CHAPTER SEVEN
CONCLUSION AND IMPLICATIONS

7.1. Summary of the Research

To summarize, primarily, the research has argued that the relevance of Ethiopian poetry in English in advancing the linguistic, functional, creative and pragmatic competencies of EFL learners has not yet been fully researched in the Ethiopian context. It has also argued that the processes of selecting relevant texts for Ethiopian students of English have remained a critical problem in English education. The research also has dealt with the problems of methodology in teaching poetry at the tertiary level. To address these fundamental problems, an experimental research design has been found more appropriate and the relevance of pedagogical stylistics has been experimented. Following experimental research design, the main purpose of this research has been the advancement of the assorted facets of the communicative competence of the learners of English in EFL context. An attempt has been made to study Ethiopian literature in English with the intention of bringing the literature to the level of tertiary scholarship and erudition.

It has been argued that eclecticism advances the motivation to read, learn, interpret and teach poetry. An eclectic approach also fits a range of trends and practices of the stylistic framework. Eclectic stylistics can bring pedagogical practices from formalist, functionalist, feminist, cognitive and pragmatic stylistics to the ELT classroom scenario. The research considered pedagogical stylistics to be an applied linguistics subject that bridges literature and linguistics. Bridging the two disciplines, stylistics practices were assumed to have pedagogic relevance in the ELT context at a tertiary level. With this assumption, the basic research methodology of the present research work was designed and implemented.

In the second chapter, a review of literature was presented from three perspectives, that is, in terms of the relevance of literature teaching, stylistics for the interpretation
of poetry and pedagogical stylistics. The main reason for the review work in this chapter was to identify the gap in pedagogical stylistics research so far and to find out the application of stylistic practices in teaching Ethiopian poetry in English. The review work was intended to support the research methods and the conceptual framework of the thesis. With these issues in mind, core stylistic areas reviewed include: formalist stylistics, functionalist stylistics, cognitive stylistics, feminist stylistics, critical stylistics, pedagogical stylistics, pragmatic stylistics and practical stylistics. The main gap is that research in stylistics has not gone beyond the teaching of productive and receptive language skills to include other forms of communicative competencies such as functional, pragmatic, sociolinguistic and creative competencies in EFL contexts.

Chapter three presented the conceptual framework and the communicative tasks with which ten selected Ethiopian poems in English were interpreted and taught. Throughout this theoretical framework, it has been argued that literature is a language and a means of transferring messages. Five models of stylistics were developed from the conceptual framework and the review of literature. The models were assumed to fill the gap in pedagogical stylistic research. In order for the students to comprehend and apply these models, active learning methods such as role plays, creative writing exercises, thought bubbling tasks, group works, group and individual presentations and pyramiding exercises were built into the structure of the modules. The modules were presented and experimented in the class in the following order: 1) formalist stylistics, 2) functionalist stylistics, 3) cognitive stylistics, 4) pragmatic stylistics and 5) feminist stylistics. Each one of the modules addressed at least one of the following research questions:

1. Is there any significant relation between formalist stylistics method and the development of the linguistic competence of EFL learners?
2. Can functionalist stylistic method contribute to the functional competence of EFL learners?
3. Is there any significant link between cognitive stylistic method and the creative writing skills of EFL learners?
4. Does pragmatic stylistics contribute to the development of the pragmatic competence of EFL learners?

5. Is there any link between feminist stylistic method and the development of gender free language use in EFL classroom?

Chapter four presented the roles of formalist and functionalist stylistic practices in the development of the linguistic and the functional competencies of students in an EFL context respectively. Part one of the chapter presented a formalist stylistic analysis of Solomon’s “Shifting Gears” and Be’alu’s “Crows”. The interpretation of these poems was made in terms of the structural features of the poems such as rhyme, assonance, alliteration, parallelism, lexis, syntax, foregrounding, deviation, defamiliarization, cohesion and the functions of language. The objective of this section was to test and develop the phonological, syntactic and organizational competencies of EFL learners.

The second part of the chapter presented a functionalist stylistic analysis of Be’alu’s “Nocturnal Mood” and Tsegaye’s “Death in Me”. Looking into the functions of language such as the ideational, interpersonal and textual functions, the researcher’s objective was to test and develop the functional competence of the learners.

Chapter five has moved the thesis from textualistic stylistic practices to contextualist stylistic activities. Functionalist stylistics bridges the gap. Functionalist stylistics is the practice where text level analysis incorporates context. While practicing formalist and functionalist stylistic activities in the previous chapter, the focus was on sentences and texts respectively. In the functionalist stylistic activities, the role of context was considered in the determination of meaning. In this chapter, however, the role of contextualist stylistic activities in creative writing and pragmatic competencies and gender free language use in EFL contexts were experimented. The contextualist stylistic practices chosen include: 1) cognitive stylistics, 2) pragmatic stylistics and 3) feminist stylistics.

In chapter six, it was found out that stylistic method of teaching poetry does contribute to the development of the overall communicative competence of EFL learners of poetry. The post tests proved that pedagogical stylistic practices were relevant in
teaching Ethiopian poetry in English in tertiary contexts. Ethiopian poetry was found to be also relevant in developing the linguistic, functional, pragmatic and critical competence of EFL learners. Stylistics has pedagogical relevance and is an appropriate method for literature teaching in EFL context.

7.2. Conclusions

The major purpose of this research has been to find out the pedagogic relevance of stylistic practices in teaching Ethiopian poetry in English in a tertiary context. The study has been pursued with the credence that Ethiopian literature in English can be brought to the tertiary scholarship, research and advanced learning in the context where canonical literature has been dominating research and higher learning. With these objectives in mind, in this research process, the conclusions below were reached:

1. On the Inclusion of Ethiopian Poetry/Literature in English

Subsequent to learning Ethiopian poetry in English and five modules of stylistic methodology, students were asked to evaluate the relevance of the course they took. Out of 95 students in the experimental group, 82 students’ responded that Ethiopian poetry should be included in the syllabus. The students in this group believed that the inclusion of the poems build up word power, increases the motivation to read poetry, initiates students to read and write poetry in English independently and helps understand their own culture. Compared to Western poetry, they found the poems undemanding to understand. They found Ethiopian poetry along with African/American/British poetry/literature courses germane because the aboriginal knowledge, indigenous wisdom and home-grown experiences of the learners and the teachers can be brought to the classroom setting. Finally, they agreed to take “Ethiopian Literature in English” as a separate course if the ELT curriculum designers and policy makers decided to include the course in the curriculum.
2. On the Research Gaps

Whilst reviewing the preceding research, the present researcher found out that the relationship between stylistics, poetry and language has not been rigorously researched in the Ethiopian context. As a literature teaching method, stylistics has not gone ahead of the teaching of productive and receptive language skills to include other forms of communicative competence such as functional, pragmatic and creative competencies in the Ethiopian context. Besides, none of the researchers in the field exemplify and justify pedagogical stylistics as an eclectic approach to the teaching of poetry in EFL context.

3. Stylistics as a Course/Method at the Tertiary Level

Stylistics as a course has been taught in a single University in Ethiopia. It was introduced to Adama University through this experimental research as a literature teaching method. Following stylistics as a method in Adama University, in a questionnaire response, students in the experimental group found that stylistics as a methodology or as a course is applicable because it develops language skill, makes poetry learning more objective and comprehensive, supports communicative language learning, makes literature learning more systematic and creates the motivation to read poetry. They concluded that stylistics as course can be given after basic literature courses so that it can serve as a research tool to study senior literature courses.

4. Pedagogical Stylistics and Linguistics

Developing five models of stylistics, the researcher has treated an assortment of trends of stylistics as prospects available for pedagogical stylistics. The source for all these models or trends of stylistics cannot be anything other than linguistics. Analyzing a text with the perspective of formalist stylistics through pragmatics stylistics is nothing but analyzing a text at all levels of linguistics. This growth also shows the development of linguistic analysis from phonetic, morphemic, lexical, syntactic and
semantic to pragmatic level. All the models developed were well informed by the research in applied linguistics. Research in pedagogical stylistics is objective, systematic and comprehensive because it draws tools from linguistics which owns highly developed systems to study language. Linguistics is, therefore, the major source for all the trends of stylistics.

5. Evaluation of Stylistic Trends

Students’ evaluation of all stylistic practices and modules shows that feminist stylistics is the least difficult stylistic approach for the students in EFL context whereas pragmatic stylistics is the most difficult stylistic approach in poetry learning. The evaluation of the modules was also compared with their results as shown in the table below:

<table>
<thead>
<tr>
<th>Trends in Stylistics</th>
<th>Mean Score (Post Test Score Out of 20)</th>
<th>Rank (Students’ Choice in Questionnaire Response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Functionalist Stylistic Practice</td>
<td>15.77</td>
<td>2</td>
</tr>
<tr>
<td>2 Feminist Stylistics Practices</td>
<td>15.93</td>
<td>1</td>
</tr>
<tr>
<td>3 Formalist Stylistic Practices</td>
<td>15.31</td>
<td>4</td>
</tr>
<tr>
<td>4 Cognitive Stylistics Practices</td>
<td>15.34</td>
<td>3</td>
</tr>
<tr>
<td>5 Pragmatic Stylistics Practices</td>
<td>14.07</td>
<td>5</td>
</tr>
</tbody>
</table>

The triangulation of test results and questionnaire response in the table above shows that feminist stylistics is relatively less complex method in EFL context. The students scored the highest score in this module, too. Evaluating the module, they ranked it as the first and the easiest method. As the table above also shows students scored the lowest results in pragmatic stylistics post test and when evaluating all the modules, students found pragmatics the most complex method among all other methods. Though the level of difficulty and complexity varies, the researcher believes that all these trends complement one another.
6. On the Relevance of Literature in EFL Context

In this research process, it was learnt that literature develops personality and enriches our understanding of the world. Teaching literature is also regarded as a valuable and authentic means for cultural development, language enrichment and personal involvement. Equally relevant functions of teaching literature include: basis for language usage and use, advancement of intercultural competence, acquisition of literary refinement, development of social sensitivity, provision of linguistic and cross-cultural explanations and development of a feeling for language.

7. Active Learning Methods and Learning Poetry

The research shows that active learning methods such as story telling, pair discussion, reflection, presentation and role play are highly favored learning methods in poetry learning class. The experimental group concluded that these methods are highly applicable in understanding poetry. The group, on the other hand, reflected that active learning methods such as field work, quiz, microteaching and spider diagram were found to be less effective in poetry learning.

8. On the Relevance of Active Learning Methods

It can be concluded that the students in the experimental group performed much better than the students in the control group due to the introduction of stylistic methodology which created a smooth integration of active learning methods such as story telling, pair discussion, reflection, presentation, role play, debate, cooperative learning, home works, creative writing, cooperative teaching and drawing pictures. Due to these active learning methods, students in the experimental group actively involved in the teaching and learning process unlike the students in the control group where the lecture method was predominant. It can be concluded that students’ active involvement in the teaching of poetry contributed to the success of the students ultimately in the development of their own communicative competence.
After carrying out the experiment, the researcher arrived at the following conclusions in relation to the hypotheses which guided the main stream of the entire experimental research work:

9. **HYPOTHESIS 1:** There is no significant relationship between formalist stylistic teaching method and improvement in the linguistic competence of EFL learners.

It was found out that the t-value of the formalist stylistics post test is 12.992. On the other hand, the p-value of the test is 0.000 with 188 degree of freedom and at a significance level of 0.05. Because the p-value of 0.000 is less than 0.05 at two tailed test of 188 degree of freedom, the null hypothesis is rejected. The students in the experimental group performed better and developed their linguistic competence due to the treatment compared to the students in the comparison group. Therefore, it can be concluded that there exists significant relationship between formalist stylistic teaching method and improvement in the linguistic competence of EFL learners. Formalist stylistics method does play great role in the development of the linguistic competence.

10. **HYPOTHESIS 2:** There is no significant relationship between functionalist stylistic method and the advancement of the functional competence of EFL learners.

The t-test analysis for both pre and post tests for functionalist stylistics modules were made. As data shows, the t-value of the functionalist stylistics post test is 11.768. Besides, the table value of t-critical is 1.96 with 188 degree of freedom and at a significance level of 0.05. As the t-value of 11.768 is greater than the t-critical value of 1.96 for two tailed test at 0.05 level of significance for 188 degree of freedom, the null hypothesis is rejected. The t-test analysis also shows that the p-value of the post test is 0.000 which is less than 0.05. In both cases, the hypothesis is rejected. Therefore, there is significant relationship between functionalist stylistic method and the advancement of the functional competence of EFL learners. Functionalist stylistics
method supports the development of the functional competence of students in EFL context.

11. **HYPOTHESIS 3:** Cognitive stylistic method does not contribute to the development of the creative writing skill of EFL learners.

The t-value of the cognitive stylistics post test is 15.093. Similarly, the table value of t-critical is 1.96 with 188 degree of freedom and at a significance level of 0.05. Because the t-value of 15.093 is much greater than the t-critical value of 1.96 for two tailed test at 0.05 level of significance for 188 degree of freedom, the null hypothesis is rejected. The t-test analysis also shows that the p-value of the post test is 0.000 which is less than 0.05. In both cases, the hypothesis is rejected. Therefore, cognitive stylistic method is a factor in the development of the creative writing skill of EFL learners.

12. **HYPOTHESIS 4:** A pragmatic stylistic method of teaching poetry does not contribute to the development of the pragmatic competence of students in EFL context.

The t-value of the pragmatic stylistics post test is 8.293. On the other hand, the table value of t-critical is 1.96 with 188 degree of freedom and at a significance level of 0.05. Because the t-value of 8.293 exceeds the t-critical value of 1.96 for two tailed test at 0.05 level of significance for 188 degree of freedom, the null hypothesis is rejected. The t-test analysis also shows that the p-value of the post test is 0.000 which is less than 0.05. In both cases, the hypothesis is rejected. Therefore, it is concluded that a pragmatic stylistic method of teaching poetry does add to the development of the pragmatic competence of students under EFL context.

13. **HYPOTHESIS 5:** Feminist stylistic method of teaching poetry does not contribute to the development of gender free language use in EFL context.
The t-value of the feminist stylistics post test is 8.501. On the other hand, the table value of t-critical is 1.96 with 188 degree of freedom and at a significance level of 0.05. Because the t-value of 8.501 exceeds the t-critical value of 1.96 for two tailed test at 0.05 level of significance for 188 degree of freedom, the null hypothesis is rejected. The t-test analysis also shows that the p-value of the post test is 0.000 which is less than 0.05. In both cases, the hypothesis is rejected. Therefore, feminist stylistic method of teaching poetry does contribute to the development of gender free language use in EFL context. The table below provides the summary of the results of all the tests:

<table>
<thead>
<tr>
<th>Type of test</th>
<th>t-value</th>
<th>P-value (2-tailed)</th>
<th>Mean Difference</th>
<th>Hypothesis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formalist Stylistic Test</td>
<td>12.992</td>
<td>.000</td>
<td>4.41053</td>
<td>Rejected</td>
</tr>
<tr>
<td>Functionalist Stylistic Test</td>
<td>11.768</td>
<td>.000</td>
<td>4.47368</td>
<td>Rejected</td>
</tr>
<tr>
<td>Cognitive Stylistic Test</td>
<td>15.093</td>
<td>.000</td>
<td>5.61053</td>
<td>Rejected</td>
</tr>
<tr>
<td>Pragmatic Stylistic Test</td>
<td>8.293</td>
<td>.000</td>
<td>2.62105</td>
<td>Rejected</td>
</tr>
<tr>
<td>Feminist Stylistic Test</td>
<td>8.501</td>
<td>.000</td>
<td>3.11579</td>
<td>Rejected</td>
</tr>
</tbody>
</table>

14. On the Pedagogic Relevance of Stylistics (Summary)

All in all, a summary of the total result (out of 100%) shows an interesting result. The experimental mean pre test score which is 55.06 is a little higher than the control mean score of 53.09. The t-test result shows that the existence of mean difference of 1.96842 is not statistically significant. The result also shows that the p-value of all stylistic pre-tests is 0.064 which is greater than 0.05. This result is not statistically significant. It means that all students both in experimental and control groups performed almost similarly in their pre-tests. On the other hand, the experimental mean post test score which is 76.43 is higher than the control mean score of 56.20. The t-test result shows that the existence of mean difference of 20.23158 is statistically significant. This result implies that students in the experimental group performed much better than those students in the control group did. Therefore, it can be concluded that stylistic method
of teaching poetry does contribute to the development of the overall communicative competence of EFL learners of poetry. **Stylistics is pedagogically relevant.** All in all, all the post tests proved that pedagogic stylistic practices are relevant in teaching Ethiopian poetry in English in tertiary contexts. Ethiopian poetry is also relevant in developing the linguistic, functional, pragmatic and critical competence of EFL learners. **Stylistics has a pedagogic relevance and is an appropriate method for literature teaching in an EFL context.**

### 7.3. Practical Implications of the Research

Feasible, affordable and timely recommendations should rely on sound research results to improve the situation of ELT in the Ethiopian context. This is mainly because sound conclusions made on the basis of reliable data shall lead to sustainable and effective results. The results shall have practical implications. While making the propositions here under, the beneficiaries are assumed to be responsible for the implementation of the results of the research. It is a shared responsibility of ELT curriculum and syllabus designers, text writers, ELT researchers, language policy makers, teachers and students to put the findings into operation. It is their collaborative effort that can advance the betterment of the teaching of English and literature in English in Ethiopia. With these beneficiaries in mind, the research shall have the following practical implications in the Ethiopian ELT setting:

1. **Introducing Ethiopian literature in English at all levels of ELT in Ethiopia is pedagogically relevant.** Short poems, short stories, novels and drama can be integrated into other language texts at all levels of English education. While selecting these aboriginal literary texts, however, the linguistic level of the students, the pedagogical objective of the course, the length and complexity of the text and genre representation shall be intensively studied. Along with the European, American, Asian and African texts, more linguistically complex Ethiopian texts shall be introduced at a higher level (tertiary). The course instructor shall have the right competence and know appropriate methodology to
properly deliver the texts. At the tertiary level, the inclusion of “Ethiopian Literature in English” as a course is recommended.

2. The methodology dilemma of literature teaching can be resolved through stylistics. Since pedagogical stylistics is informed by the growth of applied linguistic, a stylistic methodology of teaching literature is more objective, systematic and comprehensive. Besides teaching communicative competencies through literature, stylistic methodology opens doors to integrate active learning methods which can facilitate communicative language teaching. Bridging literature and linguistics, stylistics promotes independent language learning. The stylistic tools used to interpret a particular literary text are transferable to interpret other texts. Therefore, since stylistic methods and competencies are transferable skills, the teacher can solve the methodology dilemma. Pedagogical stylistic method is a heuristic method for the students and teachers in EFL contexts. The researcher recommends the use of language based approach (stylistics) while teaching literature in EFL contexts.

3. Integration of active learning methods and stylistic practices has practical implication. Integrating stylistic trends and active learning methods provides the teacher with the skill to practice student-centered language and literature teaching. Active learning methods such as story telling, pair discussion, reflection, presentation, role play, debate, cooperative learning, home works, creative writing, cooperative teaching and drawing pictures increase the involvement of the students. They can help the teacher reduce the use of traditional methods in poetry classes.

4. The linguistic competence (LC) of EFL learners can be developed through aboriginal literature in English employing formalist stylistic method. In order for the students to appreciate the aboriginal literature in English, the linguistic competence, which incorporates the phonological, lexical, grammatical and organizational skills, needs to grow properly. Aboriginal literature in itself is a
means for the teaching of these skills. With the objective of teaching both the receptive and productive skills, short poems, short stories, short novels (or excerpts) and drama in English can be integrated with other language texts meant for the course. Through stylistics methodology, literature teaching should go ahead of teaching of themes and figures of speech and develop the linguistic competence of EFL learners. For the successful development of the linguistic competence of EFL students through aboriginal literature, the researcher recommends formalist stylistics as an alternative and integrated method. At all levels of instruction, the teacher must have an appropriate lesson plan. (See “Sample Daily Lesson Plan for Formalist Stylistics” attached.)

5. **Involvement of students in text selection has practical implications.** Involving students in the selection process, the researcher recommends careful selection of literary texts which can advance the language development, cultural maturity, personal involvement and the literary skill enhancement of EFL learners.

6. **The growth of the functional competence (FC) of EFL learners can be enlarged through Ethiopian literature in English using functional stylistic method.** Like any exotic writer, an Ethiopian writer has social role and purpose while using literary language. Like in the western literature, language in Ethiopian literature in English is used for interpersonal communication, expression of experience and the organization of texts (ideas). Literary works like drama provide models of communication which can be staged or performed in the class to enlarge the functional competence of the learner. The teacher can give tasks which encourage students identify the purpose of language use. Through the literature, students can be trained to communicate fluently and organize their own texts coherently in English. The researcher, therefore, recommends functional stylistics as an alternative teaching method in order to develop the functional competency in an EFL context. (See “Sample Daily Lesson Plan for Functionalist Stylistics” attached.)
7. The creative capability of EFL learners can be extended through Ethiopian literature in English as a model applying cognitive stylistic method. The indigenous knowledge, the indigenous experience and the home-grown cultural practices can initiate and motivate to be a creative writer and thinker. In the same manner, we dance to the tunes familiar to us, indigenous texts can be models than literary texts with exotic themes. Therefore, the aboriginal writers can be taken as role models for creative writing and thinking. Guidance must be given by the teacher. The teacher’s role is to present the guideline, the model writer and the model text to be imitated. Therefore, for the proper development of the creative capabilities of students, the use of cognitive stylistics as a literature and language teaching method is recommended. (See “Sample Daily Lesson Plan for Cognitive Stylistics” attached.)

8. The growth of the pragmatic competence (PC) of EFL learners can be extended through Ethiopian literature in English using pragmatic stylistic approach. The aboriginal literature can be informed by the local cultural address forms, indigenous manners of expression, local turn-taking procedures and culturally acceptable gesture forms. Scenes from drama which exemplify proper manners of expression can be dramatized in the classroom. Short poems with related examples can be changed into pictures and drama to facilitate the growth of PC. Indigenous literature provides access to transfer culturally acceptable expressions and non-verbal communication styles from L1 to L2 contexts much better than exotic literature. Therefore, teachers are recommended to use pragmatic stylistics along with other active learning methods while teaching literature for the development of pragmatic competence in EFL context. (See “Sample Daily Lesson Plan for Pragmatic Stylistics” attached.)

9. The development of gender free language use in an ELF context can be broadened through Ethiopian literature in English applying feminist stylistics framework. Aboriginal literary language is inundated with expressions which belittle the roles of women in general. Texts are flooded with socio-cultural
norms, ideologies, history, economic forces, fashions, gender and racial stereotyping. The aboriginal literature is the repository of all social practices against women. Language reflects general practices about gender differences, values and practices which can unconstructively influence the self representation of women. Language is not gender free. Sexist language is pervasive in the various cultures. Therefore, an EFL teacher should expose the workings of linguistic gender bias at different levels in text, influence students to shape the boundaries of discourse, change structures and ways of their thinking, draw the relationship between lexical items and discourse and develop new models of writing. The teacher has to make students reexamine the texts in light of gender using aboriginal literature. As a result, the researcher recommends teachers to use feminist stylistics as an alternative method to sustain the use of gender free language use. (See “Sample Daily Lesson Plan for Feminist Stylistics” attached.)

Generally, the use of formalist, functionalist, cognitive, pragmatic and feminist stylistic methods in the teaching of Ethiopian literature in English with the objective of advancing the linguistic, functional, cognitive, pragmatic and sociolinguistic competencies is believed to have practical implications in the Ethiopian language education context.

7.4. Theoretical Implications for Future Research

The present research has been delimited to the relevance of stylistics in the teaching of Ethiopian poetry in English in a tertiary context. The delimitation has contributed to the finding of the pedagogic relevance of stylistics in developing the linguistic, functional, creative and pragmatic competencies of EFL learners. The stylistic models developed and experimented in this research can also be applied to the research in the teaching of aboriginal novel, drama and short story in English not only in the tertiary context but also at all levels of English education in other EFL/ESL contexts. The theoretical assumptions used in the present pedagogical stylistics research can open doors for future researchers to take up aboriginal literature in the EFL/ESL contexts.
Aboriginal literature can be brought to the level of tertiary scholarship using stylistic frameworks.

7.5. Limitations of the Research

In the present research, all the tests were piloted in seven universities. However, due to time constraint, the students in all universities could not take all the tests. Although much has been incorporated from the pilot study, the researcher believes that the results of the pilot study could have advanced the findings of the results. Therefore, the present research is mainly limited to the experiment carried out in Adama University.