

(الأدب كوسيلة لتعزيز مهارات الاستماع والتحدث لطلاب اللغة الإنجليزية كلغة أجنبية على المستوى الجامعي بكلية الآداب والعلوم-مسلاته)

Literature as a Means of Enhancing Listening and Speaking Skills for EFL University-level Students

at College of Arts and Sciences-Missalata

أمنة مفتاح علي عمار

جامعة المرقب، كلية الآداب والعلوم-مسلاته- قسم اللغة الانجليزية

### الملخص:

تهدف الدراسة الحالية إلى فحص وإثبات الآثار الإيجابية لتوظيف المواد الأدبية في تعلم مهارتي التحدث والاستماع باللغة الإنجليزية. بكلية الآداب والعلوم – مسلاته - بجامعة المرقب. يواجه طلاب اللغة الإنجليزية العديد من العقبات في التحدث والاستماع. هذه المشاكل تعيق تطورهم لأنهم يفتقرون إلى المعرفة الاجتماعية والثقافية ولديهم مفردات غير كافية. والأكثر من ذلك، أنهم يجدون صعوبة في نطق بعض الكلمات واستخدام البنية النحوية الصحيحة. أجريت الدراسة على 40 طالباً من قسم اللغة الإنجليزية من خلال المنهج الوصفي التحليلي. وبناء على نتائج دراسة الحالة، فإن الأعمال الأدبية (الروايات، القصائد، الأعمال الدرامية) لها أثر كبير في تمكين قدرات التحدث والاستماع لدى الطلاب. وتكشف الدراسة أن الطلاب المستهدفين ضعفاء في التحدث والاستماع لأنه لم تتاح لهم الفرصة للقيام بالممارسة الشفهية والسمعية الفعلية من خلال الاستماع إلى اللغة الإنجليزية البحتة في سياقها الاجتماعي والثقافي ومن قبل الناطقين بها. وبالتالي، فإنهم يفتقرون إلى المفردات اللازمة والنطق الصحيح والتمييز بين اللهجات والتراكيب النحوية للتواصل باللغة الإنجليزية بشكل فعال. تساهم هذه العوامل في مشاكل احترام الذات لدى الطلاب، والإحباط، والقلق، وصعوبة فهم الكلمات غير المألوفة من السياق، والتي يمكن حلها بشكل فعال من خلال استخدام الأعمال الأدبية. الكلمات المفتاحية: التحدث، الاستماع، اللغة الإنجليزية كلغة أجنبية، اللغة الأصيلة، الكفاءة الاجتماعية والثقافية واللغوية

### Abstract:

The researcher of the current study aims to examine and prove the positive effects of employing literary materials in learning English listening and speaking skills. At the College of Arts and Science – Missalata at Elmergib University. English language students face many obstacles in listening and speaking. These problems hinder their improvement as they lack social and cultural knowledge and have inadequate vocabulary. They have difficulty pronouncing some words and using the correct grammatical structure. The study was conducted on 40 students from the English Language Department through the descriptive-analytical method. Based on the findings of the case study, literary works (novels, poems, dramas) have a significant impact on empowering students' listening and speaking abilities. The study revealed that the targeted students are weak in listening and speaking because they did not have the opportunity to do actual oral and auditory practice through listening to pure English in its social and cultural context and by native speakers. Consequently, they lack the necessary vocabulary, correct pronunciation, and differentiating between accents and grammatical structures to communicate in English effectively. These factors contribute to students' self-esteem issues, frustration, anxiety, and difficulty understanding unfamiliar words from context, which can be effectively resolved through the use of literary works.

**Key words:** speaking, listening, EFL, authentic language, socio-cultural, linguistic competence

### 1.1 Introduction:

Due to the vital role of the English language in our world today, studying English has become an increasing desire among Libyan students in recent years. Many students have become aware that learning EFL can open many career options. Furthermore, when they learn English, they will have an easier time connecting with people from other countries in the future. Therefore, a considerable number of Libyan students enter universities to study English. Moreover, several students have joined the English department at the College of Arts and Sciences Missalata to improve their English and to increase their chances of obtaining a respectable job in the future. Some of those students have already finished their undergraduate studies in other majors. Although this may sound motivational to teachers of the English language, a lot of students graduate from university without mastering the language. Some of them cannot even communicate in English well. They even face difficulty producing complete, compound, and correct sentences. Upon looking back at the student's education path, it is startling to find out that they studied English for at least ten years before entering university- from grade five onwards.

Over the past several decades, scholars and researchers have emphasized the importance of reading and writing literacy as the two main elements for becoming proficient in English. As learning foreign language strategies progress, listening and speaking have become increasingly important. However, some English language teachers ignore this fact or lack the basic teaching strategies for listening and speaking during their classes. Since oral communication and comprehension are crucial parts of English language learning, there is a dire need to highlight the importance of employing more effective and alternative ways of teaching listening and speaking. In this paper, the researcher argues and asserts that integrating literary works in language classes can improve EFL students' speaking and listening skills.

### 1.2 Obstacles EFL Learners Face in Listening and Speaking:

The most common difficulties EFL students encounter in speaking and listening are inadequate stock of vocabulary, difficulty pronouncing some words, and using the correct grammatical structure. According to Idrissova et al. (2015), problems related to "pronunciation, the speed of delivery, new vocabulary or terminology, and concept" are associated with both skills (p. 277). Such difficulties make EFL learners unable to accurately convey their thoughts and feelings because their language skills are not strong enough. Moreover, they lack the essential vocabulary, pronunciation, and grammar to communicate in English effectively. Therefore, they struggle to understand what is being said and respond appropriately. Such problems are reflected in students' interactions with others in English. As a result, EFL learners may feel frustrated, anxious, and overwhelmed. These problems can lead to a decrease in motivation engagement, and impede their language development, making it difficult for them to reach their goals.

This happens as a consequence of much of their language learning being conducted in a classroom setting, without much opportunity to practice speaking and listening. Additionally, they often lack the cultural knowledge needed to understand the nuances of the language. Through literary texts and audio recordings, students can learn the language outside the classroom and gain a better understanding of the culture of native speakers. It can help them understand the language better and prepare them for real-life conversations.

### 1.3 Statement of the Problem:

- 1- Why do learners dislike listening and speaking classes?
- 2- Is there any benefit of using literature to improve English listening and speaking skills?
- 3- Are listening and speaking skills taught efficiently?

### 1.4 Hypotheses and Assumptions of the Study:

- 1- Listening and speaking skills are not taught properly. This hypothesis is based on the observation that students often struggle to communicate effectively, even when they have a

good grasp of the subject matter. It suggests that the current teaching methods are not providing students with the necessary skills to effectively communicate their ideas.

2 - Using literary works to teach the English language improves listening and speaking skills.

By studying literature, students are exposed to a variety of different writing styles, as well as a range of grammar and language structures. This helps them to develop a better understanding of the English language and to become more confident in their ability to communicate. As a result, their listening and speaking skills can improve significantly.

### **1.5 Research Objectives:**

1- To help EFL learners improve their listening and speaking skills. The researcher aims to encourage EFL learners communicate more accurately and effectively.

2- To improve the quality of teaching English as a foreign language in Libyan universities, specifically at the College of Arts and Sciences-Missalata / Elmergib University.

### **1.6 The Significance of the Study:**

This study assists students in improving their communication skills. Moreover, it expands EFL teachers' horizons by urging them to use interesting and varied methods and exercises based on literary works. Moreover, it encourages the development of listening and speaking skills through the selection of purposeful stories and plays. This allows teachers to engage their students in meaningful conversations and foster connections between language and culture. Furthermore, teachers can use literature to increase student motivation and help them develop a deeper understanding of language. This, in turn, can make language learning more enjoyable and engaging for students.

### **1.7 Limitations of the Study:**

Learning a foreign language involves incorporating the four basic language skills: listening, speaking, reading, and writing. However, the researcher does not intend to address the effectiveness of literature in teaching reading and writing skills. Considerable research was conducted to address such issues. The focus of the current study is limited to examining such effectiveness in teaching listening and speaking skills. Additionally, this study does not examine the efficacy of specific technologies in foreign language teaching. The case study is limited to the (second, third, and fourth-year) students of the English language at the College of Arts and Sciences- Missalata / Elmergib University. First-year students are excluded from the study because they have not been exposed much to literary contexts yet.

### **2.1 Literature Review:**

This literature review examines the importance of speaking and listening skills in language learning. It looks at the role that literary works play in improving speaking and listening as well as language proficiency. The review aims to handle the challenges students face in speaking and listening and apply literature as a strategy to overcome them.

### **2.2 Language Learning and Speaking Skills:**

When it comes to language proficiency assessments, speaking and listening are significant components of most language learning programs. The reason for this is that communication is the primary purpose of language. Since speaking is essential for a person to effectively communicate, listening and speaking are the most direct ways to measure proficiency in a language. Reading and writing are crucial. However, without being able to communicate verbally, a person cannot truly understand and use a language. Furthermore, being able to comprehend speech is a critical part of language learning, as it helps the learner understand how the language is used in real-world conversations.

At the beginning of the eighties and the advent of the language communication approach, fluency in speaking and communication competence became substantial objectives for language teachers and learners. This approach emphasized the importance of having

learners be able to understand and produce the language in a way that was appropriate for real-world context. It, also, shifted the focus of language teaching and learning from memorizing grammar rules and vocabulary to developing the ability to communicate effectively with others<sup>1</sup>. However, some high school and undergraduate level teachers do the speaking test in written form. For instance, some teachers may ask students to answer a question in writing instead of having them carry out a conversation. This disregards the essential part of communication which is the ability to understand and be understood by others. It, also, limits the opportunity to practice speaking, since the only chance for students to do this is when they are asked to give a presentation or talk in front of the class. This concern is not only in Libya or the Faculty of Arts and Science - Missalata but also in many universities in most Arab countries. Researchers such as Aladini et al. (2020) have discussed a similar issue where speaking is limited to imitating conversations and conducting some exercises in written form (p. 558). In other words, most EFL classes are spent improving reading and writing skills. Consequently, students are not able to practice their speaking skills and develop their confidence in speaking English. Idrissova, Smagulova, and Tussupbekova are among the researchers who argue for the importance of speaking skills and consider it the most essential skill in language learning. Idrissova et al. (2015) state that “speaking and listening tend to be more important in human communication and daily life. As a fact, any language develops from listening and speaking” (p. 277).

Through speaking, learners can express their needs, thoughts, and ideas. However, mastering the speaking skill is burdensome for many learners because it requires social, cultural, and linguistic knowledge (Ahmed, 2020, p.185). Speaking is a complex skill that involves not only the use of language but also knowledge of social and cultural norms, as well as the ability to think on one’s feet and generate ideas quickly. It also requires learners to take feedback and adjust their language accordingly. All of these aspects make speaking a challenging skill to master. A student may be unable to properly respond to the questions or comments of a native speaker on a topic that they are unfamiliar with or to articulate themselves naturally and correctly. Altweissi et al. (2022) explains that developing speaking skills requires more than just proficiency in structure and language versions; it also requires the learners to understand how to use these structures appropriately in different situations (p. 10).

Since not all EFL learners can or have a chance to live in an English-speaking country and get exposed to the language and culture, exposing them to literary works can have a similar effect. Through literary works, students can learn about the culture and language of the English-speaking world and gain a deeper understanding of the language. Aladini et al. (2020) assert that including drama or music that reflects a certain culture can enhance the understanding of human relationships, as a key to improving “communication between humans locally or globally” (p. 575). Additionally, it provides them with the opportunity to gain insight into the culture, values, and beliefs of people from those countries. However, Ahmed (2020) mentions some of the significant impediments that hinder EFL learners’ speaking skill development. He determines a number of problems that have to be taken into account in teaching, such as managing learners’ sitting in class, learners’ different levels, insufficiency of supporting materials, interference with the mother tongue, and the absence of speaking tests (p.p. 185-186). Classroom instruction can be challenging when dealing with these issues. Instructors can facilitate the development of speaking skills. However, it is essential to create a relaxing and supportive environment, to provide appropriate materials, and to encourage practice to achieve satisfactory results. Therefore,

---

<sup>1</sup> [https://en.wikipedia.org/wiki/Communicative\\_language\\_teaching](https://en.wikipedia.org/wiki/Communicative_language_teaching).

learners are guaranteed to experience positive learning outcomes. Class, learners' different levels, insufficiency of teaching materials, interference with the mother tongue, and the absence of speaking tests (p.p. 185-186).

### 2.3 Language Learning and Listening Skills:

Language learning requires listening skills, whether one is learning a mother tongue or a foreign language. Students become acquainted with the target language gradually like children acquire their mother tongues. Firstly, they listen to others around them, then initiate with a few simple words. As a result, they can master full sentences before they even start learning to read or write. In this context, several researchers emphasize the importance of listening in the learning of languages. They suggest that listening should be the primary focus in language classes, as it is the foundation for building a more advanced level of language proficiency. The process of listening to a language provides students with an opportunity to become familiar with the phonology, intonation, and grammar of the language. This prepares them to comprehend and produce more complex language structures. Even if students do not understand all the words in a conversation, they can still comprehend what is being said by using context and intonation. Nevertheless, many English language teachers and instructors neglect this pivotal skill. A considerable number of English language teachers face difficulty teaching speaking and listening due to the lack of knowledge and strategies for teaching.

In addition, teachers avoid teaching listening because it is the weakest skill among Libyan students at the university level, particularly first-year students. This is because students lack the necessary listening skills to comprehend lectures and understand the course content. Furthermore, they are not used to the language used in the classroom. In an online course attended by the researcher from January to May 2022, a group of about 27 Libyan English language teachers concurred that they underestimated teaching speaking and listening due to the lack of educational equipment in the learning institutions<sup>1</sup>. Furthermore, they see that listening activities are time-consuming and require careful preparation. Consequently, they don't educate and test students' listening adequately. They lack the necessary materials and resources to effectively teach listening. Therefore, they focus on other language skills, such as reading and writing, which are considered to be more significant. As a result, students do not gain the skills they need to understand spoken English. Moreover, learners themselves face challenges that prevent them from developing listening skills. To make matters worse, the limited resources available to students, such as textbooks and language teachers, also contribute to the lack of listening skills. Moreover, since English is usually not spoken at home, students often lack the opportunity to practice listening in their daily lives. Ultimately, this decrease in motivation can lead to a lower level of proficiency in English. All these obstacles are because listening is not typically taught in Libyan schools and universities or it is disregarded.

Ulum (2015) conducts a study about listening difficulties and asserts the necessity to develop listening strategies to facilitate EFL learning. He puts forward problems that hinder students' listening. Among these problems is that learners find it difficult to differentiate and identify diverse accents. While listening, they have difficulty keeping track of what is being said. In addition, if a speaker pronounces a few words unclearly, some sounds are missed, and the listener is unable to comprehend what is being said. Furthermore, learners have difficulty recalling the meanings of familiar words they hear while listening (p.p. 74-75). Ulum asserts that learners struggle in listening classes due to a variety of other factors, such as their inability to recall words and information they already

---

<sup>1</sup>English Language Program Professional Development. [Online course].

<https://padlet.com/jeanniececil/libya-2022-teacher-group-1-gmuoxgtgkxbau8n>



know. Furthermore, they find it difficult to grasp some words from certain English accents (p.72).

Students need to experience and be exposed to different accents. Not only American and British accents but also other accents where English is spoken as an official language worldwide like Australian, Indian, and West African...etc. This will help them to become more flexible in their English language learning and better understand the nuances of various accents. Therefore, learners can deal with people from different nationalities. According to Harmer (1998), the essential purpose of giving learners listening activities is “getting students to listen to spoken English to let them hear different varieties and accents rather than just the voice of the teacher with its idiosyncrasies” (p. 97). He also indicates that exposing learners to listening assists them in gaining knowledge of the language subliminally. Harmer (1998) proposes that through this process, students “get used to the correct pronunciation, rhythm, intonation, pitch, and stress” (p. 98).

#### **2.4 Language Learning and Literature:**

Studying literature improves language skills and provides an opportunity to develop compassion and empathy. Incorporating literature into EFL learning reinforces speaking skills and encourages learners to act, imitate, or sympathize with characters from literary works. Since students listen to authentic literary works, they start to imitate and feel free to express their sympathy with the characters they find in a particular work whether it is drama, novels, or poetry. Also, literature can spark creativity and imagination, allowing readers to explore new ideas and perspectives. For instance, learning popular novel can open up conversations about topics such as morality, community, and personal identity, providing readers with a new way of looking at the world. Furthermore, literature can also inspire and motivate students. It can help them improve their vocabulary and the beauty of language in their speech. As learners are exposed to a variety of words, they can gain a better understanding of how to use them in their own writing and speaking.

Hişmanoğlu (2005) is among the researchers who call for the use of literature in language learning. He states that, besides the authenticity, richness, and “personal involvement” of the literary materials, there are some other factors of using literature in EFL classrooms that literature discusses universal, un-frivolous, and diverse topics (p. 54). Foreign language learning is not confined to learning grammatical rules, lexical terms, and conjunctions. Further, it includes the awareness of how to interact in different social contexts. Learners should understand when and how to employ a suitable language to communicate as native-like speakers (Alseed, 2022, p. 692). Although many EFL learners face difficulties getting exposed to the language, in English-speaking countries, listening to and watching valuable and authentic literary works (e.g. drama, novels, and poetry) provides them with the required competence. Hişmanoğlu (2005) states that since literary works address real-life situations, they serve as ideal models for speaking in daily life. In this way, students become familiar with the target language used in the everyday speech of Anglophones. Learners recognize accurate pronunciation and the appropriate use of words and phrases. Moreover, learners gain knowledge of the culture and lifestyle of speakers of that language (p. 54). Furthermore, Abdalrahman (2021) argues that language cannot be used properly unless one understands the cultural context. Individuals' language reflects their cultural norms, values, customs, and traditions. As a result, literature can serve as a platform to learn language and culture (p. 9).

Drama also helps learners better understand the language and its structure, as they need to think carefully about their speaking and actions. Furthermore, it helps learners gain insight into different cultures and values. Casteleyn indicates the cruciality of drama and theatrical performance in improving EFL learners' speaking skills. The theatrical performance can

help learners develop their self-confidence and speaking fluency. Training learners' oral activities play a vital role in reducing learners' anxiety and shyness. These activities help learners to experience the foreign language in unique and different situations. Moreover, drama can effectively improve learners' communicative potency. While students do some training, they get familiar with speaking and behaving like native people. Casteleyn asserts that drama can also promote learners' motivation for more practice. Learning languages can be practiced in a safe and comfortable environment via activities such as role play and improvisation. As a result, they begin to feel more confident and less afraid of making mistakes when speaking. The activities can also be enjoyable and engaging, which encourages them to practice more often. Hence, it certainly enhances their mindset growth and improves their speaking skills in general (cited in Lee et al., 2021, p. 255).

Through acting in a stage-like setting, learners' confidence will increase gradually. As a result, they expand their "understanding of human relations" and their knowledge of cultural diversity. According to Aladini (2020) studying literature promotes the development of our "understanding of human relationships in different subjects. It also helps in ESL acquisition and makes students feel a sense of empowerment when facing acting and the teacher becomes more of a facilitator than a conductor. They find it fun and easy to step on the shoes of characters of stories" (p. 558).

Harmer (1998) advises that the most effective way of teaching listening is through playing tapes of various kinds of listening such as "new broadcasts, poetry [...] songs with lyrics, speeches..." (p. 98). Encouraging learners' choral reading of literary materials, and making them watch videos helps improve their speaking and listening. Furthermore, having learners repeat the tapes, or answer questions related to the content they heard, can help them develop their listening skills even more. In the same context, Lee et al. (2021) suggest that drama reinforces listening skills. In addition, it promotes speaking skills by providing learners with "verbal and nonverbal" language features such as intonation, tone, amplitude, and voice rate" (p. 254).

Using literature as learning material boosts learners' understanding and perception. They recognize the relations between characters and then connect them to the characters from real life, rehearsing and acting some scenes. Hişmanoğlu (2005) claims that oratory skills get enhanced and thoroughly promoted through literature and drama-based exercises (p. 60). This ultimately leads to a higher level of self-confidence and speaking competencies.

### **2.5 Teaching Strategies and Literature:**

Teaching speaking and listening skills is as demanding as teaching any other language skills like reading and writing. It requires an understanding of the language, how it is used and the ability to create meaningful interactions. Teachers must be able to design appropriate activities to develop students' speaking and listening skills. Students often find it challenging to learn speaking and listening skills because they require more interaction and engagement than reading and writing. Therefore, teachers should use an appropriate strategy to fulfill the teaching aims and satisfy the learners' needs. Employing literature in EFL classrooms requires teachers' awareness of when and how to use the appropriate activity. While applying literature in listening and speaking classes, teachers should take into account learners' interests and shortcomings.

The efficient learning of these skills necessitates students to get engaged. Therefore, the learning materials should attract students' attention and increase their motivation. Otherwise, students may face obstacles that hinder their learning. Such as being distracted, anxious, and shy. Teaching strategies should fit the individual needs of each class and should be adapted over time to ensure that students are always engaged and challenged. Additionally, teachers should make use of a variety of activities, such as games and simulations, to ensure that students are actively involved in the process of learning

Teachers should shed light on the significance of language practice. Since most speaking and listening activities require interaction and group work. Some researchers, such as Hişmanoğlu (2005) advocate employing literature in teaching these expressive and receptive language skills. He indicates that “Oral reading, dramatization, improvisation, role-playing, pantomiming, reenactment, discussion, and group activities may center on a work of literature” (p. 59).

### **3. Methods**

#### **3.1 Instruments and Data Collection:**

The data of this study are gathered employing descriptive and analytical ways of collecting data. Essentially, a questionnaire is used in this research to collect data. The researcher intends to use this technique to elicit the most truthful information. The questionnaire was distributed to 40 students from the English department at the College of Arts and Sciences - Messalata. Therefore, the researcher can gain in-depth information about their experiences learning speaking and listening skills.

#### **3.2 Population of the Study:**

The case study of this research is the students of the English language department at the College of Arts and Sciences - Messalata / Elmergib University. Equal numbers of study participants are chosen randomly from the two branches (Translation and Applied Linguistics/ Literature). The target participants are from the 2nd, 3rd, and 4th years in the English department in the academic year 2022/2023. There are two key reasons behind this choice. Firstly, first-year students are not exposed thoroughly to speaking and listening classes yet. Moreover, they are studying general subjects, therefore they were excluded from the study. Secondly, the participants are chosen from both branches to make sure that students can improve their listening and speaking skills through their exposure to literary materials throughout their studies.

#### **3.2 Research Methods:**

Descriptive and analytical methods are employed to describe and analyze the data obtained from the participants of this research. The research questions are taken into consideration in designing the questionnaire and the interview questions. Therefore, the information and the findings gathered from the participants are clear evidence of whether studying literature helps enhance students' speaking and listening of English as a foreign language or not.

#### **4.1. Data Analysis, Discussion Findings**

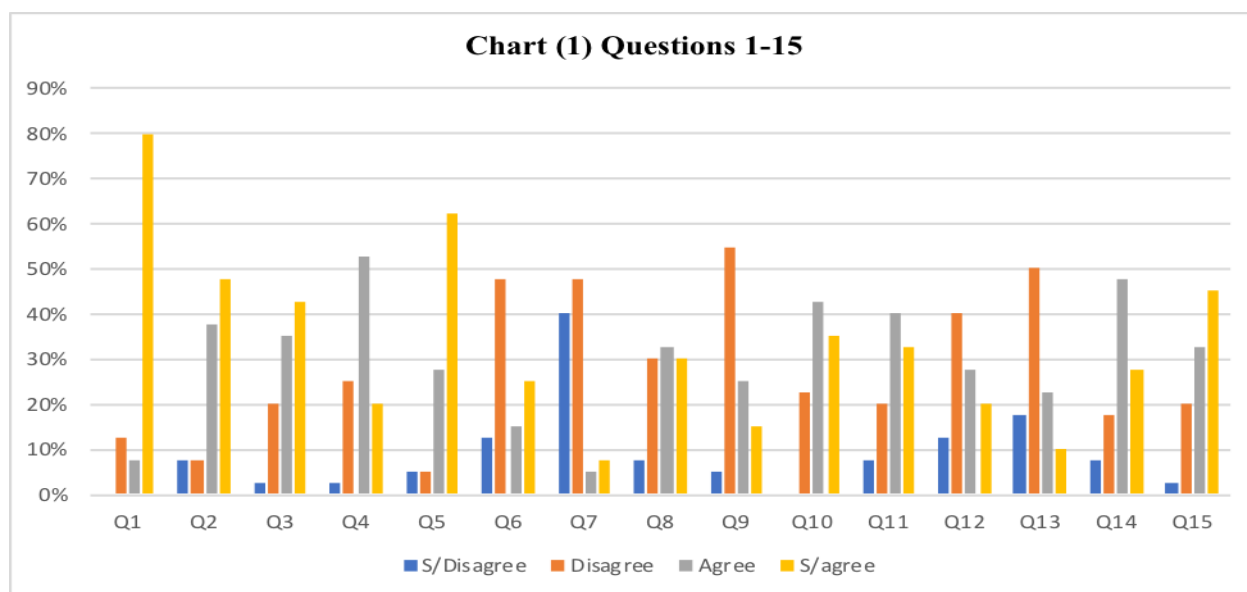
This chapter is devoted to outlining and discussing the findings of the following questions:

- 1- Why learners do not like listening and speaking class?
- 2- Is there any benefit of using literature to improve English speaking and listening skills?
- 3- Are speaking and listening skills taught efficiently?

The total of the participants in the distributed questionnaire are 40 students from the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> year students in the English Department/ College of Arts and Science Missalata. Students were asked to answer the questions freely and honestly.

#### **4.2. Chart (1): Questions related to students' listening and speaking skills.**





#### 4.2.1 Students feel anxious when they have a listening or speaking class.

The majority of ESL learners at the College of Arts and Science Missalata dislike listening and speaking in class. They perceive that having listening and speaking classes is very challenging and overwhelming. Most of the students (80%) strongly agree, and (8%) agree that they feel nervous and stressed when they have listening or speaking class while (13%) disagree and no students strongly disagree. This reveals the reason why students get frustrated with speaking and listening.

#### 4.2.2 Students get distracted if they don't understand the meaning of some words when they are listening.

The majority of the students answered that missing some words from a listening extract makes them distracted. About (48%) of the students strongly agree, while (38%) agree. While (8%) of them strongly disagree and (8%) disagree. The answers show that it is logical to get distracted, especially if the listening topic is unfamiliar or it doesn't interest them.

#### 4.2.3 It is frustrating to guess the meaning from the context.

From the answers, it can be seen that (43%) of the students strongly agree that it is discouraging if you encounter a difficult word. Students do not tend to predict the meaning of unknown words from the context. In addition, (35%) agree with the statement, while (20%) of them disagree, and (8%) strongly disagree. The answers show the students' inability to get the meaning based on context due to their limited knowledge.

#### 4.2.4. Listening to some words makes students feel that these terms are familiar, but they cannot recall their meaning.

The answers to this question demonstrate that more than half of the students agree (53%), and (20%) of the respondents strongly agree that they feel some words seem to be familiar; however, they are unable to remember their meaning. About (25%) of the students disagree, while (3%) strongly disagree. The results assert that students lack opportunities to practice listening.

#### 4.2.5. Students cannot remember the details they hear in the listening.

Most students assert they cannot remember the details while practicing listening in class. Where (63%) strongly agree and (28%) agree. Only (5%) disagree, and a few students (5%) strongly disagree. Students' answers indicate that it is reasonable not to remember all the details in listening. Even native speakers of English cannot do that unless they are fully attentive and practiced.

**4.2.6. The students can comprehend the listening text despite the accents of the speakers.**

It is noteworthy that (48%) disagree that the speakers' accents do not affect their listening comprehension. About (25%) of them strongly agree, and (15%) agree, while (13%) strongly disagree that speakers' accents have an impact on their comprehension. Students are, therefore, not exposed sufficiently to the target language by native speakers, who place much emphasis on pronunciation, stress, and intonation.

**4.2.7. Students follow specific strategies while they are listening to a recording in class.**

From the answers, it seems that most students do not use specific strategies during listening. About (48%) disagree, while (40%) strongly disagree. Only (8%) strongly agree, and (5%) agree that they follow specific steps during the listening task. These clarifications reveal one of the causes that led to the student's poor performance in listening.

**4.2.8. Speaking in class causes students to feel nervous.**

More than two-thirds of the students express that they experience anxiety if they are asked to speak in class. The percentages show that (33%) agree and (30%) of them strongly agree. Likewise, (30%) disagree, and a few students (8%) strongly disagree. There is a strong indication from the answers provided that some students may face self-confidence issues and do not practice speaking in class, which is unacceptable at the undergraduate level, where self-confidence issues are a concern that may affect academic performance and their well-being.

**4.2.9. Students practice speaking English with their friends after they finish their lectures.**

A substantial number of the students confirm that they do not practice speaking with their colleagues outside the classroom. (55%) disagree, a quarter of the students (25%) agree, (15%) of the students strongly agree, and a few of them (5%) strongly disagree. The results indicate that the majority of the students neither practice speaking in class nor outside the class. Consequently, students are unable to improve their speaking skills.

**4.2.10. Performing the task in a group gives students more freedom to speak.**

According to the answers (43%) agree. In addition (35%) strongly agree that they like to work in the classroom within a group. While (23%) of the students disagree and (0%) strongly disagree. The statistics provide clear evidence that group-based speaking activities can positively enhance speaking skills.

**4.2.11. Many students feel shy in front of their teachers or classmates when they mispronounce some words.**

It is interesting to notice that almost three-quarters of the students feel embarrassed if they pronounce words - in front of their classmates- incorrectly (40%) agree, (33%) of students strongly agree, and (20%) disagree. Only (8%) of the students strongly disagree and indicate that they are not anxious about making mistakes. Concerning the previous question, the participant responses reveal that most students hesitate to participate unless they are sure that they have the correct answer. The tendency of students to avoid mistakes may seriously impede their ability to speak and listen effectively.

**4.2.12. The chosen topics for speaking class motivate students to speak.**

The data seem to suggest that more than half of the students claim that the chosen topics for speaking do not evoke them to speak. (40%) of the students disagree with the statement, and (13%) of them strongly disagree. Correspondingly, less than half of the students declare that the topics are provocative (28%) agree, and (20%) strongly agree. The participants' answers vary. Consequently, it indicates diversity in the speaking topics.

**4.2.13. Students feel that their speaking skills have not improved much since I started studying in college.**

Remarkably, more than half of the target population reveal that they have developed their speaking skill and can see this improvement in their performance. (50%) disagree with the

statement, and (18%) strongly agree. However, less than a quarter of the students (23%) agree that they cannot see any progress, and one-tenth of the students (10%) strongly disagree. The results show a significant positive energy among English language learners that encourages them to learn despite the difficulties.

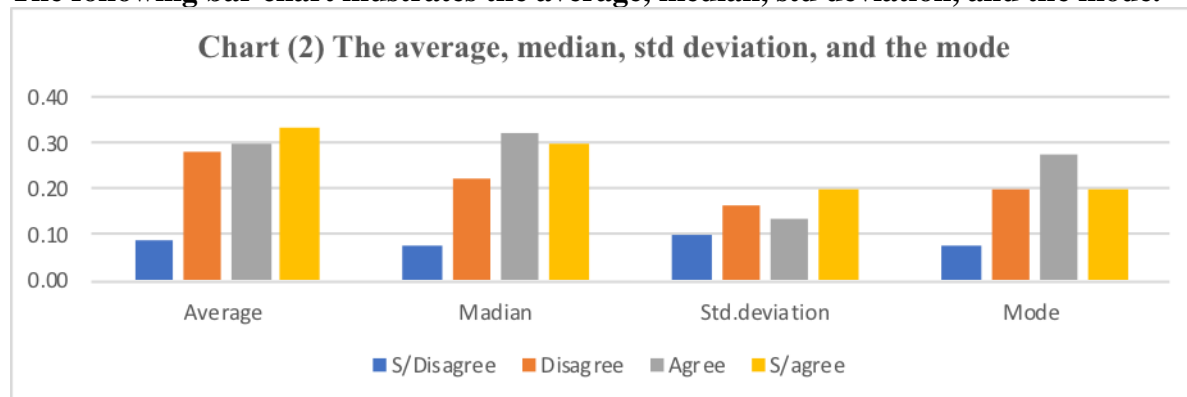
#### 4.2.14. Students get enthusiastic about speaking when they hear or see native speakers talk in English.

Surprisingly, just above three-quarters of the target population of this study express their passion for speaking when they see or listen to native speakers. About (48%) of the students agree, and (28%) strongly agree. Few students (18%) disagree, and only (8%) strongly disagree.

#### 4.2.15. Most students hesitate to participate in class discussions, though they know the answer.

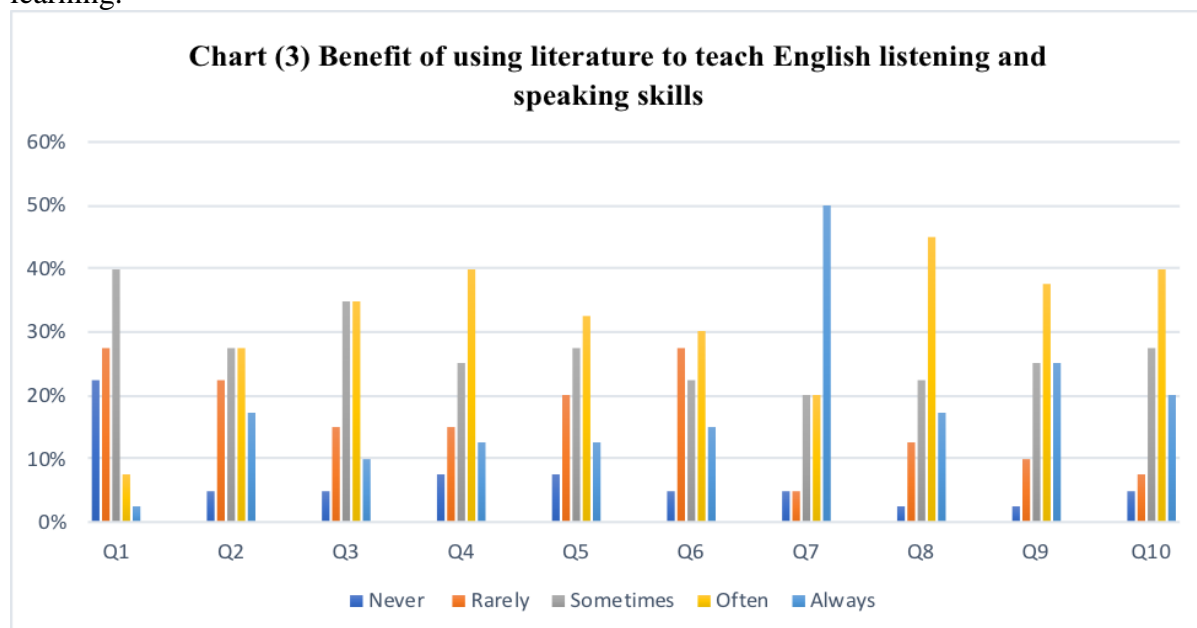
According to the statistics, more than three-quarters of the students are discouraged from participating in class discussions because they feel uncertain about their answers (45%) of the participants strongly agree with the statement and (33%) agree. In comparison, about two-tenth (20%) disagree, and (3%) strongly disagree. Authentic language exposure and motivating students to take risks are the only ways to resolve students' speaking difficulties.

The following bar chart illustrates the average, median, std deviation, and the mode.



### 4.3. Question related to the benefit of using literature to teach English speaking and listening skills.

Students are asked more questions to examine whether literature benefits English language learning.



**4.3.1. Listening to English songs helps students improve their English.**

Students are asked how often they listen to songs in English. About (40%) of the students answered sometimes, while more or less half of this proportion answered rarely (23%). However, a tiny minority of the students seem to listen to English songs a lot. About (8%) of the students say often, and (3%) always. The results indicate that most of the participants do not listen thoroughly to English songs which in turn can enhance their comprehension to improve their pronunciation.

**4.3.2. Reading literary books and watching movies and documentaries in English helps students to gain more vocabulary and become familiar with various English accents.**

The participants' answers indicate that almost three-quarters of the students watch movies and read authentic materials. About (28%) of the students said sometimes, Similarly, (28%) of the students answered often. And (18%) of the students declare always. Only less than a quarter of the students rarely watch movies and documentaries, and a few others (5%) never do so. The statistics significantly show that the majority of the respondents read literary books and watch movies which is positive.

**4.3.3. Students feel relaxed and understand vocabulary better when they watch a movie in English.**

A significant majority of the respondents declare that their understanding improves and they feel more comfortable when they watch a movie in English. About (35%) said often an equal percentage (35%) indicated sometimes and (10%) said always. While (15%) answered rarely and (5%) never.

**4.4.4. Watching a play, makes students incline to speak the way they hear people in the play talking.**

Surprisingly, almost three-quarters of the students seem to be prone to speak the way that the characters of the play do. (40%) of the students often do so, In addition, (25%) sometimes and (13%) always. Opposed to rarely (15%) of the participant students and only (8%) never. It is promising that students' fluency will improve gradually. The more students watch English dramas and movies, the better their listening and speaking skills will be. Through listening, they place a greater emphasis on word stress and intonation. As a result, they gain a deeper understanding of the culture of the native speakers. The more students watch English dramas and movies, the better their listening and speaking skills will be. Through listening, they place a greater emphasis on word stress and intonation.

**4.4.5. Watching and listening to poetry read by someone helps students to comprehend the poem faster.**

The answers show a significant positive effect, where about (33%) often understand a poem better if it is read by someone else. About (28%) of the participant students answered sometimes. Around (13%) said Always, (20%) rarely, and a few numbers of students (8%) replied never. The participants' answers reveal that some students prefer listening to poetry read by someone else because reading a poem with rhythm reinforces the conception of the hidden meaning that goes beyond words.

**4.4.6. Listening to a literary work helps students enhance their listening skills more than listening to sentences or extracts from the textbook.**

Approximately three-quarters of the respondents provided that their listening skills improved when they listened to a literary work by native speakers rather than listening to any other extract that may not meet their interests. (30%) of the students answered often (23%) sometimes and (15%) always. However, about a quarter of the students mentioned that they rarely (28%) and (5%) never felt any difference. As a result of literary works, students are able to acquire listening strategies and language that can be applied in a variety of contexts.

#### 4.4.7. Using literary works in speaking and listening classes helps students to recognize different sentence structures.

Dramatically, the participant students conclude that literary works improve students' understanding of using diverse sentence structures. almost half of the students (50%) said always and (20%) often, (20%) sometimes. Only (5%) rarely and (5%) of participant students never.

#### 4.4.8. Reading or listening to short stories or plays makes students feel comfortable as they don't need to concentrate on every word.

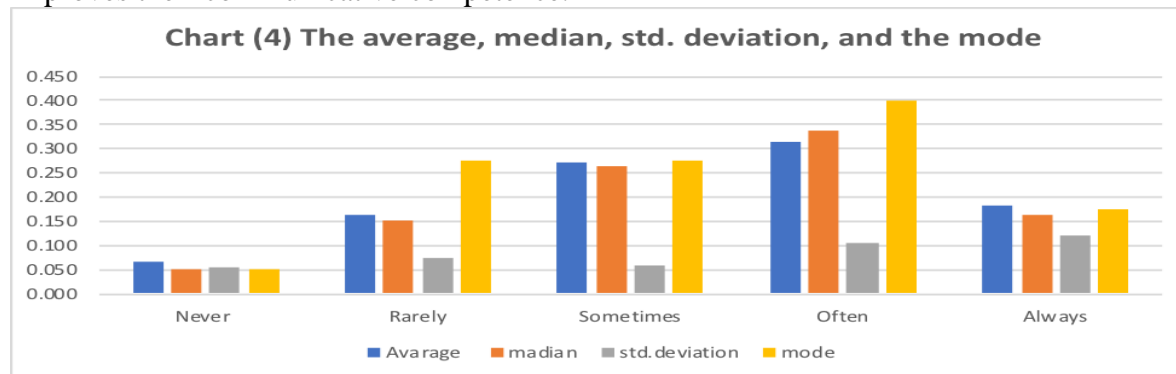
A significant majority of the students provide answers that denote students feel comfortable engaging in a discussion related to reading or listening to the short story. (45%) often, (23%) sometimes, and (18%) always. About (13%) rarely and (3%) never. The results show that listening to short stories makes students feel relaxed. As a result, they are more motivated to learn and get the most out of the process.

#### 4.4.9. Watching movies and listening to stories help students increase their stock of vocabulary.

A large portion of the students' answers show that stories can expand students' vocabulary. (38%) of the students answered often, (25%) always, (25%) sometimes. A small minority of students (10%) answered rarely and only (3%) never noticed any improvement.

#### 4.4.10. Listening and watching a literary work encourages to participate in the discussion part as the students get knowledge of the speaking topic and relate it to situations from daily life.

Approximately nine out of ten students indicate that literary works motivate students to engage in class discussion. (40%) of the students answered often, (28%) sometimes, and (20%) always. A small minority (8%) rarely and only (5%) never see such improvement. Through literature, students become familiar with the speaking topic; consequently, it improves their communicative competence.



## 5.1. Conclusion

A core objective of the presented study is to investigate the potential benefits of literary works that can boost learners' speaking and listening abilities. It has proved that implementing literature in learning both oral and auditory skills is significant. The outcomes determined that through incorporating literature, students enjoy the learning process. Furthermore, literature can also increase students' motivation and engagement in the learning process. Literature can also help students to better understand and appreciate the English language. Learners' self-confidence increases; therefore, they feel relaxed to express their ideas, thoughts, and feelings. Literature can also foster a sense of community as learners work together to discuss and analyze the text. Reading literature can also open up learners to new ideas and perspectives. In addition to developing listening strategies, learners' socio-cultural knowledge and cognitive and communication competence can be highly improved. They seem willing to engage in discussions about different topics and use various sentence structures.



## 5.2. Recommendations:

Since literature is full of universal wisdom and experience, this study opens the floor for further studies:

- 1- To generalize the findings of this paper on EFL learners in Libyan universities, since this study is a case study on students of the English language department in the College of Arts and Science -Messalata - Elmergib University.
- 2- To use literary sources not only in EFL teaching to gain crucial language skills but also to cultivate and improve the learners' social skills.
- 3- To afford the English language department with a language Lab provided with the latest technology and audio and visual equipment that enable teachers and learners to get the most benefit of their learning time in the college.
- 4- Adopting the communicative approach and spending more time practicing speaking and listening and focusing on the activities that enhance group work to ensure that students feel comfortable and relaxed to participate.

## References

- Abdalahman, K. K. (2021). Teaching and learning writing skills through literature. *Canadian Journal of Language and Literature Studies*, 1(2), 1–10. <https://doi.org/10.53103/cjlls.v1i2.11>
- Ahmed, A. M. (2020). Developing the speaking skills of English as a foreign language (EFL) preparatory schoolers using self-study strategies. *Journal of the College of Education in Ismailia*, 48(2), 184–234. <https://doi.org/10.21608/jfes.2020.113972>
- Aladini, A. A., Keshta, A. S., & Amer, M. A. (2021). Clil& Drama: A strategy to develop students' speaking skills. *IUG Journal of Educational and Psychology Sciences*, 29(2), 554–574. <https://doi.org/10.33976/iugjeps.29.2/2021/23>
- Alseed , M. I. (2022). Speaking Difficulties Encountered by EFL University Students A Case Study of EFL Students at Faculty of Education, Elhasahisa, University of Gezira, Sudan. *Diyala Journal*, 1(92), 690–699. <https://doi.org/https://djhr.uodiyala.edu.iq/index.php/DJHR2022/article/view/2146>
- Altweissi, A. I., & Maaytah, R. Y. (2022). The effect of using educational drama on developing speaking skill of the sixth graders in the English language. *The Universal Academic Research Journal*, 4(1), 10–21. <https://doi.org/10.17220/tuara.2022.01.02>
- Gray, Darcey. (2022). (Group1): *English Language Program Professional Development*. [Online course]. Edx <https://padlet.com/jeanniececil/libya-2022-teacher-group-1-gmuoxgxtgkboxau8n>
- Harmer, J. (2007). How to teach English (second edition). *ELT Journal*, 62(3), 313–316. <https://doi.org/10.1093/elt/ccn029>
- Hişmanoğlu, M. (2005). Teaching English Through Literature. *Journal of Language and Linguistic Studies*, 1(1), 53–66. <https://doi.org/https://dergipark.org.tr/tr/download/article-file/104660>
- Idrissova, M., Smagulova, B., & Tussupbekova, M. (2015). Improving listening and speaking skills in mixed-level groups (on the material of New English file). *Procedia - Social and Behavioral Sciences*, 199, 276–284. <https://doi.org/10.1016/j.sbspro.2015.07.517>
- Lee, Y. J., & Liu, Y.-T. (2021). Promoting oral presentation skills through drama-based tasks with an authentic audience: A longitudinal study. *The Asia-Pacific Education Researcher*, 31(3), 253–267. <https://doi.org/10.1007/s40299-021-00557-x>
- Ulum, Ö. G. (2015). Listening: The Ignored Skill in EFL Context. *International Journal of Humanities Social Sciences and Education (IJHSSE)*, 2(5), 72–80. <https://doi.org/https://files.eric.ed.gov/fulltext/ED577306.pdf>

- [1] A. J. Kulkarni, I. R. Kale, and K. Tai, "Probability collectives for solving truss structure problems," in Proceedings of 10th World Congress on Structural and Multidisciplinary Optimization, 2013.
- [2] A. J. Kulkarni and K. Tai, "Probability collectives for decentralized, distributed optimization: a collective intelligence approach," in 2008 IEEE International Conference on Systems, Man and Cybernetics, IEEE, 2008, pp. 1271–1275.
- [3] A. A. Gaivoronski, A. Lisser, R. Lopez, and H. Xu, "Knapsack problem with probability constraints," Journal of Global Optimization, vol. 49, pp. 397–413, 2011.
- [4] A. C. Adamuthe, V. N. Sale, and S. U. Mane, "Solving single and multi-objective 01 knapsack problem using harmony search algorithm," Journal of scientific research, vol. 64, no. 1, 2020.
- [5] S. Salem, "An Improved Binary Quadratic Interpolation Optimization for 0-1 Knapsack Problems," 2023.
- [6] A. Pitchai, A. V. Reddy, and N. Savarimuthu, "Quantum Walk based genetic algorithm for 0–1 quadratic knapsack problem," in 2015 International Conference on Computing and Network Communications (CoCoNet), IEEE, 2015, pp. 283–287.
- [7] R. Nand and P. Sharma, "Iteration split with Firefly Algorithm and Genetic Algorithm to solve multidimensional knapsack problems," in 2019 IEEE Asia-Pacific Conference on Computer Science and Data Engineering (CSDE), IEEE, 2019, pp. 1–7.
- [8] I. K. Gupta, "A hybrid GA-GSA algorithm to solve multidimensional knapsack problem," in 2018 4th International Conference on Recent Advances in Information Technology (RAIT), IEEE, 2018, pp. 1–6.
- [9] A. Shaheen and A. Sleit, "Comparing between different approaches to solve the 0/1 Knapsack problem," International Journal of Computer Science and Network Security (IJCSNS), vol. 16, no. 7, p. 1, 2016.
- [10] F. Olivas, I. Amaya, J. C. Ortiz-Bayliss, S. E. Conant-Pablos, and H. Terashima-Marin, "A Fuzzy Hyper-Heuristic Approach for the 0-1 Knapsack Problem," in 2020 IEEE Congress on Evolutionary Computation (CEC), IEEE, 2020, pp. 1–8.
- [11] S. Gao, L. Qiu, and C. Cao, "Estimation of Distribution Algorithms for Knapsack Problem," J. Softw., vol. 9, no. 1, pp. 104–110, 2014.
- [12] Y. Y. Ghadi et al., "An efficient optimizer for the 0/1 knapsack problem using group counseling," PeerJ Computer Science, vol. 9, p. e1315, 2023.
- [13] N. Moradi, V. Kayvanfar, and M. Rafiee, "An efficient population-based simulated annealing algorithm for 0–1 knapsack problem," Engineering with Computers, vol. 38, no. 3, pp. 2771–2790, 2022.
- [14] Z. Xu, A. Unveren, and A. Acan, "Probability collectives hybridised with differential evolution for global optimisation," International Journal of Bio-Inspired Computation, vol. 8, no. 3, pp. 133–153, 2016.

[15] Kulkarni, A.J., K. Tai, and A. Abraham, Probability Collectives - A Distributed Multi-agent System Approach for Optimization. Intelligent Systems Reference Library. Vol. 86. 2015: Springer. 1-144.

## Contents

Search title	Page number
<b>probability collectives algorithm for solving knapsack problem</b> Mohamed Alhamrouni Lutfia khalifa	6
ترجمة الأزمنة واتجاهاتها من الإنجليزية إلى العربية أ.محمد عياد حمزة	16
التحديات التي يواجهها طلاب اللغة الإنجليزية بجامعة المرقب أثناء التحدث اسم الباحث: محمد فرج سعيد الدليم	31
(الأدب كوسيلة لتعزيز مهارات الاستماع والتحدث لطلاب اللغة الإنجليزية كلغة أجنبية على المستوى الجامعي بكلية الآداب والعلوم-مسلاتا) <b>Literature as a Means of Enhancing Listening and Speaking Skills for EFL University- level Students at College of Arts and Sciences-Missalata</b> آمنة مفتاح علي عمار	40
( استكشاف تحديات ودوافع الطالبات الجامعيات المتزوجات بقسم اللغة الإنجليزية مسلاتة) <b>Exploring Challenges and Motivations of Female Married Undergraduate Students English Department, Mslata</b> زمزم امحمد زرقون	54
Epidemiology of Hepatitis B and C Infection in Msallata city in reference to Age Groups and Genders. (وبائية الاصابة بالتهاب الكبد بي و سي في مدينة امسلاتة حسب الفئات العمرية و الجنس) Fathi Abdallah Shakurfow, Ali Salam Faraj Edalim	69
Some Biological Effects of Libyan Propolis extract on Male albino Rats Treated with Aluminum chloride Mahmoud Mohamed Howas, Ragab Farag Al-Kazaghly	76