. This technique is effective for promoting the learner's abilities to explore and their abilities in collaboration, questioning,

and problem-solving. During conversational engagements encourage students to come up with questions, and conduct investigations to find solutions, which teaches learners independence in gaining knowledge. Integrating learning technology complements engagement which aids them with interactive online resources that assist various getting-to-know patterns and deepen comprehension.

Lastly, Alhassan (2015) states that social interactions help learners develop their abilities of problem-solving, which is a strategic method of learning effective for learning. Classroom activities inclusive of brainteasers, puzzles, and other games enable students to attain knowledge creatively. Apart from gaining knowledge, it allows the learners to learn skills through real-world situations. Moreover, collaborative activities for problem-solving encourage teamwork as students collaborate in lessons to address complicated concerns. Teachers are recommended to all learners to use reflective practice, permitting them to assess their tasks which can help them to identify strengths and weaknesses.

2.3.2 Tenets of Technology Enhanced Language Learning (TELL) Theory

The theory of this study involves the use of digital tools strategically during the language learning process. This is identified as one profound component for enhancing the learning process through creative and interactive learning methods. Every principle of this theory stands in utilising digital resources to create collaborative, personalised, and culturally diverse educational settings through which learners can enhance language skills.

2.3.2.1 Adaptive learning

The TELL theory is guided by the principle of personalised learning, in which the learning approaches of technology are adjusted based on learners' needs. Furthermore, Peng et al. (2019) describe personalising learning experiences in TELL as one in which during learning the teachers implement adapting to the specific requirements, preferences, and skill levels of each learner. These learning platforms therefore change the content of learning and activities progress, in which they are given suitable challenges and appropriate support. This method of learning boosts both motivations and it helps the learner with an ability of retention by presenting information at a speed and style that suits the learner.

Cui and Sachan (2023) stated that it is important for teachers to exercise the principle of adaptive learning in improving language skills. This can be done by language content and activities that best fit each learner in the classroom. Furthermore, this learning principle is adaptive as learners

according to their language needs progress in language learning, which may motivate the learners to effectively deal with other challenging activities at their suitable level. Another significant benefit is giving feedback as it enables learners to be provided with advice on specific areas in which they may be struggling with. Effective digital tools such as Duolingo and Babbel adjust language lessons for their learners depending on the progress of the learner, providing specific tasks for that learner.

According to Taylor et al. (2021), adaptive learning creates a more inclusive educational learning environment by offering different levels of prior knowledge and learning gaps in students. It also enables the students to advance at their own pace of learning, in which teachers can address gaps in their knowledge and strengthen concepts, when necessary, potentially increasing the learner's confidence and motivation for language learning. This personalised learning focus prevents the students from losing interest, which can lead to a better learning experience in general.

2.3.2.2 Interactivity

Demil and Kozikowaki (2022), the usage of TELL tools combined with the engagement of learners can significantly impact the learning of skills through interactions of learners during learning. The learners can engage in their language learning process through the process of incorporating interactive exercises. Using language learning apps and multimedia interactive content videos and podcasts can provide effective feedback to the learners in which they can apply their language skills. Through this principle the learners can ask questions as a way of seeking clarification, which can lead to further extension of language knowledge. In addition to that, interactions in classrooms allow the learners to practice their language skills through a meaningful context. This can be practised through conversations and discussions, and even when learners are tasked to work together, learners can actively involve themselves with the language, which can also strengthen other important skills such as grammar, vocabulary, and pronunciation.

Omar et al. (2020) stated that teachers can use interactive learning by using texts as a strategic method of acquiring language skills through the meaningful involvement of learners which may enhance understanding among them. They can use multimedia tools of interaction like quizzes, hyperlinks, social media, and other textual apps in written material can engage students and keep them motivated during learning. This strategic way therefore allows learning that is specifically personalised for each learner, and this is done according to their preferences and paces of

learning, while also promoting their abilities for critical thinking during assessments of interactions and collaborative activities integrated into the text. Moreover, interactive texts can enhance, flexibility, accessibility, and digital literacy readiness, equipping learners to effectively use these digital resources in their academic and professional environments.

Albeth (2023) another researcher added that interactions play an important role in language skills acquisition, offering several advantages that improve the overall performance ability and fluency. The most significant factor outlines their contribution to the enhancement of communication skills in English. Learning through interactions can effectively be helpful to the students as they become engaged with other students, their teachers, and people from their community and through these types of communication they are exposed to the authentic way of using language skills. These can also help the learners to attain the confidence to be involved in more conversations and be able to understand other language and cultural aspects. These types of interactions also help learners to receive feedback and corrections on their mistakes, which are important for improving pronunciation, grammar, vocabulary, and communication skills, which can result in a quicker way of language acquisition and stronger learning performance.

In addition to that, learning through interactions provides learners an opportunity to gain experience through context which allows learners to practice using language skills effectively. Through this, the learners can interact in virtual interactions and real conversations on digital tools, or even interactive activities through which language learners naturally use language to enhance understanding, memory, and flexibility in various communication situations. Lastly, interactions help to enhance pragmatic competence by providing information about cultural norms, politeness conventions, speech acts, and discourse strategies for appropriate language use in social interactions. This skill then strengthens communication, improves interpersonal connections, and empowers language learners to manage different communication situations confidently and proficiently. In general, communication in language acquisition enhances the learning process, promotes skills, and prepares learners for successful interaction in diverse multilingual settings (Chen, 2021).

2.3.2.3 Collaboration

Jeong (2019) in their study has defined collaborative learning as a method of allowing the students to work together in groups or pairs through which they learn to reach a shared educational objective with others. This method allows learners to tackle issues or learn

collaboratively, sharing collective learning resources and assisting each other in understanding. This strategic method of learning promotes learners' engagement through which they develop their analytical skills which can encourage collaborative learning and cultivates. This method is emphasised by TELL as another way of encouraging peer interaction and collaboration during language learning. Other online platforms such as discussion forums, chat rooms, and collaborative tools like Google Docs allow learners to work together on group projects and language tasks. This cooperative setting boosts not just teamwork and problem-solving abilities but also fosters cultural sharing and a variety of viewpoints among students.

Diaz and Toledo (2017) stated in their study the approach to collaborative learning begins with constructivist theorists like Piaget and Vygotsky. Many collaborative tasks allow the learners to be actively engaged with language materials, and discussion, and work with others to find answers to language tasks. This form of activity does not only improve comprehension language skills but also serves as another way of encouraging learners to practice and work on bettering their language skills in an authentic context. Chauhan (2021) effective technological tools such as wikis, Google Docs, and virtual classrooms give essential support that enables teamwork and seamless communication among learners. These platforms of language learning facilitate collaborative projects, whereby the learners can provide feedback, provide feedback resources, and collectively solve challenges in language. This sort of experience of interactive and collaborative not only improves understanding but also promotes cultural awareness and effective communication skills essential for language proficiency.

According to Lima (2010) when learners are working together during learning, language is essential because it improves their learning experience by making an interactive learning environment. As learners participate in participating in learning through collaborative tasks like projects, group discussions, and sessions of peer feedback, they are mostly using the language in authentic usage of language. This means that the learners are helped by enhancing language skills such as speaking, reading, writing, and listening this further allows the learner to be given feedback and correction from another learner. Methods that involve learners working together in groups provide the learners with knowledge as learners are allowed to engage with other classmates who have different language backgrounds, encouraging a great understanding of diverse cultures.

2.3.2.4 Authenticity

Shuang (2014) defines authenticity as an essential principle in TELL which allows the learners to be able to learn using authentic language contexts and resources which are effective in promoting practical communication skills. When the learners are exposed to genuine resources such as multimedia content, language exchange platforms, and virtual cultural experiences they practice their language skills in reality-based scenarios, which can result in improved usage of language knowledge and intercultural competence. This principle can be successful by involving language tasks and resources that reflect genuine language usage, cultural norms, and idiomatic phrases. The teachers can help their learners enhance language learning by teaching students using genuine materials like language exchange platforms, videos, podcasts, and virtual cultural encounters. These learning materials further allow learners to get involved with other speakers who are more fluent in the language, which can be effective in enhancing their knowledge of the language beyond what is taught in textbooks.

Jacomard and Kuuse (2016) the teachers could create English lesson activities that include scenarios based on the reality of language usage, such as debates and role-playing. For example, students could participate in the drama of virtual customer service situations, they can also have video conversations with native speakers of the language, and they can also be allowed to interpret cultural connotations from real texts. This principle of learning is not just helpful to improve the language skills of the learners through authentic usage, but it also encourages their ability of critical thinking and ability to solve problems when dealing with various linguistic and cultural environments.

Similarly, Tosuncuoglu (2018) has evaluated the capability of language learners to authentically utilise language s another important aspect of changing their productivity and skill level. The research advised the teachers to practise the use of diverse ways to evaluate students, like having them show language abilities in practical situations, continuously doing it in daily communication scenarios, and engaging in live conversations with other native speakers online. These evaluations can help to measure their understanding of language skills in adjusting language use effectively, and their ability to communicate effectively in various environments. Through this process of incorporating genuine assessment methods, teachers are guaranteed that their students will acquire practical language abilities that can be applied to real-world scenarios, readying them for successful communication in diverse linguistic and cultural settings.

Additionally, the usage of authenticity during the process of learning plays a major role in developing language skills using life-based experiences. This principle of TELL further stresses the aspect of integrating learning resources and genuine tasks, to improve student's language learning and skill levels. When applying this principle of authenticity, the language teachers use learning resources that are authentic such as newspapers, online discussions, videos, podcasts, and literature. The use of these TELL tools to strengthen language learning is essential for providing and exposing students to a variety of registers and linguistic styles. (Jones, 2022).

2.3.2.5 Flexibility

According to Kokoc (2019), the TELL approach allows the learners to use resources and activities at their preferred time and place, which exercises flexibility of location and time. The researcher stated that this form of adaptation promotes learners' ability to learn independently in consideration of their schedule and method of learning. The usage of online platforms such as mobile apps is an example of the flexibility of time and location as the learners are in control of when to access the applications and learning is done independently. This principle is also significant as it allows the learners to use resources for learning according to their level of understanding and language needs. Through this process, the learners can also interact with each other during their chosen convenient time, and through this learning experiences in TELL can promote engagement. The teachers need to elaborate to learners the importance of this type of learning experience to prepare them for other future forms of learning.

Joan (2013) states that flexibility in Technology Enhanced Language Learning (TELL) means that learners can access language learning resources and participate in activities at their own chosen times, preferences, and places. A range of technological tools and innovations in TELL support the various needs of learners in the current digital era. Students to learn and practice language skills on their own time using mobile apps, and other customised language online platforms for learning. Students have the option to select the time and way they interact with language materials, whether it be through interactive activities, multimedia materials, or online classrooms. This principle can offer motivation, interest and engagement as it allows the students to customise their learning experiences according to their personal needs and interests.

Strambi and Bouvet (2003) have stated in their study that the language curriculum for education has implemented the flexible principle as a model for learning in universities. They stated that Most students in universities have other obligations, and they are given an option of face-to-face

or online education programmes that allow students to learn during their preferred time, without putting their jobs at stake. Gou (2023) has indicated in their study that application such as Rosetta Stone and Babbel allows students a great opportunity to gain experience in language skills on their mobile phones through which they can practice at any moment they prefer. This practice has improved the learning outcomes as this principle aims to educate learners on language skills, focusing on their needs.

2.3.2.6 Critical Thinking and Problem-solving

The use of this principle is incredibly significant in improving the ability of critical thinking and problem-solving skills because they can practice their skills on how to evaluate and analyse. The use of technology allows the learners to interact and engage in literature activities that allow them to do analysis and apply thinking skills through discussions and explanations as another way to evaluate their understanding. The learners are given opportunities to use discussion platforms on technological tools in which they can collaborate with other students as another learning method of drawing insights through in-depth debates. This form of test goes beyond the general usage language and understanding of language as the learners are motivated to present their different viewpoints and arguments which can also be helpful for their future, academic, and other endeavours stating that it develops them into independent thinkers (Tuzlukova et al., 2017).

Chau (2004) stated that the TELL theory expands human cognitive processes in which the learner's mental operations are more exercised also the theory can engage participants, encourage collaboration and develop creativity and critical thinking in learners. In addition, the theory also has enhanced visualisation and the use of audio that may improve learning language skills. It is practical and it allows learner-centred education which enhances the development of language knowledge and skills in the second language. Learners are also given an opportunity for skills production and progress is assessed. There is also awareness of technological challenges and aspects that may hinder technological education.

2.3.2.7 Assessment and Feedback

Ragman (2012) has mentioned in their study that the principle of assessment and feedback plays a major role in examining the level of understanding of language meaning and usage of authentic context using literature. This form of evaluation helps the learners to discover their language needs which makes the process of language acquisition easier for the teachers in helping their students. Language learning digital tools have features that allow assessment and giving feedback

that gives guidance to the students specifying the areas in which they need improvement. Educators can implement this principle through strategic formative and continuous assessment by using digital platforms, such as online tests and assignments with automated systems that give feedback to the students.

The same researcher has stated that, apart from this principle providing strengths and areas that need enhancement, this principle allows the teachers to track the progress of their students which can allow them to change and employ other teaching methods that can help their learners to improve their understanding and usage of language skills. Giving the students feedback on their assessment motivates them to not repeat the same mistakes as they are guided towards achieving their best potential in using language skills.

Yambi (2020) has also examined the principle of feedback and assessment as an integral educational procedure, which has a positive impact on language comprehension. It is indicated in the study that the evaluation in language education is effective in evaluating their ability and development as they practice using language skills offering assessment on their academics allows the teacher to measure the students' areas of growth. When teachers incorporate precise assessment methods like exams and tests, they pick up areas in which their learners may need help, enabling them to adjust their teaching techniques and cater for all the language needs of the learners.

2.3.2.8 Learner-centred Learning and Active Learning

Mohammed (2022) stated that using literature for language skills learning is important and plays a major role in language comprehension. This method of learning is essential in improving language difficulties encountered by the learners. With this, the researcher evaluated the method of learner-centred learning. This principle of learning strengthens the identification of learners' needs and interests, through which the teachers build to guide their learners. During these lessons, the learners are more involved than the teachers. The learners can use literature texts to engage in discussions with other learners. Apart from that another researcher mentioned that learner-centred education promotes independent learning as the learners can find solutions and gain insights using TELL tools. The TELL theory engages students in the lesson, keeping them interested and motivated to participate (Elmahdi, 2018).

According to Georgiou (2023), the TELL environments need to practice learner-centred education to promote interactive learning and active engagement of the learners, through which their comprehension and proficiency can be improved effectively. The main idea of TELL is that learners should build knowledge by actively engaging with the language through practical experiences and meaningful interactions. Moreover, TELL environments can offer learners engaging platforms to use and enhance language skills through virtual simulations, interactive learning games, and multimedia resources. When learners engage in these activities, they also grab the attention of students but also encourage them to think more deeply, as they immerse themselves in virtual situations that are real and engage with language material in such a way that traditional teaching methods typically cannot imitate.

2.3.3 Application of Theory

This study only implemented four of the above-mentioned tenets of the TELL theory: authenticity, assessment and feedback, adaptive learning, and critical thinking. The implementation of these tenets of TELL is essential in this study for bridging the theory with practice which can ensure that the measurable gains of language, involvement of cultural context relevant for engagement and to establish appropriate pedagogical strategies beneficial to address challenges faced in language learning classrooms.

2.3.3.1 Authenticity

This tenet was integrated using culturally relevant Namibian literature text of a folktale that was shown to learners on YouTube. This integration was implemented for learners to acquire new words through an authentic context based on their everyday experiences and traditional way of living which made it easy for them to understand the text. Apart from that, this also makes language content more meaningful and memorable for learning.

2.3.3.2 Assessment & Feedback

This tenet was integrated by assessing learners through pre/post-tests to assess the role of the selected short story on YouTube to understand if it has an impact on learning vocabulary or not. This was also strengthened by the insights of interviews that were done with English teachers reflecting on the changes in learners' vocabulary.

2.3.3.3 Adaptive Learning

This is one of the tenets that focuses on identifying learners' needs and the learning approaches are adjusted based on learners' needs. In this study, this tenet was integrated into

the study through which the pre-test identified the learner needs which informed the video content that was used as an intervention as the learners wrote the post-test which helped measure progress.

2.3.3.4 Critical Thinking

This tenet of TELL was implemented through the task design of the pre and post-test which requires learners to think critically and infer meaning from the context of the story. The post-test required the learners to deduce definitions of words that were not familiar to them.

2.4 Research Gap

Hassan et al. (2020) have defined research gaps as certain areas in certain areas of study where the existing studies have not been researched or where certain aspects of the subject have not been studied. Those identified gaps provide other researchers with opportunities of possible research through which the unresolved issues can be attended and explored more. The future researchers are also assisted with recognising their research objectives, which may help them to attain in the subject area. The researchers find these gaps through the process of conducting literature reviews which can also be useful in shaping their study designs, aiming to address crucial gaps, enhance theoretical frameworks, and produce new empirical evidence to contribute to their discipline's ongoing development.

The studies reviewed have presented the need for language to be taught using technological tools using literature in Namibia to improve language skills. However, there is a lack of studies in Namibia that have worked on investigating the effectiveness of utilising technology-enhanced language learning tools in the country, this makes up a significant gap in knowledge of this practice. The articles reviewed have failed to identify the types of theories that informed the study, which could be useful to the researcher to assess their effectiveness if applied in their respective studies (Nkengbeza et al., 2022). Furthermore, there is a lack of studies in Namibia that have evaluated the use of digital tools that can be utilised to find solutions to challenging linguistic issues teachers and learners have identified during the learning of language skills.

Secondly, based on the reviewed studies, an essential lack of research is based on evidence specifically focusing on the positive results of productivity of TELL with Namibian literature. Even

though TELL has been carefully researched in various educational language learning environments, its influence on the comprehension and recognition of Namibian literature has not been fully investigated. Studying in specific locations could also offer information on how to adapt TELL tools and techniques which can address the linguistic and cultural necessities present in Namibian literature. In addition, there is a need to pay attention to the incorporation of Namibian literature into TELL approaches. Enhancing both linguistic skills and cultural knowledge can be integrated into strategies essential to learning language skills.

Current research is yet to address these significant gaps in future studies. Although brief evaluations can show the immediate effects of TELL on language ability and critical thinking, long-term research could therefore provide an understanding of the advantages and obstacles which are linked to TELL integration over long durations. Research of this kind is beneficial for attaining knowledge of the impact of TELL on learning language skills and their ability to analyse literature Namibian texts in the long run. It is significant to conduct research based on the objectives of teachers' preparation of lessons and during the teaching, focusing on the aspect of incorporating (TELL) into the teaching of Namibian literature. TELL is useful for teaching language skills, but teachers have limited preparedness skills and strategies to help use TELL tools and Namibian literary texts. However, this exploratory study highlights the possible gaps and challenges that need to be addressed to better prepare teachers with the skills which could give them more confidence and capability of using TELL as a means of enabling effective language learning opportunities using Namibian literature.

Namibian language teachers should also be supported and encouraged to adopt digital tools in their teaching practice so that learners are fit for the modern world with technology requirements. Thus, to close this gap in linguistic skills, it is required to find answers via solutions like the provision of good resources and training needs for teachers at different levels to use such digital tools effectively in language teaching to enhance education quality in the country. In addition, the research and evaluation of technology-enhanced language learning tools as potential broader applicability as well as its effect on academic achievement in language learning could be also recognised.

Furthermore, research should be done on teacher education as well as continuous professional development in teaching Namibian literature with the use of Technology-Enhanced Language Learning (TELL). There is a lack of studies completed in Namibia to evaluate the effectiveness of

Namibian literature on TELL tools. Therefore, a need to understand the significant use of literature effectively on TELL. Additionally, there could be shortages in their training and continued assistance in using TELL tools for teaching Namibian literature which is not carefully researched. As more gaps are investigated, it appears to provide the challenges faced by learners and the ways to overcome these gaps, including the use of TELL tools to foster meaningful language learning experiences with Namibian literature.

If language teachers are going to teach English language skills effectively in Namibia, they need to be able to recognize their students' difficulties, namely pronunciation, spelling, grammar, and other aspects of language. Furthermore, it is important to identify the digital tools and resources which can appropriately address these challenges of linguistic features. Lastly, there is a need for the researchers to mention the paradigms that influence their studies, as this can help the researchers to mention in their studies the selected suitable study paradigm. The selection of a paradigm in a study can impact the outcomes and interpretations of the research, so researchers need to be careful in choosing a paradigm that matches the research goals and questions.

While most of the research on utilising literature in language teaching has concentrated on evaluating its impact on teachers' comprehension, it is crucial to also consider the viewpoints of the learners. Using surveys to evaluate students' perceptions of learning English skills through literature can offer more insights into the success of this method in enhancing language learning. By analysing different digital tools and resources and reviewing learner feedback, English teachers in Namibia can improve their teaching techniques and provide students with a high-quality education tailored to their language requirements. By utilizing informed paradigms and suitable research methods, the effectiveness of technology-enhanced language learning tools and literature in language teaching could be more widely acknowledged and appreciated.

To summarize, conducting focused studies to address these research gaps could enhance understanding in the TELL field and enhance educational practices in language learning environments and potentially elsewhere. Focusing on these aspects, scholars can lay the foundation for improved incorporation of technology in language learning, especially in environments where indigenous literature is culturally and academically important.

2.5 Chapter Summary

This section of the study outlined the review of previous studies in which the researcher drew insights into the effectiveness of integrating literature with TELL tools when teaching language

skills. The study also reviewed studies to identify strategies and challenges that teachers and learners experienced. The section also presents Technology Enhanced Language Learning as a theoretical framework and research gaps of issues unaddressed in previous studies.

CHAPTER THREE

RESEARCH METHODS

3.1 Introduction

According to Williams (2017), research methodology is the process of designing, collecting, analysing, and explaining information on how to collect the findings of a specific study. It is usually referred to as the "how" of studies because it outlines the techniques and strategies used to collect the findings of the study. In this section of the study, the methodology, design, and paradigms are also detailed to make it possible for the researcher to know how to use the correct kind of equipment, method or contrivance throughout the information series. All this is accompanied by the design of the study, which can be experimental, quasi-experimental, survey, case study, phenomenology, grounded concept, ethnography, or a combination of a lot of other study designs, the studies which the researcher mandates to follow. Second, the studies approach is also characterized by the studies paradigm—the focus of the researcher's attitude toward the study more closely approached by the researcher. Parallels in paradigms of studies include positivism, interpretivism, critical principle, constructivism, and pragmatism.

In addition, Taherdoost (2021) reasons that the part of the research study that describes the design process of the research methodology is also essential to each study as it is the plan that guides and controls the entire process of the study. It also outlines the structured approach and methods the researcher will use to gather, examine, and understand data, which guarantees the credibility and dependability of the study. This chapter of the study is essential as it offers more clarity on the research design, explaining the reasons behind the selection of methods and approaches utilised to tackle the research questions. The methodology section describes the research design, sampling procedure, data collection and data analysis procedure, to allow other scholars to replicate the study and verify the findings, thus advancing the information of the field. It further recognizes the potential sources of bias and limits, demonstrating the rigour and integrity of the research process.

Finally, the study's method described the information analysis procedures, which then encompassed the statistical techniques or software which is used to examine the collected information. It ought to additionally offer the ethical concerns that are controlling the research, which then includes obtaining consent, ensuring confidentiality, protecting

contributors' moralities, and avoiding damage to individuals. Therefore, a properly designed study method is crucial to ensure the validity and reliability of the research findings. It facilitates making sure that the research process is rigorous, systematic, and appropriate for the research trouble and pursuits to generate trustworthy and useful research findings (Quintao & Andrade, 2020).

3.2 Research Paradigm

According to Kivunja and Kuyini (2017), the research paradigm refers to someone's worldview which entails the way someone thinks and the belief system that should inform the meaning interpreted from the findings. The study followed the pragmatism research paradigm. When the researcher incorporated pragmatism as a paradigm in the analysis of the effectiveness of literature using Technology Enhanced Language Learning (TELL) at Oupumako Combined School, a more detailed understanding of how language functions in everyday situations was gained. Pragmatism examined how language was used, considering the impact of context, intentions, and social norms on communication.

This paradigm prioritises changing ideas into practical use through empirical evidence to make informed decisions (Goldkuhl, 2011). Through the integration of pragmatism in developing language through literature using TELL, a more detailed understanding of how language functions can be gained. This paradigm examines how language is used, considering the impact of context on communication. In this research, the inclusion of pragmatics enables an in-depth examination of how the literature on TELL impacts learning effectively. Lastly, this paradigm is appropriate for the study as it will allow the researcher to find useful findings from the participants gained through their experiences as language learners.

In this research, the inclusion of pragmatics enabled a more detailed examination of how Namibian literature demonstrates and employs pragmatic elements. With TELL, the learners had the opportunity to interact with literary texts that improved their language abilities and enriched their knowledge in Namibian conversations. This study aimed to reveal how TELL can teach both language proficiency and pragmatic competence by incorporating pragmatics as a paradigm. Furthermore, the use of TELL tools was seen as another clear guide for the learners as they partook in linguistic activities of using language. This allowed the learners to understand language skills within a context. The study made use of methods that motivated collaborative learning and problem-solving.

3.3 Research Approach

The research approach helps the researcher to determine how a research study is carried out, procedures, and tools for gathering, analysing, and findings of the study. It has a vital impact on shaping the study's layout and, ultimately the credibility and reliability of the study's results. There are three primary research approaches which include the qualitative, quantitative, and mixed methods. The qualitative method seeks to investigate complex occurrences by researching deeper into specific contexts, focusing on non-numeric information to obtain a full understanding of human experiences, actions, and societal processes. The quantitative method concentrates on numerical information and numerical analysis, aiming to measure variables, study connections, and test hypotheses to create findings that can be applied more broadly (Taherdoost, 2021).

The mixed methods approach on the other hand uses both the qualitative and quantitative techniques together to get the most strengths of each method which further offers a great comprehension of the research issue. The mixed-method approach is a research design that incorporates qualitative and quantitative research methods to collect and analyse data (Creswell & Plano Clark, 2018). When the researcher chooses the right research approach means matching it with the research objectives of the study, making sure it supports the precision of the results, offering enough depth and flexibility, and finally backing up the possibility of generalising findings if necessary. The advantages of these methods in the form of rich and deep qualitative data collection and the discovery of new phenomena, quantitative data analysis with the help of quantitative data, and data from different sources with the mixed methods approach are that with the combination of qualitative and quantitative methods and the combination of qualitative and mixed methods approaches, data depth and breadth can be complemented and achieved, and comprehensive insights can be obtained. Accordingly, when selecting a research method, the researchers should consider the study objectives, data requirements, and available resources.

This study applied the mixed method approach, the mixed method used both the qualitative and quantitative approaches. The approach used multiple types of data collection techniques and research design to provide a more comprehensive understanding of the research problem. In this study, the researcher used both quantitative and qualitative research

approaches through which insights into the effectiveness of using technology to teach English through literature to grade 9 learners at Oupumako Combined School were gained.

Xiong (2022) states that the quantitative research approach involves the collection of numerical data that are analysed with methods of statistics. In this study, the researcher used pre-tests and post-tests to collect quantitative data from Grade 9 learners at Oupumako Combined School. The quantitative data collected from pre-and post-tests, examined the change in improvement of grade 9 learners' vocabulary comprehension in language learning while evaluating their engagement use of the literature short story on YouTube. In addition, the researcher collected qualitative data through interviews with three English teachers at the school. The structured interview questions asked the teachers about their experiences in using TELL tools in their teaching and how the TELL tools have impacted their learners' performance of their learners.

After collecting and analysing data, the researcher linked the findings of both tools to provide a more comprehensive understanding of the effectiveness of digital tools in enhancing English language literacy among Grade 9 learners. Using both quantitative and qualitative data, the researcher was able to explain the relations between TELL tools and language learning while also providing a valuable view of the contexts and perceptions of teachers regarding TELL tools. The mixed-methods approach is a fundamental research strategy, as it is through the integration of qualitative and quantitative data that the full picture of the research problem can be obtained due to the detailed and valid nature of the mixed-methods approach concerning the research question.

3.4 Research Design

Asenahabi (2019) points out that the goal of a research design is not only providing a systemised framework but also a way to address the research questions in a systematic way and to make the results trustworthy and valid. Its main goal is to give straightforward strategies for collecting and analysing results, minimising biases, and enhancing further utility of results. The method of research enhances the effectiveness of gathering data, making sure that the resources are utilised efficiently, and the collected data are relevant. Furthermore, a strong research design further improves the precision and reliability of findings, offering a straightforward guide for reproducing the study in upcoming research.

The research design also aided in identifying strategies that one needs to follow to conduct the research. There are important factors considered when choosing a research design which involves clearly outlining research goals, identifying the research type, theoretical framework and method and most of all the types of findings that will be collected. Through this, the researchers are also able to select data collection methods and develop a detailed data analysis plan, specifying the method of statistical or thematic analysis techniques and tools to be utilised.

This study employed a sequential explanatory mixed-methods design, this research design is useful in the study as the researcher collects and analyses data for both quantitative and qualitative for the study and further compares results (Rani et al., 2019). Additionally, the sequential explanatory research design entails collecting and analysing data in two phases, firstly the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell & Plano Clark, 2018). This research design was useful in this study as it allowed the researcher to first collect quantitative data to establish the current status quo of language skills and digital tools integration for English lessons and use the qualitative data to provide a more in-depth understanding of the research problem. By using both quantitative and qualitative data in this study, the researcher got a more comprehensive view of the effectiveness of TELL tools in enhancing language skills through literature.

Furthermore, the design aids in evaluating the impact of using literature on TELL tools for language learning. Firstly, quantitative data was gathered and analysed by utilising pre- and post-tests to measure changes in learners' vocabulary knowledge and to quantify their engagement with literature with TELL activities. Afterwards, interviews were conducted with three English teachers to gather qualitative data. This was useful for the researcher to examine deeper into participants' understanding, experiences, and attitudes toward the TELL activities based on the literature. A thematic analysis, the qualitative data provided insights and explanations for the quantitative findings, enriching the study's understanding of the impact of TELL tools with literature on vocabulary development. Integrating mixed-methods design aimed to deliver an in-depth analysis of the effectiveness of the intervention while obtaining the learner's viewpoint and experience.

3.5 Research Setting

This study was conducted at Oupumako Combined School which is a school located in Oshana Region.

3.6 Study Population

The study population includes all the individuals that a researcher is interested in studying. This group is the broader context from which a sample will be taken and to which the research findings should apply for accurate results. The study population is often determined according to the specific criteria. To accurately determine the population is essential for ensuring the validity and relevance of the research results. This requires clearly defining the criteria for inclusion and exclusion, which determines the individuals or items within the population (Willie, 2023).

The population therefore refers to the group of individuals from which the researcher intends to collect their data, which are considered as applicable to the study. The study sample consisted of 50 learners in Grades 9 and 3 English teachers at Oupumako Combined School. Such subjects are the intended study group because they are personally concerned as well with the literature-based Technology-Enhanced Language Learning (TELL).

3.7 Procedures and Sample Size

Turner (2020) defines the sampling method in research as an essential method that involves choosing a portion of individuals or data from a population to study and be able to conclude from. The main purpose of the sampling is to ensure that the chosen sample can efficiently reflect and represent the traits, features, and varieties of the whole population, allowing researchers to extend their conclusions beyond just the sample chosen. Studying a sample can be more effective in terms of time, cost, and resources than studying the entire population, which is usually impractical or too costly, which may end up limiting the study.

Additionally, the sampling can be advantageous to the researcher because it makes it cost-effective. Determining a certain sample is usually cheaper than collecting data from all individuals in a population, particularly when the population is large or spread out of the researcher's geography. This efficiency also applies to the time needed for gathering and analysing data, enabling researchers to produce results faster and potentially address urgent societal or organisational demands promptly. In addition, sampling allows research to be

possible when studying the entire population is not feasible because of logistical or resource constraints.

If sampling is done carefully and using proper effective techniques such as random, stratified, or systematic sampling, the data collected can lead to statistically sound conclusions about the population. This precision is important for informing the decision-making processes, influencing methods, and directing additional research in different fields and sectors. Creating an effective sampling method therefore requires a strong evaluation of multiple elements.

This research utilised a convenience sampling technique for the quantitative method, focusing on Grade 9 learners at Oupumako Combined School. The convenience sampling was utilised to select participants according to their immediate accessibility and readiness to take part. For this study, only 44 learners in Grade 9 were available and showed interest to partake. Nonetheless, 4 learners were not present during the day of data collection, and 2 learners opted out of participating in the tests, leading to a final sample of 44 students for the pre-test and post-test evaluations. This approach guaranteed practical viability while emphasising accessibility for participants.

Besides that, the qualitative approach involved interviews with English teachers, the purposive sampling was utilised to select participants who possess specific knowledge and experience relevant to the research topic. Three English teachers with expertise in TELL tools and literature-based activities were purposefully selected to provide insights for the study

3.8 Research Instruments

Taherdoost (2021) states that research instruments are tools or techniques utilised to collect findings in a research project, which is necessary to make sure for the precision and dependability of the information collected to answer the research objective. The instruments for collecting data, come in a wide range of forms and functions, from structured tools with a series of questions to gather detailed information to methods that involve direct interaction between the researcher and participants for more complex and in-depth data collection through conversations. Furthermore, certain tools require observing and documenting behaviours or occurrences in their natural environments to understand real-world dynamics better. Different research tools use controlled situations to change variables and see how they impact other variables, to determine cause-and-effect connections. Moreover, certain

instruments assess skills, information, abilities, or attributes using standardised methods to guarantee uniformity and comparability of outcomes.

Furthermore, research tools facilitate data gathering, which allows the researchers to collect evidence systematically. This methodical process guarantees that every key aspect of the research objective is examined, offering a careful knowledge of the topic being studied. The well-standardised tools help with the comparison of data across various studies or populations. Instruments also have an important impact on the outcomes of research. Defining the techniques and instruments for data collection enabled other researchers to replicate the study for result validation or further exploration. This enhances the credibility of the findings and underpins the growth of solid theories and practices.

For the quantitative data collection, a sequential approach was used in which pre-testing and post-testing will be employed. The learners wrote a pre-test first, which had sentences with blank spaces and the learners filled in the missing words. This pre-test aimed to test learners' basic vocabulary knowledge in English. After that, learners partook in a literature-based TELL test, in which they viewed a video on YouTube on a short story that had transcriptions. The test was designed to allow learners to understand and use new words through authentic language with context. The learners did a post-test on vocabulary in which the research used similar sentences as the ones used for the pre-test (Taherdoost, 2021). The post-test aimed to assess any changes or improvements in learners' vocabulary development and comprehension skills after the tests. Furthermore, the findings for the qualitative approach were collected from an interview which was conducted with three English teachers, in which they answered open and close-ended questions.

3.9 Data Analysis

According to Vazeer (2022), data analysis plays a vital role in conducting research and other data-focused fields by systematically examining, transforming, and interpreting the study findings to be able to uncover very important insights of the study, useful in addressing the objectives of the research which can further aid in decision making of the method to follow when analysing the findings in decision-making. The process starts with collecting data, where unprocessed data is collected from different sources like surveys, trials, or pre-existing

databases. It is also necessary for the researcher to edit their findings carefully to address missing values, eliminate certain duplicates, and fix errors to maintain the accuracy and consistency of the dataset.

The quantitative analysis involved calculating descriptive statistics to summarise pre-test and post-test findings from the tests, followed by paired-sample t-tests to determine any change in vocabulary knowledge development of the learners. Concurrently, for the qualitative data analysis, the researcher employed a thematic analysis of interview transcripts that were conducted with the three English teachers, focusing on themes related to the effectiveness of using TELL tools, strategies for literature integration in language learning, and challenges encountered by the learners and teachers.

3.10 Ethical Considerations

Ethical clearance is another important step in research where a research proposal is carefully reviewed by an ethics committee to ensure that the study follows the ethical standards and guidelines of the institution. This procedure played a major role in safeguarding the rights, dignity, and well-being of the research participants, from which the data were collected from. The review emphasised important ethical issues like getting informed consent, which included explaining the study's details, objectives, risks, and benefits to the participants in the study, and ensuring that they willingly take part.

Confidentiality measures were also assessed so that the participants were ensured that their privacy was protected and that the personal information of participants, which frequently includes anonymising data, and stored securely. The committee was responsible for evaluating possible dangers to participants in the study, aiming to reduce any physical, psychological, or social harm that could come from the research. Moreover, the evaluation ensured that participant selection was fair, avoiding any unfair burden or exclusion of any group without reason. Beneficence is also another important factor, which happened to make sure that the study had a positive impact on society or scientific understanding.

Researchers are always required to provide a comprehensive proposal that details the objectives, methods, participants of the study, data collection and analysis processes, and ethical protections for their study. The ethics committee carefully reviews the submission, frequently asking for changes or more details to attend to the ethical issues before giving

consent. This careful procedure guarantees that research is carried out with honesty and consideration for participants, maintaining the top ethical standards in scientific investigation.

The researcher received ethical approval from NUST and obtained consent from the Oupumako Combined School principal and a regional directorate to carry out the research at the school. The three teachers were informed in advance and gave consent to partake in the study and the 44 Grade 9 learners had also received permission forms that were signed by their parents before they participated in the research. The participant's details remain confidential as they were referred by a certain number, for example, "respondent 1" to avoid using their names. The participants were also informed about what the study aims to explore and the significance of their participation in the research project.

3.11 Chapter Summary

This chapter discussed the procedures that were used in compiling the research data. The research approach, research design, study population, sample and sampling procedures, research instruments data analysis, and ethical considerations for this study were specified. Also, the researcher took note of the considerations of research ethics regarding objectivity and authenticity.

CHAPTER FOUR FINDINGS AND DISCUSSIONS

4.1 Introduction

This study was conducted to evaluate the effectiveness of the linguistic relevance of Namibian literature through technology-enhanced language learning at Oupumako Combined School. This pre-test and post-test aimed to assess learners' vocabulary knowledge in English. Particularly, the purpose of the pre-test was to set up a baseline of the learners' existing vocabulary proficiency earlier than the intervention of integrating literature on technology to enhance language learning tools. The post-test, on the other hand, was designed to assess any changes or improvements in learners' vocabulary development and comprehension skills after exposure to the selected Namibian literature, which is through the integration of technology-enhanced language learning tools. These tests are designed to allow learners to understand and use unfamiliar words through authentic language with context. The learners will do a post-test on vocabulary in which the research will use similar sentences as the ones used for the pre-test.

The study obtained its quantitative results from a pre-test and a post-test which were completed by 44 Grade 9 learners at Oupumako Combined School. When the learners wrote a pre-test in which they had to read short sentences that had blanks, they had to choose vocabulary words given in a list from which they had to choose the one appropriate for each sentence. After completing the first test the learners were given a new paper to answer the post-test. The post-test required the learners to complete the same sentences as the ones completed in the pre-test, apart from that the learner had to complete the test while watching a video on a short story on YouTube, from which the sentences that are in the test were taken. This instrument aimed to address the following objective:

- to prioritise language learning and teaching strategies through TELL and literature.

4.2 Presentation of quantitative data

4.2.1 Demographic information

4.2.1.1 Gender

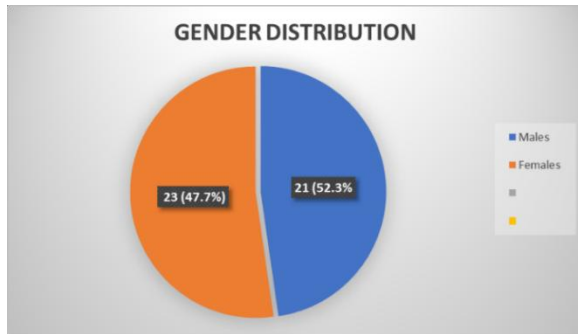


Figure 2

4.2.1.2 Age

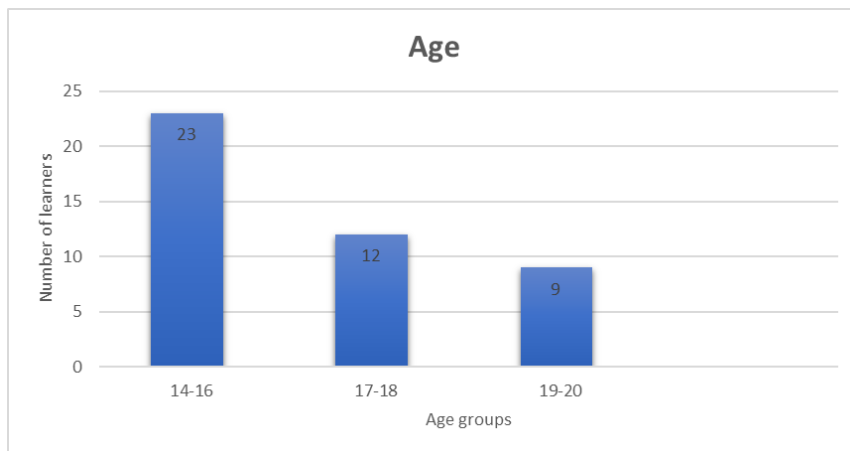


Figure 3

4.2.1.3 Level of English proficiency

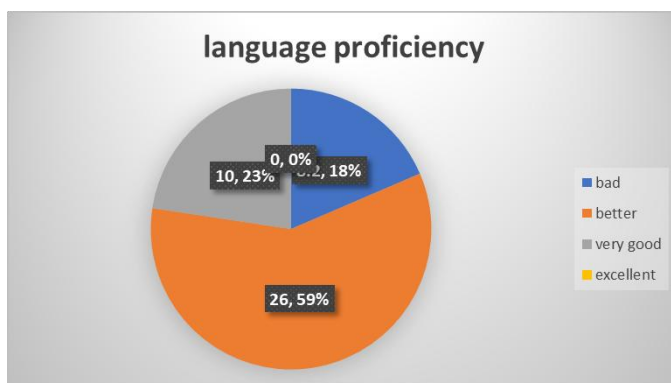


Figure 4

4.2.1.4 Home language

All the learners have Oshikwanyama as a home language.

4.2.1.5 Nationality

All the learners indicated that they are Namibians.

4.2.2 Descriptive statistics

4.2.2.1 The Results of the Pre-Test of 44 Grade 9 Learners at Oupumako Combined School

Table 1

RESPONDENT'S NO.	PRE- TEST RESULTS	Results out of 100%	CRITERIAL
1.	4	20	FAILED
2.	3	15	FAILED
3.	7	35	FAILED
4.	6	30	FAILED
5.	5	25	FAILED
6.	4	20	FAILED
7.	6	30	FAILED
8.	5	25	FAILED
9.	7	35	FAILED
10.	6	30	FAILED
11.	11	55	SUCCESSFUL
12.	12	60	SUCCESSFUL
13.	9	45	FAILED
14.	5	25	FAILED
15.	6	30	FAILED
16.	6	30	FAILED
17.	7	35	FAILED
18.	0	0	FAILED
19.	7	35	FAILED
20.	7	3	FAILED
21.	3	15	FAILED
22.	7	35	FAILED
23.	6	30	FAILED
24.	11	55	SUCCESSFUL
25.	3	15	FAILED
26.	3	15	FAILED
27.	5	25	FAILED
28.	5	25	FAILED
29.	2	10	FAILED
30.	10	50	SUCCESSFUL
31.	10	50	SUCCESSFUL
32.	3	15	FAILED
33.	8	40	FAILED
34.	6	30	FAILED
35.	4	20	FAILED
36.	3	15%	FAILED
37.	10	50	SUCCESSFUL
38.	4	20	FAILED
39.	5	25	FAILED
40.	5	25	FAILED
41.	11	55	SUCCESSFUL
42.	10	50	SUCCESSFUL
43.	8	40	FAILED
44.	7	35	FAILED

Table 1 shows the results of the pre-test that was completed on the 5th September 2024. The respondents were given numbers as indicated in the first column; the learners wrote the pre-test within 30 minutes in which they had to fill in gaps of 20 sentences with any of the 20 vocabulary words given by the researcher. The second column shows the marks obtained from the pre-test out of 20 marks. The third column presents the marks converted to 100 %. These marks were converted using this formula “marks obtained divided by 20 marks multiplied by 100. The last column presents the achievement criteria of marks obtained by the learners in the test, in which “failed” means the learner obtained 0%-49% and “successful” means the learner obtained above 50%.

The pretest results show that out of 44 Grade 9 learners, only 8 learners have obtained 50% and above and 36 learners obtained 49% and below. The highest mark obtained from the pre-test is 12 marks out of 20 which is 60% and the lowest mark is 2 marks out of 20 which is 10%. The pre-test was essential to provide data that was useful to compare with post-test results. It was also relevant to measure the initial vocabulary knowledge of the learners before the TELL intervention.

4.2.2.2 The Results of the Post-test of 44 Grade 9 Learners at Oupumako Combined School

Table 2

RESPONDENT'S NO.	PRE- TEST RESULTS	MARKS OUT OF 100%	CRITERIA
1.	8	40	FAILED
2.	17	85	SUCCESSFUL
3.	15	75	SUCCESSFUL
4.	14	70	SUCCESSFUL
5.	19	95	SUCCESSFUL
6.	16	80	SUCCESSFUL
7.	13	65	SUCCESSFUL
8.	11	55	SUCCESSFUL
9.	18	90	SUCCESSFUL
10.	17	85	SUCCESSFUL
11.	14	70	SUCCESSFUL
12.	4	20	FAILED
13.	18	90	SUCCESSFUL
14.	14	70	SUCCESSFUL
15.	7	35	FAILED
16.	12	60	SUCCESSFUL
17.	7	35	FAILED
18.	14	70	SUCCESSFUL
19.	11	55	SUCCESSFUL
20.	10	50	SUCCESSFUL
21.	8	40	FAILED
22.	12	60	SUCCESSFUL
23.	16	80	SUCCESSFUL

24.	14	70	SUCCESSFUL
25.	16	80	SUCCESSFUL
26.	8	40	FAILED
27.	13	65	SUCCESSFUL
28.	8	40	FAILED
29.	12	60	SUCCESSFUL
30.	17	85	SUCCESSFUL
31.	14	70	SUCCESSFUL
32.	10	10	SUCCESSFUL
33.	16	80	SUCCESSFUL
34.	16	80	SUCCESSFUL
35.	14	70	SUCCESSFUL
36.	11	55	SUCCESSFUL
37.	18	90	SUCCESSFUL
38.	11	55	SUCCESSFUL
39.	13	65	SUCCESSFUL
40.	14	70	SUCCESSFUL
41.	11	55	SUCCESSFUL
42.	16	80	SUCCESSFUL
43.	14	70	SUCCESSFUL
44.	16	80	SUCCESSFUL

Table 2 shows the results of the post-test. The respondents used the same numbers that were given to the learners during the pre-test which are indicated in the first column. The post-test was completed within 30 minutes, the learners had to fill in the gaps within the same 20 sentences using 20 vocabularies as for the Pre-test. The post-test was completed with an intervention of a short story on YouTube that had the same context as the sentences given. The second column shows the marks obtained from the pre-test out of 20 marks. The third column presents the marks converted to 100 %. The last column presents the achievement criteria of marks obtained by the learners in the test.

The post-test results show that out of 44 Grade 9 learners, only learners 37 obtained 50% and above and 7 learners obtained 49% and below. The highest mark obtained from the pre-test is 19 marks out of 20 which is 95% and the lowest mark is 4 marks out of 20 which is 20%.

The post-test was done on the 5th of September 2024. The Post-test was essential to identify and assess the effectiveness of using short story on YouTube to enhance vocabulary knowledge. The post-test was also essential to validate if the observed improvement in the post-test was caused by the TELL intervention.

4.2.2.3 Pre and Post-Test Result Summary

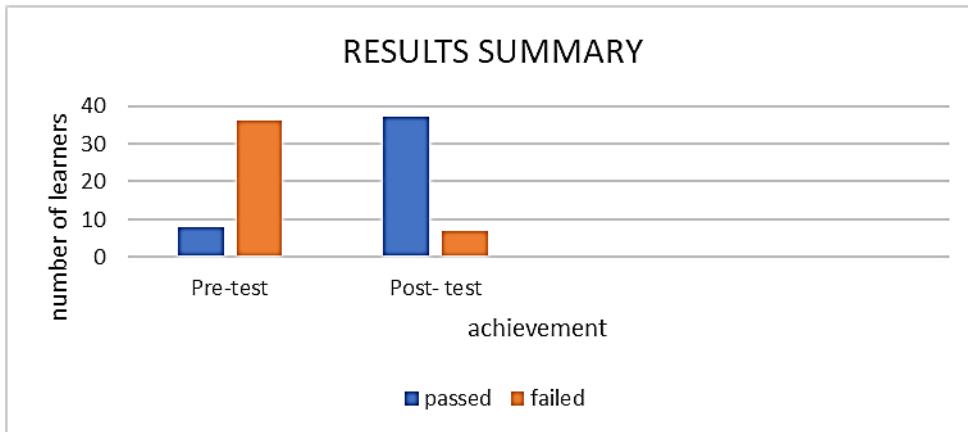


Figure 5

Figure 5 shows the summary of the Pre-Test Results (Left Bar) and the Post-test (right bar). The left bar shows a large number of learners that have failed the pre-test (36 out of 44, 81.8%) in which they scored below the passing rate (50%). It also shows the number of learners that obtained 50% and above (8 out of 44, 18.2%) achieved passing scores.

Table 3

Test type	N	Mean	Minimum	Maximum
Pre-test	44	6.18	3	12
Post-test	44	13.11	4	19

Table 3 above shows the mean which is essential to present the average of the obtained scores of the pre-test and post-test. This was calculated using the formula " $\bar{x} = \sum x/n$ ", for the pretest the sum of all the scores which is 272 was divided by the number of scores which is 44 to get the mean score which is 6.18. Similarly, for the post-test, the sum of all the scores which is 577 was divided by the number of scores which is 44 to get the mean score which is 13.11. The table also shows the minimum and maximum scores for the pre-tests and post-tests. The minimum score for the pre-test is 3 and the maximum score is 12, While the minimum score for the post-test is 4 and the maximum score is 19.

4.2.2.4 Difference between pretest and post-test

Table 4

RESPONDENTS	PRE-TEST RESULTS	POST-TEST RESULTS	DIFFERENCE (PRE-POST TEST)
1.	4	8	4
2.	3	17	14
3.	7	15	8
4.	6	14	8
5.	5	19	14
6.	4	16	12
7.	6	13	7
8.	5	11	6
9.	7	18	11
10.	6	17	11
11.	11	14	3
12.	12	4	-8
13.	9	18	9
14.	5	14	9
15.	6	7	1
16.	6	12	6
17.	7	7	0
18.	0	14	14
19.	7	11	4
20.	7	10	3
21.	3	8	5
22.	7	12	5
23.	6	16	10
24.	11	14	3
25.	3	16	13
26.	3	8	5
27.	5	13	8
28.	5	8	3
29.	2	12	10
30.	10	17	7

31.	10	14	4
32.	3	10	7
33.	8	16	8
34.	6	16	10
35.	4	14	10
36.	3	11	8
37.	10	18	8
38.	4	11	7
39.	5	13	8
40.	5	14	9
41.	11	11	0
42.	10	16	6
43.	8	14	6
44.	7	16	9
Total	272	577	305

Table 4 above presents the differences between the scores obtained from the pre-test and post-tests of the learners. This is essential to demonstrate the progress of each learner to show where the TELL intervention had failed or succeeded in improving vocabulary knowledge.

4.2.2.5 Difference from the Mean

Table 5

Respondents	Pre-test results	DIFFERENCE FROM MEAN (PRE-TEST)	Post-test results	DIFFERENCE FROM MEAN (POST-TEST)
1.	4	-2.18	8	-5.11
2.	3	-3.18	17	3.89
3.	7	0.82	15	1.89
4.	6	-0.18	14	0.89
5.	5	-1.18	19	5.89
6.	4	-2.18	16	2.89
7.	6	-0.18	13	-0.11
8.	5	-1.18	11	-2.11
9.	7	0.82	18	4.89
10.	6	-0.18	17	3.89
11.	11	4.82	14	0.89
12.	12	5.82	4	-9.11
13.	9	2.82	18	4.89
14.	5	-1.18	14	0.89
15.	6	-0.18	7	-6.11
16.	6	-0.18	12	-1.11

17.	7	0.82	7	-6.11
18.	0	-6.18	14	0.89
19.	7	0.82	11	-2.11
20.	7	0.82	10	-3.11
21.	3	-3.18	8	-5.11
22.	7	0.82	12	-1.11
23.	6	-0.18	16	2.89
24.	11	4.82	14	0.89
25.	3	-3.18	16	2.89
26.	3	-3.18	8	-5.11
27.	5	-1.18	13	-0.11
28.	5	-1.18	8	-5.11
29.	2	-4.18	12	-1.11
30.	10	3.82	17	3.89
31.	10	3.82	14	0.89
32.	3	-3.18	10	-3.11
33.	8	1.82	16	2.89
34.	6	-0.18	16	2.89
35.	4	-2.18	14	0.89
36.	3	-3.18	11	-2.11
37.	10	3.82	18	4.89
38.	4	-2.18	11	-2.11
39.	5	-1.18	13	-0.11
40.	5	-1.18	14	0.89
41.	11	4.82	11	-2.11
42.	10	3.82	16	2.89
43.	8	1.82	14	0.89
44.	7	0.82	16	2.89
Total	272	0.08	577	0.16

Table 5 shows the difference from the mean which shows how the scores of each participant deviated from the average pre-test and post-test scores.

4. 2.2.6 Squared Values of the Pre-test and Post-Test

Table 6

RESPONDENTS	PRE-TEST RESULTS	DIFFERENCE FROM MEAN (PRE-TEST)	χ^2	POST-TEST RESULTS	DIFFERENCE FROM MEAN (POST-TEST)	χ^2
1.	4	-2.18	4.7124	8	-5.11	26.1321
2.	3	-3.18	10.1124	17	3.89	15.1321
3.	7	0.82	0.6724	15	1.89	3.5721
4.	6	-0.18	0.0324	14	0.89	0.7921
5.	5	-1.18	1.3924	19	5.89	34.6721
6.	4	-2.18	4.7124	16	2.89	8.3521
7.	6	-0.18	0.0324	13	-0.11	0.0121
8.	5	-1.18	1.3924	11	-2.11	4.4721
9.	7	0.82	0.6724	18	4.89	23.8721
10.	6	-0.18	0.0324	17	3.89	15.1521
11.	11	4.82	23.2624	14	0.89	0.7921
12.	12	5.82	33.8624	4	-9.11	83.1321

13.	9	2.82	7.9524	18	4.89	23.8721
14.	5	-1.18	1.3924	14	0.89	0.7921
15.	6	-0.18	0.0324	7	-6.11	37.3721
16.	6	-0.18	0.0324	12	-1.11	1.2321
17.	7	0.82	0.6724	7	-6.11	37.3721
18.	0	-6.18	38.1124	14	0.89	0.7921
19.	7	0.82	0.6724	11	-2.11	4.4721
20.	7	0.82	0.6724	10	-3.11	9.6721
21.	3	-3.18	10.1124	8	-5.11	26.1321
22.	7	0.82	0.6724	12	-1.11	1.2321
23.	6	-0.18	0.0324	16	2.89	8.3521
24.	11	4.82	23.2624	14	0.89	0.7921
25.	3	-3.18	10.1124	16	2.89	8.3521
26.	3	-3.18	10.1124	8	-5.11	26.1321
27.	5	-1.18	1.3924	13	-0.11	0.0121
28.	5	-1.18	1.3924	8	-5.11	26.1321
29.	2	-4.18	17.4724	12	-1.11	1.2321
30.	10	3.82	14.5924	17	3.89	15.1521
31.	10	3.82	14.5924	14	0.89	0.7921
32.	3	-3.18	10.1124	10	-3.11	9.6721
33.	8	1.82	3.3124	16	2.89	8.3521
34.	6	-0.18	0.0324	16	2.89	8.3521
35.	4	-2.18	4.7124	14	0.89	0.7921
36.	3	-3.18	10.1124	11	-2.11	4.4721
37.	10	3.82	14.5924	18	4.89	23.8721
38.	4	-2.18	4.7124	11	-2.11	4.4721
39.	5	-1.18	1.3924	13	-0.11	0.0121
40.	5	-1.18	1.3924	14	0.89	0.7921
41.	11	4.82	23.2624	11	-2.11	4.4721
42.	10	3.82	14.5924	16	2.89	8.3521
43.	8	1.82	3.3124	14	0.89	0.7921
44.	7	0.82	0.6724	16	2.89	8.3521
Total	272	0.08	326.3856	577	0.16	528.7324

Table 6 displays the squared differences of individual pre-test and post-test scores from their means, which is an essential procedure for calculating variance (σ^2) and evaluating data spread. The deviation of each learner from the average (e.g., -2.18 for Learner 1's pre-test) is squared to remove negative values (e.g., 4.75), guaranteeing that all variances are positive. The total of squared deviations—326.39 for the pre-test and 528.73 for the post-test—indicates that post-test scores demonstrated 62% more variability ($\sigma^2 = 12.29$ vs. 7.59 pre-test), highlighting inconsistent intervention outcomes. This aligns with qualitative results (e.g., educator observations of unreliable internet access), as students with consistent resources (e.g., +3.89 deviations) surpassed those experiencing interruptions (e.g., -5.11 deviations).

4.2.2.7 Variance (calculated to measure the spread or dispersion of points around the mean)

Table 7

Pre-test	Post-test
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$\sigma^2 = \frac{\sum(X_i - \bar{X})^2}{N - 1}$ $= \frac{326.3856}{43}$ $= 7.59$	$\sigma^2 = \frac{\sum(X_i - \bar{X})^2}{N - 1}$ $= \frac{528.7324}{43}$ $= 12.29$
---	--

Table 7 shows the variance of the pre-test and post-test. Variance (σ^2) measures the extent to which individual test scores deviate from the average, offering an understanding of the reliability of the intervention's effect. It is achieved when the deviation of each learner from the mean (for instance, -2.18 for Learner 1's pre-test score of 4) is squared to remove negative values and these squared deviations are averaged among all learners. The post-test variance ($\sigma^2 = 12.29$) was significantly greater than the pre-test variance ($\sigma^2 = 7.59$), indicating increased variability in results following the TELL intervention.

4.2.2.8 Standard deviation

Table 8

Pre-test	Post-test
$SD = \sqrt{\sigma^2}$ $= \sqrt{7.59}$ $= 2.75$	$SD = \sqrt{\sigma^2}$ $= \sqrt{12.29}$ $= 3.5$

Table 8 above shows the standard deviation of the pre-test and post-test. The standard deviation (SD) is derived as the square root of variance (σ^2), and this measures the typical distance of each learner's score from the average, providing an understanding of data reliability. Regarding the pre-test scores, the standard deviation is 2.75 which shows that the majority of learners' scores were grouped fairly near the average (6.18/2). After the intervention of the TELL tool, the SD rose to 3.50 which indicates an increased variability in results.

4.2.2.9 Standard Error of the Mean (SEM)

Table 9

PRE-TEST	POST-TEST
$SEM = \frac{SD}{\sqrt{N}}$ $= \frac{2.75}{\sqrt{44}}$ $= 0.41$	$SEM = \frac{SD}{\sqrt{N}}$ $= \frac{3.50}{\sqrt{44}}$ $= 0.52$

6.633 =0.414	6.633 = 0.527
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Table 9 shows the standard Error of the Mean (SEM) The Standard Error of the Mean (SEM) measures how accurate the sample mean is in representing the population mean, computed as. In this research, the SEM for the pre-test was 0.414, whereas the SEM for the post-test was 0.527. The main goal of the SEM is to show how much the observed mean scores (e.g., 6.18 on the pre-test, and 13.11 on the post-test) could vary if the study were conducted again under comparable conditions. The low SEM values in both assessments indicate strong reliability in the mean estimates, which reflects the notable improvement and the ($p < 0.001$) signifies a genuine intervention effect instead of random sampling variation.

4.2.3 Inferential Statistics

4.2.3.1 Effect size (Cohen's d)

- Cohen's d calculation to measure the practical effect of the TELL intervention

$D = M1 - M2$ $\frac{\text{SD pooled}}{= 6.18 - 13.11}$ $\frac{\text{SD pooled}}{= 6.18 - 13.11}$ $\frac{\text{SD pooled}}{= -6.93}$ $\frac{\text{SD pooled}}$	$\text{SD pooled} = \sqrt{\frac{\text{SD1}^2 + \text{SD2}^2}{2}}$ $= \sqrt{\frac{2.75^2 + 3.5^2}{2}}$ $= \sqrt{\frac{19.8125}{2}}$ $= \sqrt{9.90625}$ $= 3.15$ $D = \frac{-6.93}{3.15}$ $= 2.20$
--	--

This shows that the combination of the short story and YouTube produced a significantly large effect size ($d=2.20$) showing that the learners' post-test vocabulary results were enhanced by more than two standard deviations in relation to their pre-test outcomes.

4.2.3.2 Paired Samples t-Test

SEMD = $\frac{\text{SD pooled}}{\sqrt{N}}$ $= \frac{3.15}{\sqrt{44}}$ $= 0.474$	t-Statistic $T = \frac{D}{\text{SEMD}} = \frac{-6.93}{0.474} = -14.62$	Degrees of Freedom $Df = N - 1$ $= 43$
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The SEMD represents the variability of mean differences across the test samples. Additionally, the t-statistics are essential for measuring how much the scores of the post-test differ from the scores of the pre-test. The large value of t-value (14.62) further confirms statistically a significant improvement and the p-value ($p < 0.001$), also further validated by the very large effect size ($d = 2.20$), this demonstrates that the intervention of the short story on YouTube has a significant impact on the learners' vocabulary proficiency.

4.2.3.3 Comparison of T-statistics to critical t value

The t-test result was extremely significant ($t(43) = -14.62$, $p < 0.001$) and this suggests that the enhancement in learners' vocabulary scores following the TELL intervention did not occur because of random chance. The t-statistic ($t(43) = -14.62$) vastly exceeds the critical value (± 2.016) at $\alpha = 0.05$ which shows statistically significant improvement in learners' vocabulary scores post-intervention ($p < 0.001$). This research utilises a within-subjects design, in which the participants served as their comparison group by completing both pre-and post-tests. By removing personal variations this method identifies the intervention's effect, showing an average gain of 6.93 points—a substantial effect ($d = 2.20$).

4.5 Presentation of Qualitative Data

4.5.1 Interview Transcriptions

The researcher interviewed three English teachers at Oupumako Combined School. The interview consisted of 13 close-ended questions. The first English teacher that was interviewed is a Grade 4-5 English teacher, the second one teaches English Grade 6-7 while the third teacher is a Grade 8-9 English teacher. The respondents for the interview will be indicated as (T1) to represent teacher 1, (T2) to represent teacher 2 and (T3) to represent teacher 3.

1. Which Technology Enhanced Language Learning (TELL) tools do you frequently use for teaching language skills?

T1: yes, for my English lessons, using a computer has played a major role it allows me to access useful applications such as Google on which I find useful notes that I can use to teach my learners. Apart from that I also find texts such as short stories and poems that I can use for

reading comprehension and teaching grammar through context. I also use Google Dictionary to find the meanings of words or for correct pronunciation.

T2: Our school has a projector that I can connect to the speaker and show my learners videos on YouTube. YouTube is very helpful in learning as I can show videos through which learners can be exposed to authentic language usage contexts which can improve their language usage.

T3: I use applications such as Google, YouTube, and ChatGPT to prepare for my lessons and for my lessons I use tools such as a laptop, cell phone, projector, mice and speaker.

2. How do you integrate literature into language teaching using Technology Enhanced?

Language Learning (TELL) tools?

T1: I use Google to download short stories and poems which I use for teaching reading comprehension, grammar, and vocabulary. The stories and poems make it easier for learners to interact and engage based on the context given.

T2: websites such as Google help find texts that I use to test my learner's understanding. The texts that we use in class also help my learners to know how different words are used in different contexts. The grade 4 and 5 syllabus also encourage teaching different elements of literature, so sometimes I print different poems from the internet that I use in class to give more examples of the elements.

T3: Some of the recommended novels such as "God of Women" that are used in grades 8-9 are played out in video which I can show my learners instead of them reading in class only, though they learn how names and other difficult words in the story can be pronounced.

3. In your experience, what are the benefits of using literary texts in language learning?

T1: when I teach using short stories or short texts, my learners are exposed to different sentence structures, idioms, and a variety of language usage through which learners can learn through authentic language usage, apart from that the learners are given themes through which they can think critically about language issues.

T2: literary texts offer a meaningful context to the learners during language learning through which they can develop their grammar, this prevents the learners from memorising the rules of the language and not knowing how it can be used in a wide variety of texts. In addition, it also enables the learners to come up with their own stories or create their poems.

T3: literary texts help my learners to improve their four language skills as the learners can develop their creative writing skills as I make them write essays based on the ideas discussed through the novels that we read and watch short videos on the same novels. My learners also get to be exposed to different styles of writing through the different texts that we use in class.

4. Do you prefer your learners to develop language in isolation or through context? Please explain your reasons.

T1: No, I believe language cannot be taught in isolation as the learners need to acquire skills through a meaningful and authentic context.

T2: no, language cannot be taught in isolation because the context helps the learners with meaning and how to use different words in different sentences correctly.

T3: no, I prefer teaching my learner's language using contexts as I believe this prepares them to partake in any form of language performance like reading, writing, speaking and listening, though learners can remember language usage.

5. What strategies do you prioritise when integrating technology-enhanced language Learning (TELL) and literature in your language teaching?

T1: One of the strategies that I prioritise as I integrate technology into language teaching is ensuring that the learners can engage and interact with one another during the lesson. This helps the learners to develop not only their speaking abilities but also their ability to listen attentively.

T2: I use the question-and-answer strategy, basing the questions on the texts that I have used in the class, I think this can help my learners with critical thinking. I also like teaching new words through a short story.

T3: After watching the video on the novels of my learner's study on YouTube, we identify the difficult words, look up their meanings in the dictionary and tell my learners to use the words in a variety of sentences to evaluate their understanding.

6. How do incorporate literature to develop language skills such as reading, writing, speaking and listening?

T1: For reading, I download short texts on different topics or short stories from the internet and my learners read them aloud in class. For correct pronunciation, we use Google Dictionary on my phone or laptop. For listening I use a speaker on which my learner listens to a short story and answers questions based on it. Furthermore, for writing, I give my learners to write short texts based on the themes or ideas from the short stories. Lastly, for speaking

I sometimes like asking my learners to estimate what is most likely to happen next in the remaining parts of the story which I think encourages critical thinking.

T2: For listening comprehension, I try to give my learners to listen to two different short texts on a CD on a radio or a speaker so that they answer questions that are on the same stories. When it comes to reading, I give my learners in pairs parts of a short story, and they have to assemble it in the correct order in which it should be meaningful, and they have to read it to the whole class. For writing, I give my learners short questions about the characters in the short stories, or I give them poems and ask them questions based on the poem given. Finally, with speaking, I instruct my learners to pick roles of characters from the short story and they should perform a roleplay or dramatize with ideas from the short stories.

T3: In my lessons, I incorporate literature when learning speaking skills by outlining topics that we have encountered during the discussion and reading of the novel and they have to form teams for them to debate for or against the issues raised in the texts. When I plan to develop their writing skills through the incorporation of literature, I encourage them to learn how to use new words from the text through context rather than just drilling vocabulary into learners, I focus on making the words more meaningful. For example, after introducing new terms from a literary text, I ask the learners to create their own stories or personal reflections using those words. This way, the vocabulary is not just something to memorise, it then becomes part of their everyday communication.

7. Explain how you use literature as an effective resource in teaching and developing vocabulary skills.

T1: I sometimes use a short story that my learners need to read aloud in class, and we will identify the difficult words for the text after that, the learners find meanings of the words from the dictionaries which should have the same meaning as the ones in the text read. I then encourage the learners to use the same words in different sentences to check their understanding.

T2: For my learners to learn vocabulary, I give them a text and tell them to underline difficult words which I have noticed to be difficult in the text. After that instruct them to look for the meanings of the words together on Google and they all write the same meaning. After that, I instruct the learner to come up with their own text using those words. I then ask them to find synonyms of these words and use them in different sentences.

T3: I instruct my learners to highlight some of the unfamiliar words that they found difficult in the texts as they read. The learners then must discuss what they are guessing the words mean based on the text's clues.

8. How do you help learners develop their creative writing skills through literature?

T1: I like taking my learners to the library to show them different books for them to read. I like giving my learners topics from the texts we have read, and they write essays on them.

T2: After reading a short story or a poem I give my learners a task to write on themes in the short story or I ask them to write their own short stories or poems.

T3: I like showing my learners different narratives of written texts which may also include stories, folktales, speeches and essays.

9. Which other language features can be improved through literature?

T1: Grammar, pronunciation, paragraph writing

T2: tenses, critical thinking, communication skills, ability to analyse.

T3: cohesion, grammar, cultural awareness,

10. Which Technology Enhanced Language Learning (TELL) tools can improve the classroom for interactions and collaboration of learners during learning?

T1: Pair Reflections, class radio

T2: Debate, guess the missing words.

T3: Role-playing, group viewing and discussion.

11. What are the challenges encountered by the learners during language learning through Technology Enhanced Language Learning (TELL)?

T1: Our school does not have enough resources for our learners and as a teacher, I would want to expose my learners to more forms of learning through technology, apart from that learners are a lot in classes and sometimes I give them homework to go search up for certain subject related issues, but they show lack of interest. When I do listening comprehension activities with my learners, I have to repeat the audio even 5 times for them to get the information as they are coming from grade three where the medium of instruction was their mother tongue, and they are not used to listening activities in English, they often complain that the reader is fast and some words are not clear to them.

T2: Some of the learners do not have an internet connection on their devices that they use at home when given tasks that require the use of platforms like Google and YouTube. The school also does not have enough technological resources, so if one teacher has planned to use the

resources the other teachers are delayed. Sometimes when learners are shown short stories on YouTube, they want to be shown more but the time is not always enough.

T3: The learners do not receive enough technical support from the teachers as they only have one Information communication lesson in their timetable which is not enough time for the learners to be trained on computer literacy, and lack of technological hardware.

12. What are the challenges encountered by the teachers during language teaching through Technology Enhanced Language Learning (TELL) tools?

T1: I do not have enough technical support I lack enough training,

T2: lack of digital literacy, lack of motivation,

T3: lack enough training.

4.6 Discussions

4.6.1 Challenges Faced by Learners When Using TELL Tools for Language Learning

The teachers in the interviews have uncovered some of the various difficulties that learners at Oupumako Combined School encounter while they incorporate different TELL tools for learning language skills. One of the challenges mentioned is that there is inadequate technological equipment in the schools which then often create challenges for the learners to be able to fully participate equally in the lessons. Nuuyoma (2012) has also indicated the lack of enough infrastructure as another form of limitation. Furthermore, most of the learners at the school have limited internet access at home, which often prevents the learners from completing their school projects or homework that relies on suggested platforms such as Google and YouTube applications. The learners are also a lot in a class which can result in the learners being given less individualised attention from the learners, which can then impact learners' interaction or participation and language understanding of the content being learnt.

Furthermore, the learners also face obstacles with understanding the accent of spoken language exercises in listening comprehension, this then frequently requires the teacher to do several repetitions of the audio content, which is due to their lack of familiarity with English being the medium of instruction. They also mentioned that the speed of pronunciation in the recordings is too quick and some of the words are difficult to understand, which makes it challenging for the learners to be able to keep up with the listening comprehension and they may lose interest. Akintunde and Angulu (2020) also stated in their study that learners

sometimes lose focus on lessons as they start to explore other applications. They also encountered that teachers have limited knowledge in using.

In addition, the learners are taught ICT lessons only once in the timetable which hurts learners' digital literacy, which then decreases their ability to be able to effectively utilise technology for language learning reasons. Learners do not have additional technical assistance needed for them to function during lessons. Other researchers have encountered challenges such as stating that some of the videos used are very long for learning which may result in learners getting bored and losing focus. Furthermore, some of the videos have an issue with video quality and through this, learners lose context and information which impacts their learning (Khotibi et al., 2022).

4.6.2 Challenges Faced by Teachers When Using TELL Tools for Language Learning

Based on the interviews, the teacher has also laid out numerous obstacles that they encounter when incorporating Technology Enhanced Language Learning (TELL) tools into their language teaching. One of the key issues mentioned has to do with insufficient training and technical support needed by the teachers. Another participant mentioned that language teachers who would like to be using TELL tools are not properly equipped to efficiently integrate the language learning technology into their teaching lessons, therefore resulting in a lack of confidence which hinders their ability to use technology tools to improve learners' learning. According to Waiganjo and Paxula (2020), the teachers also experience insufficient technical support for the teachers regardless of their complaints and other obstacles such as inadequate time to use tools such as projectors to show videos on literature texts. Not being adequately prepared can therefore lead teachers to frustration and lack of motivation for them to integrate technology in language educational settings.

Furthermore, the participants mentioned that they frequently face limited availability of technology resources that they need. The lack of resources causes teachers to compete for tools during teaching which may lead to delays and challenges in lesson preparation and presentation to the learners. Ugwu (2022) states that inadequate resources may result in a lack of motivation and interest for the teachers to plan lessons with content that is up to date. Teachers also point out problems with lacking digital literacy, which makes it harder for them to effectively use advanced technological tools. Teachers may find it challenging to fully utilise

TELL tools for language learning if they lack the skills needed to effectively navigate these resources.

Another major obstacle is the lack of motivation among learners when it comes to activities that involve technology. Teachers then frequently struggle to motivate their learners to actively participate in tasks that necessitate working independently at home which may require the internet particularly when learners do not have access to technology in their homes, another researcher has also indicated in their study that internet access another limiting factor in using TELL tools (Alamri, 2021). Moreover, the challenge of controlling learners to be more engaged with technology-enhanced language learning tools is the management of classes with a lot of learners. In these environments, teachers face difficulties in guaranteeing that every learner benefits from technology-enhanced teaching.

4.6.3 Language learning and teaching strategies through TELL and literature.

The research proposed that integrating Technology-Enhanced Language Learning (TELL) tools with Namibian literature would greatly enhance the vocabulary learning of Grade 9 learners by placing language in culturally meaningful, real-world contexts. The findings of the Pre-test ($M=6.18/20$, $SD=2.75$) indicated the initial shortcomings, as only 18% of learners ($n=8$) attained passing marks. While the Post-test outcomes show that ($M=13.11/20$, $SD=3.50$) was a great enhancement, with 84% of participants ($n=37$) exceeding the 50% passing rate. This is consistent with Butarbutar's (2022) findings regarding technology-enhanced literacy engagement, which further confirms TELL's function in closing these pedagogical gaps. Nonetheless, the rise in post-test variance ($\sigma^2=12.29$) indicates uneven implementation issues, like irregular internet access (noted by every teacher), that obstructed fair results.

The paired t-test ($t(43) = 14.62$, $p < .001$) and substantial effect size ($d=2.20$) empirically demonstrate that the TELL-driven literature interventions significantly surpassed the traditional methods. These findings directly support the hypothesis, showing that platforms such as YouTube (for genuine story videos) and Google (for language resources) enhance vocabulary retention via multimodal interaction, aligning with Taherdoost's (2021) conclusions on genuine language exposure.

The interview in which TELL tools and language learning and teaching strategies through TELL using literature were identified. One of the participants mentioned the fostering of learner's engagement in English lessons as one of the critical ways to develop dynamic learning surroundings. Another participant also encourages another powerful approach which is to encourage learners to interact and have open discussions with each other at some point in their language learning lessons. In comparison with Kucukoglu (2013) study, interactions improve the learner's ability to collaborate with others. Another participant in the interview mentioned that by facilitating discussions and collaborative activities, language learners can share their thoughts and insights, which aids in enriching their knowledge of language skills.

The participants have identified some of the TELL tools that the teachers use to improve language skills. The tools are such as Google which teacher 1 mentioned that they use to find useful teaching materials such as notes on grammar, short stories, poems, and other language-enhancing aids. Another teacher also mentioned that she likes using YouTube as it provides great videos that can expose the learners to more authentic language use, which can help with improving the listening and speaking skills of the learners. In another study, Taherdoost (2021) also mentions the use of literature in which the learners view videos on YouTube on a short story that has transcriptions, this allows learners to understand and use new words through authentic language with context. The use of projectors and speakers was also mentioned indicating that it helps to show video content on stories or novels, which can aid with enhancing visual and auditory learning of language skills. Lastly, the application of ChatGPT was also mentioned by another teacher who she stated that it assists with lesson preparation provides enriched language teaching resources.

One of the participants also mentioned that they like incorporating a question-and-answer method which may complement engagement in the lesson, as the use of critical types of questions which are primarily based on the literature text promotes vital thinking and helps learners to make connections to the content. Ashrafuzzaman et al. (2021) state that literature acts as an authentic resource which is effective for the learning of language through text which can promote critical thinking. Additionally, interactive vocabulary activities play an essential role in strengthening language comprehension. The teachers also mentioned that they give learners activities in which they are instructed to figure out tough phrases in a story

that can be shown on YouTube, or they listen to it on a speaker, they can be given sentences to complete with phrases from these texts. The learners are also given tasks through which they can discover their meanings using dictionaries and practice using these words in various sentences. This learning technique is rated as another best method of improving the vocabulary skills of learners as learners learn new words through a context. According to Khamsuk and Whanchit (2021), different stories in literature also provide an essential context which makes it easier for the learners to understand the meaning of words and be able to use them in everyday conversations.

In addition, the teachers were further interrogated on strategies for improving speaking, reading, listening, and writing skills. The teachers mentioned that one of the strategic ways to improve reading the learners to read aloud literature texts from the internet and encourage students to read them aloud which further allows us to do pronunciation practice to learn how to pronounce words. Another teacher also mentioned that they help their learners to develop their reading skills through activities like rearranging short story parts in pairs and after assembling the parts they must read the short story to the class. According to Supraba (2020), the process of engaging in interactive activities of reading aloud can help learners enhance their reading fluency, intonation, and public speaking abilities. For listening, the teachers mentioned that learners listen to short stories via speakers or CDs and answer comprehension questions.

For writing skills, the teachers give learners tasks which involve creating short texts which can be based on themes stipulated in the story, the learners are also trained to answer questions that are about characters or poems in literature and the learners can also use some of the new vocabulary from texts in their personal stories to promote meaningful usage. Lastly, the teachers mentioned that they help learners improve their speaking skills through activities such as predicting story outcomes in which the learners can be encouraged for critical thinking. Learners are also allowed to perform in-class role plays or dramatizations of characters they have learnt, and they also debate on some of the themes from the texts to foster discussion and engagement.

4.6.4 The Role of Literature in Language Development Using TELL Tools

Based on the interviews, the participants mentioned that during English lessons the integration of short stories, poetry, and other texts in literature with TELL tools can help improve language skills development through the process of giving learners examples of real-life situations through which they can be able to practice language skills. Guetatila (2022) states that novels and short stories can expose learners to real-life situations through which learners are exposed to the external world, and they can become creative through the imagination stimulated by the short stories given to them during learning. Furthermore, the participants mentioned that the usage of a variety of literary texts such as short stories, poems, and novels can introduce students to various structures of sentences, idioms, proverbs and many other writing styles, through which learners can enhance their language essential skills in reading, writing, speaking, and listening. Therefore, with the utilisation of digital platforms like Google, YouTube, and ChatGPT, language teachers can easily be able to access a diverse range of literature texts and videos which they can use to help students learn new vocabulary and be able to improve pronunciation with real-world examples. Hameed (2021) supports this through the study conducted on the acquisition of language skills through literature in which he indicated that literature has tools such as novels that help students improve their structures of sentences, improves vocabulary.

Moreover, the participants further mentioned that literature can be a useful tool to foster critical thinking through different activities in which learners analyse various themes, predict story outcomes or endings, and engage in debates which are based on issues presented in texts. According to Ashrafuzzaman et al. (2021), literature acts as an authentic resource in which the literary texts are effective in promoting critical thinking as learners analyse deeper and more complex linguistic aspects through which the learners can comprehend and interpret ideas. Teachers also mentioned the use of movies in their English lessons and these movies are the same versions of books that the learners have read; this therefore aids in improving the listening abilities of the learners.

In addition, the participants mentioned that literature is also effective in encouraging collaboration through activities such as role-playing, acting out dramas of different scenarios from texts, and having discussions or group conversations with learners which can enhance

communication abilities and cooperation. Albeth (2023) mentions that a learning environment that encourages collaboration through discussions, and group activities can promote teamwork, cooperation, and mutual support among peers. This participation in social activities inspires learners and fosters a feeling of being part of a community while learning a language.

Lastly, the participants have also mentioned that literature can provide a rich context which can be effective for learning vocabulary as this presents unfamiliar words within meaningful narrated context and situations from texts. This contextual exposure to learners is essential for helping the learners understand how these various words can function in different contexts, which makes the process of vocabulary learning more effective and relevant to their everyday language skills usage. By engaging with literary texts, students encounter new vocabulary naturally, which enhances retention and encourages them to use these words creatively in their writing and speech. According to Marasani (20119), the use of literature to learn languages can provide learners with contexts that allow them to be practical and practice the context based on everyday experiences in a variety of forms.

4.7 Chapter Summary

This chapter presented the findings of the study in which the researcher aims to achieve the objectives of the study which the researcher aims to explore innovative and strategic ways of integrating TELL tools with literature in English lessons, to enrich language learning. Apart from that, the study also investigated the challenges that both teachers and learners encounter during language learning and teaching through TELL. For the researcher to achieve the objectives of the study, the researcher collected data following a mixed research approach, in which learners in grade 9 at Oupumako Combined School wrote a pre and post-test on based vocabulary for the quantitative data and qualitative data the researcher interviewed three English teachers at the school.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The final part of the study outlines the conclusions that are taken from the analysis of the data which are aligned with the study's objectives. It also further provides strategic and effective recommendations which are based on the results of the study, which are aimed at addressing and helping with tackling some of the identified language learning issues and offering avenues for future research.

5.2 Conclusions

5.2.1 The Challenges Encountered Teaching Through TELL and Literature

The findings of the study confirmed that learners face several challenges with the use of Technology-enhanced language tools for language knowledge. Interviews reported that limited access to technology and the internet, mainly at home, makes it hard for learners to further research language skills that rely upon structures like Google and YouTube. It is also stated that large numbers of learners in classrooms in addition restrict the attention from teachers during learning, decreasing the learner's ability to participate and comprehend. Additionally, learners often face battles with listening comprehension due to unfamiliar accents and the short speed of a few audio materials. This regularly leads to the teacher's frustration and disengagement of learners during learning. The interviews also confirm that learners have limited skills in using TELL tools for language which leaves the learners with insufficient virtual literacy, which makes it difficult for them to fully utilise technology tools. The teachers also mentioned that the learners during learning experience challenges of inability to grasp vocabulary and grammar rules without meaningful contextualisation

The findings also identify that teachers also come upon their own set of challenges when integrating Technology-enhanced language learning tools into language learning education. One of the stated problems in the study is the shortage of technological resources, inclusive of projectors that are not enough, lack of constant working internet, or other teaching aids, which influences the easy implementation of technology in teaching language skills. Teachers additionally mentioned the restricted education and technical assistance, which reduces their ability to use TELL tools efficiently. Furthermore, time constraints make lessons that integrate

technology hard, as teachers frequently compete for shared resources with other English teachers.

5.2.2 Language Learning and Teaching Strategies Through TELL and Literature

The results of the study proved that Technology-enhanced language learning tools act as an essential component in enhancing vocabulary. The pre-test and post-test confirm that integrating TELL tools with literature in language lessons has various benefits such as providing authentic content for learning language skills and providing a meaningful context for the learning environment affecting language acquisition. The findings of the study outline that the teachers highlighted the usage of literature-based activities in language learning, which may involve learners in reading aloud, group discussions, role plays, and drama based on text themes, storytelling, which may encourage skills collaboration, essential critical thinking, and it also develop conversational capabilities such as debates. Furthermore, the TELL tools identified in the study including Google, YouTube, Google Dictionaries, pronunciation apps and ChatGPT offer a wide range of benefits in developing language skills, making teaching instructions extra easier for the learner. This is confirmed by the YouTube platform used in the study for language learning further, which enables the language teachers to teach using authentic language materials, along with videos and texts, which exposes the learners to context from which the learners can learn language structures on how to use language skills.

The teachers in the interviews also emphasised learning strategies which can include encouraging language skills to be learnt through a meaningful context through which the learners can take part actively in discussions and activities, which fosters engagement and interactions. Furthermore, the usage of interactive vocabulary learning activities, inclusive of tasks such as figuring out strange words from stories and their usage in various sentences, through these learners to enhance and expand their contextual knowledge of new vocabulary, improving their way of using the words through retention instead of memorising the words which makes it difficult for utilisation in everyday conversation.

5.2.3 The Role of Literature in Language Teaching Using TELL Tools

The research findings have also proven that the use of literature through TELL tools in English lessons can meaningfully improve learners' language skills in English such as writing, listening, reading, and speaking skills. The findings show an increase in the test mean scores from 6.18 in the pre-test to the score of 13.11 in the post-test which have deeply demonstrated the

usefulness of this strategy which can be used in learning vocabulary. Literary texts such as poems, short stories, and novels of literature help to introduce learners to new vocabulary, idioms, proverbs, and various sentence structures within meaningful contexts, making it easier for learners to learn and use these elements effectively as it can help the learners to improve language skills.

Participants also mentioned that when literature is paired with technology-enhanced language learning tools, it helps with enhancing both language comprehension and language fluency of the learners. Activities such as analysing story themes, predicting short stories and novel outcomes, and engaging in debates can foster critical thinking skills. In addition to that, the use of authentic videos and audio texts based on literature improves learners' pronunciation and listening comprehension abilities, as these types of resources aid in exposing the learners to real-world language usage. Literature also encourages creative thinking, as students are prompted to imagine, interpret, and perform scenarios from the texts. Thus, the study concludes its findings that literature, combined with TELL tools, can offer a rich and meaningful engaging context which can be useful in improving language skills, making learning more relevant and effective not only for academic purposes but other future endeavours of learners.

5.3 Recommendations

Based on the findings of the study as they respond to the objectives established in Chapter 1, the following recommendations are proposed.

5.3.1 The Challenges that are Encountered when using TELL tools and Literature

- With regards to challenges experienced by the learners and teachers when TELL tools and literature is it recommended that the schools should prioritise investing in the necessary educational technological resources, including projectors, speakers, and constant working internet at schools, which can strengthen and support the teachers and learners to use TELL tools in language lessons.
- Schools are also encouraged to increase the number of ICT lessons at schools which can improve learners' digital literacy. The learners should also be provided with additional technical support by the Ministry of Education hiring IT specialists to help both learners and teachers and this will help them engage more effectively with effective online tools.

- for the teachers to enhance learners' listening knowledge it is recommended that the teachers integrate audio recordings in their English lessons that are fit for the pace at which the learners understand different accents and feature accents that are familiar to the learner's language understanding. Therefore, engaging the learners in listening exercises more often with the learners will help the learners in developing confidence to be able to understand spoken language texts.
- Schools should ensure teachers have enough time to prepare for their lessons and offer technical help as required to avoid any delays in teaching. This will further assist the teachers in addressing the resource availability challenges and promoting a smoother lesson delivery.

5.3.2 Language Learning and Teaching Strategies Through TELL and Literature

- With regards to Language Teaching Strategies Through TELL and Literature it is recommended that TELL is explored on how it can improve language skills when combined with Namibian literature. Apart from that, investigate language teaching methods for incorporating local literary works into digital platforms, enhancing language skills and cultural understanding.
- It is also recommended that more researchers carry out empirical research to evaluate the impact of TELL tools on enhancing language abilities (such as pronunciation, and grammar) in Namibian settings. These studies ought to clearly outline the theoretical frameworks (e.g., sociocultural theory, constructivism) that inform their design to enhance validity and relevance.
- Create and evaluate TELL tools aimed at solving language issues highlighted by teachers and learners during language learning. Teachers are also encouraged to use TELL tools that integrate familiar language accents languages, cultural stories, and another educational requirements.
- Teachers should be creative when planning for their lessons to ensure that they are promoting learning with real-life scenarios where students practice engagement, collaboration and interactions with activities such as role-playing, acting in dramas, classroom group discussions, and storytelling to enhance learners' interaction and critical thinking skills needed for their interactional future skills.

- Teachers are encouraged to use technology-enhanced language learning resources, such as YouTube videos, through which they will be able to expose learners to real-world language skills usage. Moreover, literature-based activities that are used in the lessons should not only focus on developing both language skills but also strengthen critical thinking.
- English teachers are encouraged to often consider teaching the learner's vocabulary knowledge in context because making it an essential aspect of their language teaching strategy can be effective in improving their skills. Literature texts such as short stories and poems, when combined with platforms like YouTube, should be utilised to introduce new words in a meaningful manner to help the learners.

5.3.3 The Role Literature in Language Development Using TELL Tools

- It is recommended that schools make sure that all the language teachers have literature texts appropriate for each grade, especially ensuring that learners and teachers can access a library that is operational and can offer authentic language texts. These texts will be used by the teachers to support language learning objectives set to develop the language skills of the learners. The teachers are encouraged to integrate platforms such as Google, YouTube, and other forms of TELL tools into lessons for improved learning results.
- The teachers also need to come up with language learning tasks that can be used to inspire their learners to interact with literary texts in such a way that they practice imagination, like forecasting plot resolutions of stories or novels, acting out scenarios, or discussing main ideas.
- The emphasis of vocabulary exercises should be more on acquiring new words through a meaningful context by encountering them within literature narratives and texts which are effectively enabling learners to use new vocabulary appropriately.

5.4 Chapter Summary

This chapter focuses on the conclusions obtained from the findings of the study; it outlines the main findings for each objective of the study. Lastly, it has indicated the recommendations of the study, based on the objectives of the study.

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APPENDICES

RESEARCH TOOL 1: PRE AND POST-TEST

I am Mirjam Evalistu, a Master of English and Applied Linguistics student at Namibia University of Science and Technology (NUST). I am conducting a study titled, "Evaluation of the Linguistic Relevance of Namibian Literature through Technology-enhanced Language learning at Oupumako Combined School". The study aims to evaluate the effectiveness of literature in developing language skills. Please assist me in answering the following pre-and post-test, which will enable me to reach the main objective of my study.

Thank you for your kind support.

1. Demographic information (*Tick your answer*)

1.1 Gender

Male	<input type="checkbox"/>
female	<input type="checkbox"/>

1.2 Age (Years)

1. 14-16	<input type="checkbox"/>
2. 17-18	<input type="checkbox"/>
3. 19-20	<input type="checkbox"/>

1.3 Level of English proficiency

bad	<input type="checkbox"/>
better	<input type="checkbox"/>
Very good	<input type="checkbox"/>
excellent	<input type="checkbox"/>

1.4 Home language _____

Nationality _____

2. Pre- test

Read the following sentences and choose the correct word to fill in the blacks.

Shock	terrorised	laborious	cuisines	conceded	mend
interfere	hunting	safeguard	murmured	evading	vigilant
distant	engrossed	lingers	chores	disobeyed	assist
portray	bawling	adjacent	persisted	cease	

1. The man who lived in Oshinyadhila village was a _____ man.
2. Kanjambanga always _____ his family from bad creatures.
3. Mama Ndalila had always _____ his husband to show respect.
4. The wife was not allowed to _____ in the matters of the family.
5. A man that _____ in the kitchen was _____ as a weak man.
6. The twin girls were always in the kitchen to _____ their mother with house_____.
7. Kanjambanga wakes up early to _____ the fence.
8. Girls need to prepare lunch _____ for the family.
9. When children do not follow their parents' instructions, they are _____ their parents.
10. Always be _____ of creatures in the forest.
11. The eembe tree was a little _____ from the house.
12. In _____, He dropped everything.
13. "Children of nowadays do not listen", _____ the father.
14. They were _____ in playing, enjoying eembe fruits.
15. The monster placed the _____ twins in a sack.
16. He placed the sack _____ to the monster.
17. The monster _____ with the journey.
18. The monster said "that will not _____ me from having you for supper.
19. The monster locked the room, to avoid the girls from _____.
20. The monster that _____ their village, has been destroyed.

3. Post test

Watch a short story on "Kanjambanga and the monster" and read the following sentences and choose the correct word to fill in the blacks.

Link: <https://youtu.be/DC1kr6YwpfY>

Shock	terrorised	laborious	cuisines	conceded	mend
interfere	hunting	safeguard	murmured	evading	vigilant
distant	engrossed	lingers	chores	disobeyed	assist
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18. The monster said "that will not _____ me from having you for supper.
19. The monster locked the room, to avoid the girls from _____.
20. The monster that _____ their village, has been destroyed.

RESEARCH TOOL 2: INTERVIEW QUESTIONS

I am Mirjam Evalistu, a Master of English and Applied Linguistics student at Namibia University of Science and Technology (NUST). I am conducting a study titled, "Evaluation of the linguistic relevance of Namibian literature through technology-enhanced language learning (TELL) at Oupumako Combined School". The study aims to evaluate the effectiveness of literature in

developing language skills. Please assist me in answering the following question which will enable me to reach the main objective of my study.

1. Which Technology Enhanced Language Learning (TELL) tools do you frequently use for teaching language skills?
2. How do you integrate literature into language teaching using Technology Enhanced Language Learning (TELL) tools?
3. In your experience, what are the benefits of using literary texts in language learning?
4. Do you prefer your learners to develop language in isolation or through context? Please explain your reasons.
5. What strategies do you prioritise when integrating Technology Enhanced Language Learning (TELL) and literature in your language teaching?
6. How do incorporate literature to develop language skills such as reading, writing, speaking and listening?
7. Explain how you use literature as an effective resource in teaching and developing vocabulary skills.
8. How do you help learners develop their creative writing skills through literature?
9. Which other language features can be improved through literature?
10. Which Technology Enhanced Language Learning (TELL) tools can improve classroom interactions and collaboration of learners during learning?
11. What are the challenges encountered by the learners during language learning through Technology Enhanced Language Learning (TELL)?
12. What are the challenges encountered by the teachers during language teaching through Technology Enhanced Language Learning (TELL) tools?



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**Faculty of Commerce, Human
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09 August 2024

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:

Mirjam Evalistu, student number **222030690**, is a Masters of English and Applied Linguistics student studying at Namibia University of Science and Technology. The student is 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 Zeleke Woldemariam**.

Evaluation of the Linguistic Relevance of Namibian Literature through Technology Enhanced Language Learning at Oupumako Combined School

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