

A Pedagogical Stylistic Study of Selected Preschool Online Teaching Videos in English as a Second Language Situation

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Abstract

Online videos English teaching in schools is critical for its alternative mood of impacting knowledge that could have been averted in times of emergencies. The unanticipated intrusion of the COVID-19 pandemic has not only transiently disabled or disrupted the traditional classroom settings, it has necessitated the need for effective pedagogical practices. Despite the growing popularity of online teaching videos for ESL learners in the preschool years, there is a lack of research that explores the language features and pedagogical techniques employed in these videos. Hence, this study is to fill this identified gap by investigating the stylistic significance of mood signals in the selected virtual classes. Also, the paper tries to find answers to the following questions: First, what are the dominant mood types exploited in the selected virtual videos, how do these linguistic choices affect pedagogical outcomes by checking if the language used is clear and concise enough to help learners better understand the concepts being taught? Five (5) online teaching videos out of a variety of videos that were studied were purposively selected and transcribed and analysis was done using Halliday's Systemic Functional Grammar model of the English mood system. A descriptive analysis of the syntactic structures of the teacher's utterances was done with a view to highlighting the different mood systems. The teacher taught five different topics –Good morning, Simple addition, The family, Days of the week, Counting the number 8. The findings revealed that declarative statements are the most prevalent mood used to make statements of facts, opinions, observations or simple explanations out of 159 total utterances of 90 declarative statements, 39 imperative statements and 30 interrogative statements. This affirms that the teacher has good mastery and command of the Language being taught virtually and was able to articulate the concepts being taught. The paper concludes that language use in virtual teaching and learning provides a resource for explicating the English mood system where indoctrination, convincing, teaching and learning are achieved by manipulating the English Mood System.

Background to the Study

The unexpected onset of the COVID-19 pandemic has not only temporarily disrupted traditional classroom settings but has also emphasized a covert paradigm shift in stylistic studies and their relevance to contemporary linguistic research. This empirical approach, as noted by Carter (2010), extends beyond the study of linguistic and literary texts, embracing various forms of creative language use in politics, advertising, academic writing, sermons, and more (Kamalu, 2018). Pedagogical stylistics, as advocated by Carter (1996), focuses on student-centered, activity-based, and process-oriented approaches, challenging traditional stylistic concerns limited to literary texts.

Li and Lalani (2020) highlight the impact of the "new normal" on language learning, emphasizing the surge in the use of language apps, virtual tutoring, and online learning tools since COVID-19. This shift in education delivery raises uncertainties about the effectiveness of digitized learning, particularly for English as a Second Language (ESL) learners, affecting their language acquisition and peer interactions (Baker and Westrup, 2003). Online learning's advantages, such as enhanced teacher-student communication and the acquisition of new pedagogical strategies, are acknowledged by Kristina (2020).

The study delves into the Mood System within Systemic Functional Linguistics, emphasizing its role in language users' choices for effective communication. It explores the ideational metafunction's contribution to encoding cultural and individual experiences and the expression of environmental phenomena in various linguistic and social contexts. Focusing on pedagogical stylistics, the paper defines stylistics as an approach to text analysis using linguistic description (Short, 1996). It discusses the discipline's connection to literary criticism, linguistics, and its application to diverse texts, including advertising, news, and political discourse (Clark, 1998). Pedagogical stylistics is presented as a field using stylistic analysis to enhance literature understanding, language acquisition, and teaching practices (Widdowson, 1975; Watson and Zyngier, 2006).

The discussion extends to ESL and English as a Foreign Language (EFL), highlighting the challenges in defining English's status in Nigeria and the impact of communicative methods on language teaching. The importance of literature teaching in developing linguistic and critical thinking skills is emphasized (Mckay, 1991), and the contentious debate surrounding language policy in Namibia is briefly touched upon. The interconnectedness of language and society is explored, emphasizing language's role in communication, establishing authority, and influencing human behavior. The study aims to analyze how linguistic features reflect society and contribute to stylistic exploration in writing.

The role of ICT and the changing nature of pedagogy are discussed, emphasizing technology's transformative impact on education. Online pedagogy's shift from a transmission model to a collaborative model is highlighted (Moore, 2014), and the potential of ICT to accommodate different learning styles is acknowledged (DOE, 2008).

A section comparing online learning to face-to-face learning discusses differences in human interaction, access to learning materials, practice while studying, assessments, and agility. The University of Strathmore's research identifies benefits of online learning, such as flexibility and global accessibility. In conclusion, the paper introduces a comprehensive exploration of the impact of the COVID-19 pandemic on education, the evolving field of pedagogical stylistics, and the dynamic relationship between language, society, and technology. The proposed research aims to investigate the linguistic choices in online pedagogical discourse, specifically focusing on the Mood System's role in ESL and EFL instruction and its implications for pedagogical outcomes.

Literature Review

The Concept of Style and Stylistics

Short, (1996) defines, stylistics as an approach to the analysis of (literary) texts using linguistic description. It "aims at providing a methodology of analysis---a clear technique of description which, ideally, will allow any person to cope with any text they want to study, a procedure that can ensure that no items of stylistic significance are overlooked. It replaces a sporadic approach with a systematic one and seeks to avoid over-reliance on intuitive ability in stylistic analysis" (Xu, 2004, P.42). It "is concerned both with interpretation and with the codes themselves; with both what the text means and why and how it means what it does" (Cook, 2000, P.152). Rooted in linguistics, stylistics is a comprehensive study of the particular linguistic features of a text, or a writer and it is relatively scientific, objective and effective in dealing with texts.

Clark (1998) defines Stylistics as the study and interpretation of texts in regard to their linguistic and tonal style. As a discipline, it links literary criticism to linguistics. It does not function as an autonomous domain on its own, but it can be applied to an understanding of literature and journalism as well as linguistics. Sources of study in stylistics may range from canonical works of writing to popular texts, and from advertising copy to news, non-fiction, and popular culture, as well as to political and religious discourse. Stylistics as a conceptual discipline may attempt to establish principles capable of explaining particular choices made by individuals and social groups in their use of language, such as in the literary production and reception of genre, the study of folk art, in the study of spoken dialects and registers, and can be applied to areas such as discourse analysis as well as literary criticism. Common features of style include the use of dialogue, including regional accents and individual dialects (or idiolects), the use of grammar, such as the observation of active voice and passive voice, the distribution of sentence lengths, the use of particular language registers, and so on. In addition, stylistics is a distinctive term that may be used to determine the connections between the form and effects within a particular variety of language. Therefore, stylistics looks at what is 'going on' within the language; what the linguistic associations are that the style of language reveals.

Stylistic Analysis

"Stylistic analysis, by starting with linguistic facts, relates description to interpretation and formal features to their artistic function" (Xu, 2004, P.18). "The goal of most stylistic

studies is not simply to describe the formal features of texts for their own sake, but in order to show their functional significance for the interpretation of the text; or in order to relate literary effects or themes to linguistic 'triggers' where these are felt to be relevant" (Wales, 2001, P.372-373). It lays stress on the study of language functions and the different structures dictated by these functions. "Such linguistic-stylistic analysis can have considerable benefits for the study of the language and thus aids the integration of language and literature study..." (Carter, 2000, P.110).

The process of stylistics analysis will be: take the object of study---a text, examine the text carefully, note down its stylistic features, and discuss them in terms of a number of levels of language. Stylistic analysis usually consists of three steps: description, interpretation and evaluation. By describing and interpreting some specific linguistic features of a certain text, readers are in a better position to understand the text; by evaluating those features, readers are more likely to fully appreciate the stylistic or aesthetic effects of a text. Hence, stylistic analysis is generally believed to be systematic, objective and practical. The most noteworthy example is M. A.K. Halliday's thesis "Linguistic Function and Literary Style: An Inquiry into the Language of Willam Golding's *The Inheritors*".

Pedagogical Stylistics

Pedagogical stylistics is a field that looks at employing stylistic analysis in teaching, with the aim of enabling students to better understand literature, language and also improving their language acquisition. It is pleasing to see the continuing consideration of pedagogical issues, and pedagogical stylistics in particular, in *Language and Literature*. One of the reasons why stylistics continues to grow internationally is as a result of the efforts over many years by many in this field to demonstrate its relevance to language and literature study in both first and foreign language education. Landmark volumes such as Widdowson's *Stylistics and the Teaching of Literature and Practical Stylistics* (Widdowson, 1975, 1992), Short's *Reading, Analysing and Teaching Literature* (Short, 1989) and, much more recently, volumes such as Watson and Zyngier's *Literature and Stylistics for Language Learners* (2006) have productively extended the field in both theory and practice.

Pedagogical stylistics is a field that focuses on employing stylistic analysis in teaching, with the aim of enabling students to better understand literature, language and also improving their language acquisition. It is also concerned with the best practices in teaching stylistics.

Features of Pedagogical Stylistics

1. It is concerned with the formal properties of a text; that is, analysing the words on a page, drawing in the main upon linguistic theory. This includes not only analysis of phonology, vocabulary or lexis, syntax of phrases and clauses but also analysis of discourse.
2. This shows that texts and their readers do not exist in isolation, but function with a wider social and cultural context. Account has to be taken of contextual factors such as the cultural background of the reader, the circumstances in which the

particular text is read, and so on. The knowledge gained from the study of pedagogical stylistics would help students in understanding how language, grammar and rhetoric function in texts.

ESL and English as a Foreign Language

Language Policy for Schools in Namibia Discussion Document of January 2003 (language planning and policy document) (2003) stated: "A second language is understood as one of which the learner has some knowledge and is exposed to regularly, because it is one of the main languages of the community. Furthermore, it is "a language other than one's mother tongue, used for a special purpose" (2003, p. 8), whereas the foreign language is one that is spoken outside the country of its origin.

Beyer (2010), pointed out that, "Although officially English is regarded as a second language in most countries of the world including Nigeria, its status in pedagogical terms is that of a foreign language causing confusion as regards the methodology and approach to the teaching of the language" (p. 31). In a country where English is the main language for only 1.9% of the population (2001 Population and Housing census: Basic Analysis and Highlights, 2001, p. 48), this causes many problems. Lack of clarity with regard to the status of English as a second/foreign language has led to an adoption of the communicative method in teaching as a quick fix to address the problem. Most students in school are first generation learners growing up in single parent homes, because socio-cultural problems like HIV and AIDS have also resulted in loss of lives. Severely handicapped, these students barely manage to pass their school grades and the ones who do, scrape through with a bare minimum having, acquired only speaking skills in English; as a consequence, we have students at tertiary level who can speak fairly well, but display very low-level writing skills and lack an interest in reading.

Literature and Language Teaching

Literature teaching in the African continent is a contentious issue. The English language debate has been fiercely fought on both sides by those who have recognized the need to have English as an international language, like the famous writer Chinua Achebe and others and like Ngugiwa Thiong'o, and who believe that Africans should study their languages. Ngugi (1991) has raised objections to literature that was prescribed stating "Being a student of literature in Kenya today means being a student of English" (p. 224) and he called this "cultural imperialism" (p. 228). Brumfit (1986) argued for looking at literature as a skills subject in the Tanzanian context. He summarized the main aims of literature teaching in Tanzania thus: (1) to consider language in action at its most effective by examining how language makes its effect and considering works of literature as a social phenomenon; (2) ... to consider what creative writing is and to relate it to other arts; and (3) to give some appreciation of literature as a world- wide phenomenon. (p. 238) Brumfit and Carter (1986) presented the interaction between literature, language, and education.

The benefits of teaching literature in the third world cannot be over emphasized. Studying literature helps students to improve their language skills and develop their creative and critical thinking skills and imagination. McKay (1991, p. 193) has pointed out three main benefits of studying literature in the ESL classroom. She stated that literature can be useful in developing linguistic knowledge both at the level of “use and usage” (Widdowson, 1991). Opines that “usage” involves the knowledge of linguistics rules, whereas “use” requires knowledge of the rules for effective communication, which takes it to the pragmatic level. Secondly, through interaction with the text which they enjoy, students get motivated to read further, thus increasing their reading proficiency; and lastly, exposure to foreign literature promotes a greater understanding of that culture spurring on their own creative imagination.

Role of ICT and Changing Nature of Pedagogy

Technology in education has been defined as a device available for teachers' use in instructing students in a more efficient and simulating manner (Cuban, 1986). Teaching all over the world is now being supported with information and communication technology, hence the use of computer in teaching and learning has been an effective means of enhancing academic achievement (Adekunle, 2006; Yusuf, 2005). The whole idea of using ICT in education means using ICT equipment and tools in the teaching and learning process as media and in methodology and this is generally to familiarize students with the use and workings of computers and related social and ethical issues (Agbetuyi & Oluwatayo, 2012).

Researchers and academics' conceptualization of pedagogy has changed with recent developments and many writers have also suggested that developments in ICT provide very different learning opportunities and a need to design a new integrated pedagogy has been identified (Felix, 2003; Yusuf, 2005). An assumption here is that the use of ICT is changing the pedagogical roles of teachers, and a compelling rationale for using ICT in schools is its potential to act as a catalyst in transforming the teaching and learning process (David, 2000). Kigs (2008) supported that the above processes will still be necessary but the decisions and outcomes from those processes may be different as teachers' knowledge, beliefs and values change in line with affordances provided by new technologies. When pupils use ICT well, there was a clear improvement in the presentation of their work, in the range of information they had to draw on in their capacity to enter imaginatively into other situations and in their understanding and analysis of key concepts. ICTs can accommodate differences in learning styles and remove barriers to learning by providing expanded opportunities and individualized learning experiences (DOE, 2008).

Moore (2014) argues that the language used in online pedagogy has transformed the mass media metaphor, which previously referred to broadcasting and receiving information, into a more interactive and dialogic approach to teaching and learning. The author suggests that online pedagogy involves a shift in language from a transmission model to a collaborative model, which emphasizes participation, interaction, and feedbacks.

Kramersch (2017) examines the challenges and opportunities of teaching multilingualism and intercultural competence online. The author argues that online teaching requires a different approach to language teaching, which emphasizes the use of authentic materials, interactive activities, and collaborative learning. The author also suggests that online teaching can facilitate the development of multilingualism and intercultural competence by providing opportunities for learners to interact with diverse linguistic and cultural contexts.

Lin (2016), investigate the effects of online language learning on students' L2 achievements and attitudes. The authors found that online language learning can be effective in improving students' L2 proficiency, particularly in listening and speaking skills. The authors also found that online language learning can promote a positive attitude towards learning, as it provides flexibility, autonomy, and opportunities for personalized learning. The use of ICT tools such as videos, television and multimedia computer software that combine text, sound and colourful moving images are used to provide challenging and authentic content that engages the students to be more involved. More importantly, networked computers with Internet connectivity increases learners' motivation as it combines the media richness and interactivity of other ICTs with the opportunity to connect with real people and to participate in real world events. David (2005) said that students become more aware about how to learn when using ICT because they must interact with the computer Madueke (2006), opines that employing networked information resources is a central skill for teachers to acquire as it is for the students' future. She perceives the development of capability in the use of ICT as an essential part of school curriculum in this technological age. Hence, nurturing this appreciation and readiness requires that not only pre - service but also service teachers should experience technology as a natural part of their professional preparation and work environment. Increasingly, teachers are challenged to find a place for computers to make their teaching more effective emphasizing the need to interact with the students (Simona, 1997). With the arrival of computers in the realm of teaching, teachers have been encouraged to work and adapt to the new technology to maximize learning.

Twenty-first-century education reform policy has been focused on a shift from the traditional teacher-centred pedagogy to more learner-centred methods. Active, collaborative learning environments facilitated by ICT contribute to the creation of a knowledge-based student population (Tinio, 2007). Additionally, ICT skills that come along with this shift in pedagogy are also useful for students hoping to transition into today's job market. Olorundare (2006), added that ICT has some of the following potentials in the implementation of the school curriculum: It accelerates and deepens students' basic skills in any school subject especially language, mathematics and the sciences; It challenges the students to learn independently and hence be responsible; It helps to update students' academic knowledge and instructional practices; There is an opportunity for close cooperation with a colleague in the same or even other areas through networking and internet services; Educators are challenged to new methods of acquiring knowledge through knowledge sharing and are ultimately connected to the world.

Online Learning Versus Face-to-Face Learning

There is limited research that directly compares the mood systems expressed in online video teaching and face-to-face teaching. However, there are studies that have examined the differences in the language features and pedagogical techniques employed in these two teaching modalities. For example, a study by McAndrew and Jefferies (2013) compared the use of interactive whiteboards in face-to-face and online teaching contexts and found that the use of language in online teaching was more concise and focused on specific language features than in face-to-face teaching. This suggests that the mood systems employed in online video teaching may be more targeted and focused on specific language features. Another study by Bax and Lamb (2018) examined the use of multimodal resources in online and face-to-face teaching and found that online teaching relied more heavily on visual and audio resources, whereas face-to-face teaching focused more on gestural and facial expressions.

This suggests that the mood systems in online video teaching may be more heavily influenced by visual and audio resources, whereas face-to-face teaching may be more influenced by gestural and facial expressions. However, it should be noted that these studies focus on specific aspects of language use in online and face-to-face teaching, and further research is needed to explore the differences in mood systems more directly. Additionally, the effectiveness of these different approaches in teaching ESL learners in online and face-to-face settings may vary depending on a range of contextual factors, such as the learners, level of proficiency, the teaching objectives, and the learning environment. The University of Strathclyde conducted research, the era in which this research was conducted is the age of the fourth industrial revolution – Technology. An age that has transformed major industries and is making life become more interconnected, blurring the lines between the personal and professional with a growing number of sectors and companies becoming operationally mobile. The education industry has also slowly but surely attempted to accommodate these shifting demand trends, bringing with it a unique set of challenges. As Covid-19 changed the world and the education landscape with it, distance education and online learning became proliferated by necessity, raising questions about the differences between them. The University of Strathclyde in this research identified some of the differences between online learning and classroom (face-to-face) learning as;

Empirical Review

Zyngier (2001), argues that a text cannot be detached from other necessary participants in a literary system such as production, mediation, reception, and post-processing. The writer is responsible for the production, the reception is carried out by the reader, post-processing is the job of critics and finally a mediation which is carried out by more than one person or institution in our study, teachers, schools and educational system are all responsible of mediation (p.373). At the end of her discussion, Zyngier (2001), offers some theoretical guidelines to contextually oriented stylistics. For example, sensing the meaning or the impact of other's work is enough for providing any criticism. Also, stylistic analysis shapes new patterns. These patterns are perceived by the reader as

evocative linguistic patterns. Likewise, Hall (2014) along the same line summarizes some crucial advantages and applications of stylistics, these include first, literature can be taught by applying stylistic tools and techniques. It enables us to understand and appreciate the creativity of the language of literary works.

Second, stylistics is beneficial in the field of education, whether teaching first, second language or foreign language. Finally teaching language use and language awareness for learners is also one of the key values of stylistics. Hall (2014) continues to explain that studying foregrounding, deviant forms, irregular structures and peculiarities of the literary language helps to unravel meaning and finding a correct interpretation. He further demonstrates that pedagogical stylistics basically started when Widdowson publishes his book *Stylistics and the Teaching of Literature* (1975) followed by Carter, Short and others in the beginning of 1980s (p. 244).

Hall (2014) proceeds to outline the difference in points of views between Widdowson and Carter. According to the former, a literary work is a unique form of language which differs from the daily language. Widdowson believed that individual readers are the key factors in the process of interpretation. Another influential study concerning analysing some stylistic aspects such as genre, narrative structure, point of view and characterization was carried out by Clark (2007, p. 60-75). In this study, she introduces these stylistic aspects to undergraduate students who encounter stylistics for the first time. The students were asked to analyse two novels on detective fiction. The detective fiction is chosen as a genre for the analysis because it sheds the light on the social, cultural and psychological background in which a certain novel is written (Clark & Zyngier, 1998).

Clark (2007) designs lectures and workshops for four weeks to help students in their work. She organizes a module of two parts in the first part, the students are introduced to different stylistic methods through weekly lectures, seminars, and workshops. Then the students are asked to apply each of the stylistic aspects that are mentioned above in the analysis of the two novels. In this way, the students are taught the different aspects acquired for their analysis within the context of their application to a particular genre of fiction (p. 63). The Lectures are followed by workshops in which the students are arranged into pairs and asked to answer a set of questions concerning their lectures. The questions are designed to examine the students' understanding of the lectures (Clark, 2007, p. 67).

The study shows that the adopted approach has a pedagogical advantage in the sense that students apply the concept outlined in the lecture to the analysis of the chosen texts. This enhances the students' chances of success (Clark, 2007, p. 65). By comparing two different novels from two different periods, the students get good knowledge about the social and cultural changes that have taken place in writing novels. Moreover, this comparison opens new horizons for other studies, like analysing the same aspects through comparing two novels written by the same author, or by comparing a novel tackle a female detective with one that tackles a male detective (Clark, 2007, p. 75).

Furthermore, in one of the crucial studies conducted by Carter (2010) in which he summarizes the main historical developments in pedagogical stylistics. He explains that certain writers enrich the field with their works. For example, Widdowson (1975, 1990), Short (1989) and Watson and Zyngier (2006) have publications that exhibit both theory and practice in the field (p. 115).

Carter (2010) notably remarks that pedagogical stylistics does not aim at imposing a fixed and uninformed interpretation of a single text, but rather emphasizing the necessity that encourages readers to have the freedom in using their extended knowledge to analyse a certain literary work. He also ascertains that there is no universal methodology to interpret a text. Infact, readers should not act in a passive way; they should enrich meaning through their own cultural and linguistic experiences (p. 117).

Additionally, Carter (2010) lists briefly the main developments of pedagogical stylistics as follows:

1. Transformational analysis: this process involves transforming a selected text to a different genre, for example, a poem to a short story. This demand, as Carter (2010), illustrates, rewriting, transformation and registration. This also invites readers to depend on close reading text. Readers should be aware of this kind of text manipulation. Thus, they have to be active in the process of interpretation.
2. New Rhetoric: this refers to the connection with the classical traditional rhetoric. Simply getting benefit from the theories of rhetoric.
3. Internet-based Classrooms or Cyberspace Classrooms

Getting benefit from technology in teaching and learning shows that stylistics is no longer confined to written data. Relevant to this point, there can be a focus on a new medium such as spoken language which can be stored on a computer for the sake of interpretation and analysis. Moreover, within such a class the occurrence of internet communication and verbal interaction (Carter, 2010, p. 120).

In another study, Gavins and Hodson (2007) use pedagogical stylistics in a different way. They are not satisfied with teaching stylistics in the classroom only, but they go to the extent that they want to inspect the transferability of stylistic skills. They believe that most college students are introduced to stylistics as a minor or secondary subject. This idea is sponsored by a staff at the University of Sheffield. The staff designed a program for undergraduate students. The program focuses on the student's role in teaching stylistics. The teachers responsible for the program endeavour to train students to come up with stylistics from their first year in the college (p. 27). The aim of the program is to widen students' horizons on practicing stylistic analysis. They want the students to feel that they are real practicing stylisticians not only memorizers of some theoretical issues concerning stylistics (p. 30).

At the first level, the students are equipped with the essential tools of stylistic analysis depending on the available textbooks such as (Short, 1996; Simpson, 1997,2004). In their

second year, the students are given a historical background about the development of discourse from ancient Greece to the present (Gavins & Hodson, 2007, p. 29). When the students reach the third level and final year of study, they start to transfer their analytical skills to other students in different contexts. The programmers divided the students into small groups and distributed them to teach the first-year students. The third-year students design worksheets and seminars; they present various sessions, and the first-year students find these sessions very interesting. The experience is assessed by the teachers as successful. Moreover, it provides a good chance of success to the third-year students (Gavins & Hodson, 2007, 31-32)

Theoretical Framework

The theoretical framework adopted for this study is Systemic Functional Linguistics. It was developed by the British linguist Halliday (1971) from Firth's (1966) theories. The theory asserts that the functional nature of language is reflected in its internal structure, especially in its semantic and syntactic organisation. Within the societal use of language, he identifies three basic functions: ideational, interpersonal and textual. In his approach to the study of literary texts, Halliday (Ibid) redefines the formalist notion of foregrounding. He chooses the term prominence in preference to the formalist foregrounding and sees it as a relationship between subject matter and patterns in a text. This is where the study of style finds relevance, and it is also what we depend on for the Pedagogical Stylistic Analysis of Selected Preschool Online Teaching Videos in English as a Foreign Language situation.

The technique used in this study is the textual analysis of data. Halliday (1973) identifies the textual function of language which is related to the combination of ideational and interpersonal functions of language. These aspects are arranged and organised into meaningful strings of words to convey meaning in the form of message for communicative purposes. Leech (1966) based on Halliday (1961) opines that stylistics cannot be studied without language and situation which is why he has provided a preliminary exploration of stylistics and draws on Halliday's contributions to the prose the following dimensions or categories for the linguistic stylistic analysis of texts: Lexical, grammatical and context.

Methodology

For the purpose of this study, a sequential mixed-method research design, combining quantitative and qualitative approaches, will be employed to analyze the mood elements in the chosen virtual videos using simple percentages. This design integrates both descriptive and analytical methods to comprehensively classify the mood features. The study will specifically leverage the Systemic Functional Linguistics Theory for its theoretical framework.

Data Analysis and Results

Transcription of Circle Time with Miss Monica

Table 1: Good Morning

S/N	Teacher's Utterance	Mood Type
1	Good morning, good morning, good morning to you	Imperative
2	Good morning to you all my friends.	Imperative
3	How do you do?	Indicative interrogation
4	Hello everyone	Imperative
5	Welcome, welcome, welcome to Miss Monica's circle Time	Imperative
6	How are you this morning	Indicative Interrogation
7	How are you feeling	Indicative Interrogation
8	Well, am so happy that you are here today	Indicative declaration
9	I am so excited to do circle time with you all	Indicative declaration
10	But I think we should start with the morning song because it is morning time	Indicative declaration
11	But before we do that, we have to do two things	Imperative
12	First, let's make sure our listening ears are on	Imperative
13	I think mine are on, are yours on?	Indicative interrogative
14	Second, let's make sure our looking eyes are on, so you can see everything	Imperative
15	Great!	Imperative
16	Everything is good	Indicative Declarative
17	Alright	Imperative
18	I think I hear choi, choi, choi, choi	Indicative Declarative
19	Is that our good morning train?	Indicative Interrogative
20	I think it is	Indicative Declarative
21	The good morning train is coming, how are you?, Choi, Choi(singing 2*)	Indicative Interrogative
22	The good morning train, the good morning train, the good morning train, is coming,	Indicative declaration
23	And we say hello to my friends wearing,,red	Indicative declaration
24	And we say hello to my friends wearing,,yellow	Indicative declaration
25	And we say hello to my friends wearing,,blue	Indicative declaration
26	And we say hello to my friends wearing,,green	Indicative declaration
27	Thank you everyone for singing the good morning song	Indicative declaration

Table 2: Mood Analysis for Miss Monica's First Topic

Mood Analysis		
Mood Choice	Number	Percentage
Indicative Declarative mood	10	37.04%
Indicative Interrogative mood	9	33.33%
Imperative mood	8	29.6%
Total Number	27	100%

Table 3: Simple Addition

S/N	Teacher's Utterance	Mood Type
1	Welcome back children	IMPERATIVE
2	In our numeracy class today, we would be looking at adding numbers	INDICATIVE DECLARATIVE
3	by using our brain and our counters	INDICATIVE DECLARATIVE
4	Okay Children, I'm sure you'll enjoy that.	INDICATIVE DECLARATIVE
5	Now, we're going to be looking at some numbers and how we add them up,	INDICATIVE DECLARATIVE
6	Okay, let's go	IMPERATIVE
7	3+2.....?	INDICATIVE INTERROGATIVE
8	You count out 3 and count out 2, then count them together	INDICATIVE DECLARATIVE
9	Waoh...3 +2 is 5!	IMPERATIVE
10	Very simple!	IMPERATIVE
11	Okay let's go again	IMPERATIVE
12	What is 2+2?	INDICATIVE INTERROGATION
13	I will use my counters, please do same.	INDICATIVE DECLARATION
14	1...,2...,3....and 4. Waoh 2+2 is 4	INDICATIVE DECLARATIVE
15	Quite interesting right?	INDICATIVE INTERROGATION
16	Beautiful	IMPERATIVE
17	Now you see it is easy to add your numbers.	INDICATIVE DECLARATIVE
18	Lets do it one more time	IMPERATIVE
19	5 + 5, can you do that?	INDICATIVE INTERROGATIVE
29	I am sure you counted 10.	INDICATIVE DECLARATIVE
21	Thank you for joining me.	INDICATIVE DECLARATIVE
22	Please practice more at home	IMPERATIVE

Table 4: Mood Analysis for Miss Monica's Second Topic

Mood Analysis		
Mood Choice	Number	Percentage
Indicative Declarative mood	9	40.91%
Indicative Interrogative mood	5	22.73%
Imperative mood	8	36.36%
Total Number	22	100%

Table 5: The Family

S/N	Teacher's Utterances	Mood Type
1	Hello children	IMPERATIVE
2	How are you today?	INDICATIVE INTERROGATIVE
3	Are you happy?	INDICATIVE INTERROGATIVE
4	I think you are	INDICATIVE DECLARATIVE
5	If you are, wink at me right now	IMPERATIVE
6	Did you see my wink?	INDICATIVE INTERROGATION
7	I love to be in class with you today	INDICATIVE DECLARATIVE
8	Okay lets go	IMPERATIVE
9	Let's talk about the family	IMPERATIVE
10	Can you say the word, Family?	INDICATIVE INTERROGATIVE
11	I didn't hear that.	INDICATIVE DECLARATIVE
12	Please say it again, Family	IMPERATIVE
13	I love my family	INDICATIVE DECLARATIVE
14	My family is made up of father, mother and children	INDICATIVE DECLARATIVE
15	Sometimes we have other people come visit us but they are not our family,	INDICATIVE DECLARATIVE
16	They could be aunts, uncles, cousins or friends	INDICATIVE DECLARATIVE
17	Our family members are daddy, mommy, myself, my brothers and my sisters	INDICATIVE DECLARATIVE
18	Children love their family members	INDICATIVE DECLARATIVE
19	They fondly call the father; daddy, the mother; mommy, brothers and sisters; siblings.	INDICATIVE DECLARATIVE
20	Can you see the beautiful picture of my family?	INDICATIVE INTERROGATIVE
21	That is the mother, we call her mommy	INDICATIVE DECLARATIVE
22	What do you call yours?	INDICATIVE INTERROGATIVE
23	And that is the Father, we call him daddy	INDICATIVE DECLARATIVE
24	What do you call yours?	INDICATIVE INTERROGATIVE
25	Can we sing our family song?	INDICATIVE INTERROGATIVE
26	I love to sing, how about you?	INDICATIVE DECLARATIVE/INTERROGATIVE
27	I love you	INDICATIVE DECLARATIVE
28	You love me	INDICATIVE DECLARATIVE
29	We are one big family, with a big hug and kiss on each other	INDICATIVE DECLARATIVE
30	Why don't you say, you love me too	INDICATIVE INTERROGATIVE
31	I love you	INDICATIVE DECLARATIVE
32	And good bye	IMPERATIVE

Table 6: Mood Analysis for Miss Monica's Third Topic

Mood Analysis		
Mood Choice	Number	Percentage
Indicative Declarative mood	15	46.88
Indicative Interrogative mood	8	25
Imperative mood	9	28.12
Total Number	32	100

Table 7: Days of the Week

S/N	Teachers Uttrances	Mood Type
1	Let's find out what day it is today	IMPERATIVE
2	I know that yesterday was Sunday	INDICATIVE DECLARATIVE
3	Yesterday was Sunday	INDICATIVE DECLARATIVE
4	And so today is Monday	INDICATIVE DECLARATIVE
5	Today is Monday	INDICATIVE DECLARATIVE
6	But let's see all the days of the week	IMPERATIVE
7	Can you sing with me?	INDICATIVE INTERROGATIVE
8	Let's do it together	IMPERATIVE
9	There's Sunday and there's Monday	INDICATIVE DECLARATIVE
10	There is Tuesday and thee is Wednesday	INDICATIVE DECLARATIVE
11	There is Thursday and there is Friday	INDICATIVE DECLARATIVE
12	And there is Saturday	INDICATIVE DECLARATIVE
13	Days of the week, clap clap	IMPERATIVE
14	Days of the week clap clap	IMPERATIVE
15	Days of the week, days of the week, days of the week	IMPERATIVE
16	Do you love the song?	INDICATIVE INTERROGATIVE
17	Now remember what we said	IMPERRATIVE
18	Yesterday was Sunday	INDICATIVE DECLARATIVE
19	So we say bye bye to Sunday	INDICATIVE DECLARATIVE
20	And today is Monday	INDICATIVE DECLARATIVE
21	Today is Monday	INDICATIVE DECLARATIVE
22	Now let me see if I can find Monday here	INDICATIVE DECLARATIVE
23	Up here I have Monday	INDICATIVE DECLARATIVE
24	So we going to take the Monday	INDICATIVE DECLARATIVE
25	And put it up here	INDICATIVE DECLARATIVE
26	Hopefully, you can say with me the sentence	INDICATIVE DECLARATIVE
27	Lets say it together	IMPERATIVE
28	Today is Monday	INDICATIVE DECLARATIVE
29	I will read it first, then you read it second	INDICATIVE DECLARATIVE
30	Today is Monday	INDICATIVE DECLARATIVE
31	your turn, let's read it together	IMPERATIVE
32	Today is Monday	INDICATIVE DECLARATIVE
33	Today is Monday all day long	INDICATIVE DECLARATIVE
34	All day long today, it would be Monday	INDICATIVE DECLARATIVE
35	And I think you can help me spell Monday	INDICATIVE DECLARATIVE
36	Do you think you can help me spell it?	INDICATIVE INTERROGATIVE
37	Lets spell it together M...O....N....D....A...Y	IMPERATIVE
38	Good job there	IMPERATIVE

Table 8: Mood Analysis for Miss Monica's Fourth Topic

Mood Analysis		
Mood Choice	Number	Percentage
Indicative Declarative mood	29	74.36
Indicative Interrogative mood	3	7.6
Imperative mood	7	17.69%
Total Number	39	100

Table 9: Counting Number 8

S/N	Teachers Utterances	Mood Type
1	This week, we are going to talk about the number...	INDICATIVE DECLARATIVE
2	Let's see who knows the number	IMPERATIVE
3	Do you know?	INDICATIVE INTERROGATIVE
4	I will tell you	INDICATIVE DECLARATIVE
5	It's the number eight	INDICATIVE DECLARATIVE
6	I will put it up here	INDICATIVE DECLARATIVE
7	Can you see it?	INDICATIVE INTERROGATIVE
8	This is number 8	INDICATIVE DECLARATIVE
9	Eight looks like 2 circles, one on top of the other	INDICATIVE DECLARATIVE
10	Almost right?	INDICATIVE INTERROGATIVE
11	Can you see it?	INDICATIVE INTERROGATIVE
12	That is the number eight	INDICATIVE DECLARATIVE
13	You agree with me it is almost like two circles right?	INDICATIVE INTERROGATIVE
14	Yes that is the number eight	INDICATIVE DECLARATIVE
15	And that is our number for the week	INDICATIVE DECLARATIVE
16	I would like you to help me count the number eight	IMPERATIVE
17	I have these special, special sticks	INDICATIVE DECLARATIVE
18	And I would love it, if you could help me count my sticks	IMPERATIVE
19	Let's see if I count eight sticks	IMPERATIVE
20	Are you ready?	INDICATIVE INTERROGATIVE
21	Okay, let's do it together	IMPERATIVE
22	Starting with number 1,2...	IMPERATIVE
23	Let's keep counting 3,4	IMPERATIVE
24	Ouhh we are up to 4 now	INDICATIVE DECLARATIVE
25	That is four	INDICATIVE DECLARATIVE
26	5, we have 5 now	INDICATIVE DECLARATIVE
27	Keep counting	IMPERATIVE
28	6, six sticks so far	INDICATIVE DECLARATIVE
29	7,8.. eight sticks	INDICATIVE DECLARATIVE
30	Now lets count them together one more time	INMERATIVE
31	Our number of the week is eight	INDICATIVE DECLARATIVE
32	Let's see if I have eight sticks	IMPERATIVE
33	Count with me	IMPERATIVE
34	1,2,3,4,5,6,7,8	INDICATIVE DECLARATIVE
35	Waoh do we have 8 sticks?	INDICATIVE INTERROGATIVE
36	I think we do	INDICATIVE DECLARATIVE
37	Thanks for helping me count eight sticks	INDICATIVE DECLARATIVE
38	Eight is our number for the week	INDICATIVE DECLARATIVE
39	Thank you again, for counting with me	INDICATIVE DECLARATIVE

Table 10: Mood Analysis for Miss Monica's Fifth Topic

Mood Analysis		
Mood Choice	Number	Percentage
Indicative Declarative mood	27	69.23%
Indicative Interrogative mood	5	12.82%
Imperative mood	7	17.952%
Total Number	39	100%

Data Analysis

Indicative Declarative Mood

- i. Circle Time with Miss Monica: 10 instances
- ii. Simple Addition: 9 instances
- iii. The Family: 15 instances
- iv. Days of the Week: 29 instances
- v. Counting Number 8: 27 instances
- vi. **Total:** 90 instances

Indicative Interrogative Mood

- i. Circle Time with Miss Monica: 9 instances
- ii. Simple Addition: 5 instances
- iii. The Family: 8 instances
- iv. Days of the Week: 3 instances
- v. Counting Number 8: 5 instances
- vi. **Total:** 30 instances

Imperative Mood

- i. Circle Time with Miss Monica: 8 instances
- ii. Simple Addition: 8 instances
- iii. The Family: 9 instances
- iv. Days of the Week: 7 instances
- v. Counting Number 8: 7 instances
- vi. **Total:** 39 instances

Total Number of Utterances for All Topics: $27+22+32+39+39=159$

Percentage of Each Mood Type:

1. Percentage of Indicative Declarative Mood: $(90/159) \times 100 \approx 56.6\%$
2. Percentage of Indicative Interrogative Mood: $(30/159) \times 100 \approx 18.87\%$
3. Percentage of Imperative Mood: $(39/159) \times 100 \approx 24.52\%$

Inferences

- i. The predominant mood type across all topics is Indicative Declarative, representing approximately 56.6% of utterances.
- ii. Imperative mood is used significantly, constituting about 24.52% of all utterances.

- iii. Indicative Interrogative mood is used less frequently, accounting for approximately 18.87% of utterances.
- iv. The findings suggest a balance between declarative statements, instructional imperatives, and interrogative engagement in the teaching videos.

Discussion of Findings

The analysis of the teaching videos revealed a diverse use of mood types, with a predominant emphasis on Indicative Declarative mood (56.6%), followed by Imperative mood (18.87%) and Indicative Interrogative mood (24.52%). These findings suggest a balanced approach in the teacher's linguistic choices, incorporating declarative statements, instructional imperatives, and engaging interrogative elements. The varied use of mood types contributes to a dynamic and interactive learning environment.

Scholarly Perspectives on the Role of Mood in the Classroom

Halliday's Systemic Functional Grammar:

Halliday's theory suggests that mood choices in language play a crucial role in expressing the speaker's attitude, engagement with the audience, and the overall communicative function.

The findings align with Halliday's framework, as the teacher effectively uses different mood types to convey information, give instructions, and engage students in the learning process.

Vygotsky's Socio-Cultural Theory

Vygotsky emphasizes the importance of social interaction in learning. The use of interrogative mood in the teaching videos aligns with Vygotsky's idea of encouraging dialogue and interaction in the learning process.

The findings support Vygotsky's perspective by highlighting the teacher's efforts to involve students through questions and interactive elements.

Krashen's Input Hypothesis:

Krashen's Input Hypothesis underscores the significance of comprehensible input in language learning. The clear and concise use of declarative statements contributes to providing understandable input for learners.

The findings support Krashen's hypothesis, as the teacher employs declarative statements to convey information and explanations, potentially enhancing the comprehensibility of the content.

Implications for Classroom Practices:

Educators can benefit from adopting a diverse range of mood types in their teaching to cater to different learning styles and enhance student engagement.

Encouraging interactive elements, such as questions and discussions, aligns with socio-constructivist theories and fosters a collaborative learning environment.

In conclusion, the findings support established theories on the role of mood in the classroom, showcasing its significance in facilitating effective communication and engagement in the teaching and learning process. The balanced use of mood types in the analyzed teaching videos reflects a thoughtful and pedagogically sound approach.

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