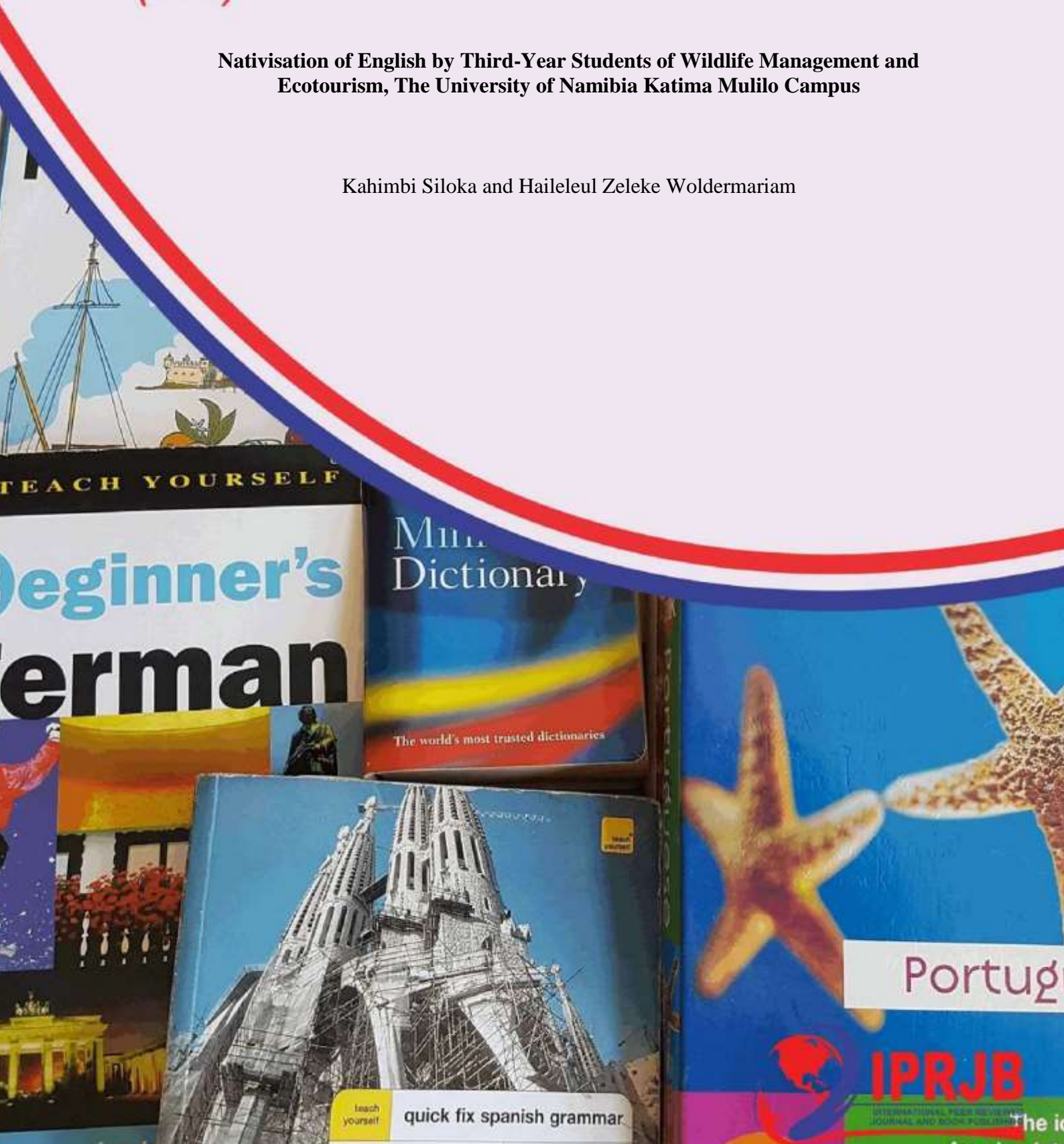


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**Nativisation of English by Third-Year Students of Wildlife Management and  
Ecotourism, The University of Namibia Katima Mulilo Campus**

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**Abstract**

**Purpose:** This research aimed at identifying and examining words that were nativised by the third-year students of Wildlife Management and Ecotourism at University of Namibia (UNAM) Katima Mulilo Campus, investigating their frequency of occurrence, the sentence structure patterns and other grammatical patterns.

**Methodology:** The study population encompassed of 15 third-year students. Mixed research methodology was implemented to analyse the word frequencies, sentence patterns and grammatical patterns.

**Findings:** The findings of the study reveal that a total of 2290 words were nativised by the students. The sentence patterns also show that five structures of syntactic patterns were used by students in their writings, while patterns of grammar were more phrasal, with noun phrases favoured more, followed by prepositional phrases.

**Unique Contribution to Theory, Practice and Policy:** On the basis of these findings, suggestions for future research have been recommended. It is hope that researchers in the future will employ a larger data sets to study nativisation of sentence patterns, focusing on nouns and prepositional phrases.

**Keywords:** *Nativisation, World Englishes, Word frequencies, Third circle, Grammatical patterns, Learning, Information and Knowledge, Communication, Belief, Unawareness*

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## INTRODUCTION

The English language is used widely as a language of communication and instruction around the world, Rabea (2018). The general public across the globe interchange information using this medium of communication. In Namibia, English functions as the official language of communication and main language of instruction in schools (Sabao & Nauyoma, 2020; Simataa & Simataa, 2017). It is the sanctioned medium of law, commerce, education, international relations, science and technology. According to Frans (2014) the introduction of English to Namibia as a medium of communication was only instituted after independence in 1990. Buschfeld and Schröder (2019) observed that Namibia has an unprecedented history with the English language, mainly due to her colonial past. After English became the official language of Namibia, many Namibians were still linguistically alienated and adapted to Afrikaans or their native languages (Murray, 2007). Which made the adoption of English, more difficult among Namibians who had little interaction with the English language.

Nowadays, a lot of Namibians are embracing the English language, with many using it on a day to day basis, especially in metropolitan areas. Since its adoption, English has upheld a twofold roles; as a medium of correspondence and a channel language between different Namibian indigenous tribes, Murray (2007). Despite the progress in the use of the English language in Namibia, the standard of the English language has not been advancing much. Regardless of the formal teaching and learning of English, the level of competence tends to be poor amongst students upon joining universities in Namibia (Krishnamurthy, 2010). According to the Directorate of National Examination (DNEA, 2018) the majority of learners obtained D-E symbols at ordinary level English language examinations. In some schools, learners still fail to write proper essays. Despite the challenges that English encounters, this language continues to be employed more and more after independence in post-colonial Namibia, leading to an association between English and native languages. According to Schneider & Schröder (2021), the linkage of English language with local languages has been endorsed by nativisation. Nativisation of English has occurred as a result of transfer from native languages as well as extended range of functions of English in varied sociolinguistic contexts and communicative needs. English as the official language is localized at the levels of phonology, grammar, syntax, semantics and pragmatics, Buschfeld & Kautzsch (2014). As a result of this, English in Namibia is no longer viewed as a foreign language, instead it is considered part of the Namibian identity.

### Statement of the Problem

Majority of learners in Namibia struggle with the English language (Simataa & Simataa, 2017). The implementation of English, the country's approved language in 1990 brought challenges to the education system, leading to a persistent problem of poor results in English. Research carried out into the level of English language proficiency among Namibia children reveals a substantial decline in the performance of the learners, Mungungu (2010). The proficiency level of English among learners is very low, and this has consequently led to some learners unable to proceed with higher education due to weaker grades in English as a subject (Krishnamurthy, 2010). (Sibanda, 2016) noticed the influence of mother tongue interference as a major cause of the poor performance in the English language by students in Namibia. This is supported by Mutimani (2016) who observed that students at UNAM's Katima Campus faced various challenges with academic writing which was mainly a result of their linguistic and literacy backgrounds.



The Zambezi Region where UNAM's Katima Campus is set up holds a very unique history to Namibia. In this part of the country, people are geographically, socially, culturally and linguistically diverse from the rest of the country. The Region is home to about eight languages and the region's lingua franca Silozi, the languages of the Region are one way or another different to those of mainland Namibia, and are much closer to those of nearby Zambia and Botswana, Harris (2018). Though Namibia was linguistically and political isolated before independence, the struggles with the English language are not only limited to certain areas of the country, but they are found in the Zambezi Region as well. According to( Chataa, 2018), only 48 percent of learners who sat for the National Senior Secondary Certificate (NSSC) final examinations in the Zambezi Region qualified for university admission. University students still struggle even at university level to speak or write assignments in proper English. Generally, many students struggle to effectively speak, read or write in the medium of English Language, despite it being the official language in the school curriculum at independence in 1990. The monolingual language policy that Namibia decide on has had extensive, detrimental implications for a lot of Namibian students. This is evidenced by the high failure rate of students in English, Mukoroli (2016). In addition, a study by Mashinja (2020) showed that pupils were not familiar with the official language of instruction which in itself, has a number of pedagogical implications. The results showed that pupils use their linguistic resources to access the English language. Another study by Linosi (2022) in Zambezi Region indicated that students had poor English communication skills in reading, writing, speaking and listening. Communication barrier from the learners was the greatest challenge as there were no constructive and effective communication between learners and teachers, resulting in teachers code switching to make learners understand. It is against this background that the present study seeks to conduct a corpus linguistics study of the English language as written by the third-year students in the Department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus to investigate the influence of nativisation in the written essays of the students.

### **Research Objectives**

The chief objective of this study was to investigate the effects of nativisation in the written essays of the third-year students of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus and was more focused on the following objectives:□

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

### **Theoretical Framework**

The spread of English across the globe in the last few decades has caused an unimagined progress of the language. According to Kachru (1985) the growth of English as a language of correspondence has stirred up interesting controversial discussion about the status of English in its varieties, commonly known as World Englishes. World Englishes is a model of language variation that was established by Braj Kachru in the mid-1980s. World Englishes, according to Kachru (1985) refers to the different forms English used in many sociolinguistic environments around the world.

Kachru (1985) further noted that some scholars were of the impression that the main aim of learning English is to communicate with the native speakers or acceptance in the Western

culture. Instead, majority of English speakers globally, do not consider English as a language from the Western countries anymore and is nowadays less regulated by native speakers, especially on how it should be used.

Kachru (1997) developed three circles to categorise the English language-using world. In this model, the focus of English is divided into three Concentric Circles of language acquisition: The Inner Circle, the Outer Circle, and the Expanding Circle. According to Kachru (1985), the inner circle denotes the traditional native speakers of English. These are users from the UK, USA, Australia and the Netherlands. The second circle, the outer circle refers to second language speakers of English. These are speakers from countries such as India, Nigeria, Zimbabwe, South Africa, etc., where English is the official language.

A different variety of English exist in Namibia, known as Namlish which shares many similarities with South African English, influenced both by local native languages and Afrikaans. According to Buschfeld & Kautzsch (2014), as with other countries found in the Outer Circle, nativisation of English in the Namibian context can be observed from all linguistic levels of grammar, phonology, syntactic, semantics and morphology. It is however more noticeable in the phonological and grammar aspects compared to other aspects, this is due to more direct association of English and local indigenous languages. Namibian English as a kind of English that is used by Namibians to connect across socio-cultural contexts, is also different from that of the native speakers of English. Though, it still maintains certain rules of communication. Since English was adapted as the official language, Schneider & Schröder (2021) observed that, it has been made adopted to fit Namibian socio-cultural experiences and world views. Therefore, it is no longer regarded as a non-native language. The English language has been localised to express unfamiliar concepts and styles of interaction.

The current study largely drew on Kachru's Outer Circle to investigate the forms of the nativisation of the English language as shown in the written essays by the third-year students of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. The World Englishes Theory aided the researcher to accomplish the objectives of this study by investigating frequently occurring words, analysing the structure of syntactic structures (sentence patterns) associated with nativisation and to examining the grammatical patterns nativised by the third-year students. This framework was very helpful in delivering an in depth understanding of the nativisation of English by the participants in the study.

## **METHODOLOGY**

### **Research Design**

Exploratory research design which focuses on discovering new concepts, gaining new knowledge and expanding on previous knowledge (Burns & Grove, 2002) was used in this study. The purpose of study was to investigate the effect of nativisation in the writing process of 14 third-year students in the department of Wildlife Management and Ecotourism at UNAM's Katima Mulilo Campus. The study examined the types of English words that were frequently used, their sentence patterns and grammatical patterns. A questionnaire and two written essay activities were given by the researcher to 14 third-year students in the Department of Wildlife Management and Ecotourism.

### **Research Approach**

The study used a mixed method approach, and as such, both qualitative and quantitative data methods were used in the data collection and analysis in the study. Statistics tables, graphs and

narrations were used to present the findings of the study. This research study used data composed from main sources which are the 14 third-year students' written essays and the questionnaires.

### **Research Instruments**

A semi-structured questionnaire and two written essays of the students on the given topics were gathered and analysed for the occurrence of cases of nativisation of English. The two forms of essays were inscribed by the 14 third-year students at UNAM's Katima Mulilo Campus. A total of 28 essays were compiled for the actual study plus 20 for the pilot study. The first essay was an expository essay comprised of 300-500 words, titled 'Wildlife Conservation is important' while the second essay was an argumentative essay comprised of 300-500 words titled 'Wildlife and Coexistence: The Conflict Between Wild Animals and Humans'. These essays had to be emailed to the researcher as data analysis of the study was done through WordSmith 8.0, a computer software.

### **FINDINGS AND DISCUSSIONS**

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

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

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

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

essays had keywords from the essay topic, and these were disregarded in line with Chen and Baker's (2010) suggestion.

It can be seen that words which appeared more frequently in the texts were more important for students to express information and also to maintain a standpoint. The students used more high frequency words that they were familiar and comfortable with this concurs with Monsell, Doyle and Haggard (1989) observations of the same.

### Analysis of Syntactic Structures (Sentence Patterns)

This corpus study consist of of 2450 sentences from the two essays written by the third-year students in the Department of Wildlife and Ecotourism at UNAM's Katima Mulilo Campus. These sentences were categorised according to the four type of sentences, 1209 sentences were simple sentences (49%), while 661 sentences compound sentence (27%), 422 sentences wew complex sentence (17.2%). Lastly, compound complex sentences which were used by the students in a limited manner and account for only 158 units (6.4%). Simple sentences were the most widely used sentence type by the students, while the sentence type with the lowest frequency of usage was the compound complex sentence. Although, sentence types observed in this study indicated that simple and compound sentences were more common compared to compound complex sentences. The students also evinced a high inaccuracy rate of the simple and compound sentences with regards to word order.

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

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

Participants of the study used *Subject + Linking verb + Complement pattern* to achieve comprehensiveness and clarity. Below are some of the extracts of Subject + Linking verb + Complement examples that were observed from the corpora of the third-year students. In the extracts below, the subjects are untouched while the linking verbs are in boldface and subject complement in shaded colour.

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

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

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

*"Tourist like in Namibia. Black markets harm the tourism industry. Wildlife migrate to other countries. Wild animals feed in the fields. Tourism benefits the country. Poachers trap by live wires. Wild animals live in the parks. Wildlife animals contribute to tourism. People move in*



*the parks. Conservation **protects** the environment. Carnivores **depend** on the herbivores. Conservation **serves** the endangered species.*

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

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

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

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

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

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

### **Dependent Clause and Independent Clause Pattern**

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

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

Dependent clauses and independent clauses were widely used for the addition of information on what they had written. The students used the words marked in boldface above to expand their ideas and to achieve a good writing style. The students used these words as these were



words that they were familiar to them. These results demonstrate that, students used their understanding of those sentence structures for which they have gained a strong foundation of and apply them in their written work. These sentence structures substantially contributed to quality writing grammatically, playing an essential role in what students composed.

The underuse of sophisticated subordination clauses show connections between ideas, and the 3<sup>rd</sup> year students. These patterns reflected language features that are common in informal conversations. In addition, the findings are consistent with and correspond to what Shaughnessy (1977) contends in *Errors and Expectations*; indicating that students' unfamiliarity with certain grammar structures that governs formal written English may interfere with and impinge on their writing quality (p. 45). This, was particularly so with students who had not fully acquired and internalized the structures of language usage that rule academic writing. Syntactic and lexical limitations can hinder a writer's ability to express complex structures when involved in academic writing that rely mostly on linguistic resources. Thus, L2 students' ability to write highly analytical academic texts overlooked if they have not yet acquired language features of academic writing. Similarly, Kellogg (2008) observed that when students' knowledge of syntax, discourse, their linguistic choices are limited and language in general is not available nor easily accessible. This leads to students drawing on the linguistic resources that are readily available to them, especially in on-demand writing situations

### **Grammar/Grammatical Patterns Nativised by the Third-Year Students**

Grammar patterns of the third-year students evince that of phrase fragments, and that, students used more noun phrases, followed by prepositional phrases compared to other types of phrases. Below is the interpretation of the grammatical patterns observed in the corpora of the third-year students.

#### **Noun Phrase + *of* fragments**

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

The rate **of** carbon dioxide in atmosphere will also be reduced because plants are most consumer **of** carbon dioxide (Co<sub>2</sub>). Reduction **of** carbon dioxide through the process **of** photosynthesis by green wild plants can minimize the risk of global warming..... Wildlife conservation is simply an act **of** preserving or preventing of wildlife resources such as animals and plants, which can go extinct in the near future.... Conservation **of** wildlife can also be defined as a way **of** maintaining health **of** wildlife species.....

The usage of noun phrases with *of* revealed that most of the students used this pattern in order to express concepts of importance and consequences. Students preferred this pattern to demonstrate the significance of conversation, and to highlight the consequences of the coexistence between human beings and animals.

#### **Noun phrase + *the* fragments**

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

.....wildlife is very important it helps in improving the country's economy which improves **the lives of people** in that country... when forests and other wild plants are well managed through minimizing **the rate of deforestation, the rate of carbon dioxide** in atmosphere will

also be reduced because plants are most consumer of carbon dioxide (Co<sub>2</sub>).... In addition, conservation of wildlife resources increase **the pride of the nation**... and enjoy **the resources that** have been protected and have not been destroyed by people.

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

#### 4.5.3 Prepositional phrases

Prepositions are words that connect and build relationships with other words, like nouns and verbs. The word '*to*' was one of the nativised words that was popular in the corpus of the students. The functions of the preposition '*to*' were many in the sentences. Below are some of the samples of the extracts of 'prepositional phrases + *to*'.

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

In the above example, the prepositional '*to*' was added to verbs creating expressions of purpose, importance or consequences. It was also used to indicate the object that experienced the action of the verb.

#### Prepositional phrase + *for* fragments

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

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

#### Conjunctive phrases

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

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

The word '*or*' in the corpus of the students was used to link alternatives of their ideas, such as explanation of a previous word or phrase. Students also used '*or*' to show value of their ideas. It was observed that students only used grammatical patterns that they were familiar with.

### **Frequent Words that were Nativised by the Third-Year Students**

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

Furthermore, the findings demonstrated that nativised words were disproportionately distributed in the corpus of the students' writings. The observation indicated that students mostly used words that they were more familiar in their texts. The analysis of the study shared affinities with studies by Patridge (2019) and Adeyemi (2017).

### **Structures of Sentence Patterns Associated With Frequent Words**

The findings with regards to the structures of sentence patterns indicated that a total of 2450 sentences were identified in the corpus. The simple sentence had the highest frequency rate of 1209, while compound sentences occurred 661 times and complex sentences 422 times and compound complex sentences 158 times.

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

### **Grammar/Grammatical Patterns Nativised by the Third-Year Students**

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

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

Noun phrases appeared mostly as subjects or objects with the nativised words while prepositional phrases were objects. In addition, noun phrases were more densely used while prepositional phrases had the second highest frequency of occurrence among the participants, and the phrases with the word 'of' was used more with articles and nouns. Similarly, this observation was also noted by Lee et al., (2020) who found that noun phrases were used more frequently compared to prepositional phrases. It was also discovered that the students had overused the grammatical patterns, in some instances causing inaccurate constructions. This observation aligned with Pardede's (2014) study where students overused grammar patterns, thus impeding the meaning in the sentences. Students used patterns that they were familiar and comfortable with in their writing, as they wanted to try the formal academic writing style. In addition, a study by Sanjaya & Bram (2021) also revealed that the influence of mother tongue language was the cause of the challenges of the use prepositions, these were wrong use of preposition about and to, and omission of the word "about". Similarly, Alotaibi & Zeidan (2023) found that factors of choice and placement in preposition were a challenge to students, and the cause of it was the influence of native language transfer. Moreover, the findings also revealed that the impact of L1 transfer on L2 learning diminished as students' linguistic competence increased. A study by Lysa et al. (2023) also concurred with the findings of this research. Meanwhile, Al-Bawaleez & Abdullah (2023) study showed that there were significant differences between international writers and Persian writers in the application of noun phrase modifiers and post-modifying prepositional phrases. Persian writers used lexical bundles to modify noun phrases more regularly than international writers. In addition, international writers used more noun phrase modifiers than Persian writers did, and that international writers used post-modifiers more frequently than did Persian writers. It has been established by Ahmadi, Esfandiari & Zarei (2020) that the use of more noun phrase modifiers and lack of explicit associations among them make the text less unambiguous.

## CONCLUSIONS AND RECOMMENDATIONS

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

### 1 English Words that are Frequently Nativised by Third-Year Students

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

Words such as; *as well as, in order, moreover* had a relatively low frequency of use, indicating that the words are not very common to the students. Most of the complex words and lexical



bundles were relatively used by fewer students revealing that their background with the English language was different from those students who did not use complex words.

## **2 Analysis of Structure of Sentence Patterns**

The investigations on structure of sentence patterns reveal that students commonly use simple sentences 522 (58%), followed by compound sentences 168 (19%), then complex sentences 190 (21%) and lastly compound complex sentences 20 (2%). Though, the sentence types observed in this study indicated that simple and compound sentences were more common than complex and compound complex sentences, the students evinced a high inaccuracy rate in those sentence patterns. Students had a tendency of strengthening their points using simple sentence structure in order to sustain consistency. Moreover, the results revealed five structures of sentence patterns that were observed from the essays of the students. Subject + Linking verb + Complement (S – LV – C), Subject + Transitive Verb + Direct Object (S – TV – DO), Subject + Transitive Verb + Indirect Object + Direct Object (S – TV – IO – DO), Subject + Transitive verb + Direct object + Object complement (S – TV – DO – OC), Dependent and independent clause patterns. The most used of the five sentence patterns were Subject + Linking verb + Complement, followed by Subject + Transitive Verb + Direct Object then Subject + Transitive Verb + Indirect Object + Direct Object. In addition, students with an early exposure in English used far more complex sentence patterns than those who had not. The structural analysis of sentence patterns indicated that students used similar amounts of structures of sentence patterns.

## **3 Grammar Patterns Nativised by the Third-Year Students**

The analysis on grammar patterns revealed that students used more phrase fragments than any other grammatical patterns. The findings revealed that the grammatical patterns used by the students were more of phrases, and students used more noun phrase + *of* and PP phrase fragments than all the other types of phrases and these followed the pattern ‘*of* PP’, ‘*of* NP’, ‘ADP’ and so forth. These occurred either as subjects or as objects. It was also observed that the words that were frequently used by the students were either overused, substituted or omitted in the sentences. According to Mesthrie (2006) and Van Rooy (2019) having a knowledge about the students’ language learning problems is useful to lecturers because it offers information on key areas in language learning which can be used in the formulation of effective teaching materials. The forecasted limited grammar troubles of students may help language lecturers to be well-resourced in order to assist students overcome their grammar pattern difficulties. The recommendations on grammar patterns will applied in the department or students across by teaching students about the nature of language, that language consists of predictable patterns that make what we say, read, hear, and write intelligible, Azar (2007). In addition, Calkins (1980) stated the way to improve students’ command of grammar in writing is to use students’ writing as the base for teaching grammatical concepts. Therefore, when students know how to build and use certain structures it makes it probable to transfer common types of meaning successfully.

## **Recommendations**

### **English Words that are Frequently Nativised by Third-Year Students**

With words frequency, students displayed an underuse of complex lexical items and an overuse of common simple words, indicating that most of the students had little exposure to a variety of lexical items or more advance words. Therefore, it is suggested that students should be taught

to use advanced lexical items of two to three words in their writings. This may lead to enhanced writing appropriate for their level.

In addition, it is suggested that English lecturers should come up with oriented intervention programmes that seek to build students' writing skills, focusing mainly on words choice and words frequency. Incorporating these features in the intervention programmes will improve their academic writing skills of the students significantly. Moreover, it is recommended that second language students need to be taught on how to develop their language resources and expand their linguistic collection, as they are required to engage in complex academic writing tasks.

### **Analysis of Sentence Patterns**

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

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

### **Grammar/Grammatical; Patterns Nativised by the Third-Year Students**

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

Since students overused noun and prepositional phrases compared to other phrases with nativised words, the English lecturers should teach students in the Department how to use different advance lexical items in writing, using methods such as rephrasing and substitutions. Students should be taught to develop a range of strategies that could help them in the production and proficiency of complex grammar patterns. Also, Celik & Kara (2024) state that the technology-integrated language teaching method can be used to surge students' grammar performance and changed their overall attitude towards learning English in a stress-free atmosphere. English teachers should also be trained and offered constructive feedback on the appropriate integration of technology into classes. The findings of this study can help English language instructors, especially those who teach academic writing, gain more insights into noun modification features and encourage them to identify the complexity levels of their students' work using Biber et al.'s (2011) hypothesized developmental stages. These insights can potentially enable the instructors to indicate what needs to be done in order to improve academic writing skills among Thai students and to fill the void and increase syntactic complexity in writing. It is hoped that the results of this study will bring about better material design with an additional focus on grammatical features such as noun postmodifiers, especially prepositional phrases postmodifying nouns, which have long been overlooked in academic writing courses. Materials or tasks that help draw students' attention to complex phrasal features in academic prose can be incorporated to allow students to produce written work that meets an academic writing style that is internationally acceptable. This research concludes that owing to subtle ways in which attitudes operate, there is need to put in place mechanism that creates positive dispositions towards the learning of a second language; English in the case

of Namibia English Language learning is not all about provision of learning materials, but also about successful deployment of both material and human resources. Absence of an inspiring environment for the learning of English Language results in lacklustre learning of the language.

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