

Enhancing Productive Skills to Undergraduate Students

(A Literature-Based Instruction Model)

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Abstract

This study explores the integration of a literature-based instruction model to enhance productive skills—speaking and writing—among students in Undergraduate Students that Productive skills are pivotal for effective communication, academic performance, and professional development. By employing literary texts in the curriculum, this innovative model aims to foster critical thinking, cultural awareness, and linguistic competence. The methodology involves the selection of culturally and academically relevant literary works, designing interactive learning activities, and evaluating the model's impact through quantitative and qualitative tools. Findings are expected to reveal improvements in language proficiency, critical thinking, and engagement, establishing literature-based instruction as an effective strategy for skill development and educational reform. The study concludes by recommending the integration of such models across Libyan universities to modernize teaching practices and empower students with essential communication skills.

Keywords:

Literature-based instruction, Productive skills, Speaking and writing skills, Language proficiency, Undergraduate Students, Critical thinking

Introduction

The development of productive skills—speaking and writing—is a cornerstone of

academic success and professional competence. Undergraduate Students, where traditional methods of language teaching often dominate, there is an urgent need for innovative approaches that empower students to communicate effectively and think critically. This study examines the integration of a literature-based instruction model as a transformative strategy to enhance productive skills. By engaging students with literary texts, the model fosters deeper linguistic immersion, encourages the exploration of diverse cultural and intellectual perspectives, and supports the development of critical thinking and creativity. With the increasing demand for graduates equipped with advanced communication skills, this study aims to bridge the gap between traditional language teaching and modern, interactive educational practices, providing insights and recommendations for curriculum improvement in higher education institutions.

The present study addresses an issue of a study-based on literary texts to enhance the effectivity of the two learning skills (Speaking and writing). Numerous studies have conducted on Undergraduate students. Undergraduate Students suffer many problems with those two main skills in language learning, Speaking and writing, . This study is an attempt to provide some solutions to the problem by proposing a model that is based on selected English literary texts that reflect different genres and ages. The hypothesis is that understanding

literary texts enhances literary appreciation which is important in learning a second language. The study considers the challenges within the Libyan universities concerning the way English literature modules are taught. A pilot study based on a questionnaire designed by the researcher included both university staff and students indicated that literary appreciation is not adequately considered in teaching such modules. Furthermore, teaching literature modules ignores in many ways the linguistic aspects of texts. That is, lecturers do not pay attention to linguistic concepts within texts such as etymology, morphological and syntactic structures that can be useful in better understanding texts. Finally, students are not encouraged to use the expressions they learn or acquire to their language practice. Taking these challenges into consideration, this thesis attempts to propose an integrated framework that can be effectively used within universities to enhance reading and writing skills to Libyan students. Productive skills, which include speaking and writing, are essential for effective communication and academic success. They enable students to express their ideas clearly, collaborate effectively, and contribute meaningfully to their fields of study.

Rationale

Literary texts have different uses of language, conventional and literary, display a broader range of communication strategies than any other single language teaching component, and extend linguistic knowledge on the levels of usage and use. When students read literary texts, they learn the target language in a whole context rather than memorizing its words and rules. This way of getting knowledge about language is similar in many ways to the subconscious process of language acquisition proposed by Krashen (1982).

The use of literary texts has been acknowledged as conducive to academic, intellectual, cultural, and linguistic learning. Many researchers agree that in L1 context, educators have recommended the use of literary texts as an authentic material. Goodman (1992), Harste, Woodward & Burke (1986) assert that at schools, literature is not only operated as pragmatic vehicle for teaching reading and writing, but also as a powerful way of knowing about oneself and the world. They argue that experimental and anecdotal documentation verifies its positive results. Similarly, Palardy (1997) states that through literature, student readers would have the opportunity to develop insights and understandings of the cultures and people of the world; to develop their imagery and visualization abilities; and to gain new perspectives by testing their ideas with those found in books. In other words, literature helps readers better understand themselves.

Research problem

This study addresses the question of enhancing reading and writing skills to students of English language and literature in the Libyan universities. It has been frequently reported that students have many problems with reading and writing. This study proposes a model based on selected literary texts in order to help students improve their reading and writing skills. This can be justified as follows: world, and the aesthetic values of the written texts.

- Learning or teaching English in reading and writing skills situations cannot be done in isolation from literature since literary texts are considered effective vehicles through which we can get contact with other cultures, peoples, and communities. Using literary texts thus in syllabus design and material selection will help students link cultural learning to language.

Teaching and understanding literature in its different genres and forms help achieve literary appreciation which is a required faculty in Libyan students who need to feel, appreciate, create, and analyze.

Teaching literary techniques and more specially poetry techniques such as imagery, choice of unusual words, metaphors, similes, irony, and rhythm can positively affect

- Student writing. Strategies of reading and writing poetry are the foundation of narrative and expository writing. In thus helps achieve literary appreciation and literary literacy.

Procedures

In order to address the research problem, this thesis follows the procedures below

- Selecting a number of Libyan students and dividing them into two groups: the control group and the experimental group.
- Developing a model based on selected English poems that represent different ages and movements (Elizabethan, Restoration, Classical, Romantic, Victorian, Modernist, etc.)
- Designing a literary appreciation test and a literary literacy test and validating them
- Administating pre-tests to both groups the control group and the experimental group.
- Teaching the proposed program based on some reading and writing strategies for teaching English poetry to the experimental group
- Administating a post-test to both groups: the control group and the experimental group
- Analyzing tests using appropriate statistical tests

- Reporting and interpreting the results

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