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## Investigating Iraqi EFL University Students' Linguistic Proficiency and Literary Awareness : A Comparative Study

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### ABSTRACT

Linguistic proficiency refers to students' ability to use and understand a language in a specific text, while literary awareness relates to students' specific way of using information and comprehending literature in a particular language. The current study aims to investigate and compare Iraqi EFL university students' level between linguistic proficiency and literary awareness. It also aims at finding whether there is a significant difference between Iraqi EFL university students' linguistic proficiency and literary awareness at both Tikrit university and Kirkuk University and finding whether there is a significant difference between Iraqi EFL students' linguistic proficiency and literary awareness at Tikrit and Kirkuk universities according to gender. For achieving the aims and answering the questions, 250 students were randomly chosen from English Department in Colleges of Education at both universities in the second semester of the Academic Year 2022/ 2023 to form the study sample. The tool; that used for collecting data is a questionnaire. The results reveal that there is a significant difference in literary awareness and linguistic proficiency between the students at Tikrit and Kirkuk Universities. The difference is primarily in favor of literary awareness due to students' interest in literary subjects rather than linguistic ones. The gender variable's results

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indicate that there is no difference in the language proficiency of males and females, there is a difference in literary awareness that favors the female gender. Finally, the study ends with conclusions and some recommendations.

**Key words:** Linguistic proficiency, literary awareness, comparative study.

استقصاء الكفاءة اللغوية والوعي الادبي لدى طلبة الجامعة العراقيين دارسو اللغة الانكليزية لغة اجنبية: دراسة مقارنة

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### المستخلص

تطلق الكفاءة اللغوية على قدرة الطلبة على استخدام وفهم اللغة في النصوص المختلفة بينما يتعلق الوعي الادبي بالطريقة المحددة التي يتبعها الطلبة في استخدام المعلومة الخاصة بأدب لغة معينة وفهمها واستيعابها. تهدف الدراسة الحالية الى استقصاء ومقارنة الكفاءة اللغوية والوعي الادبي لدى الطلبة العراقيين دارسو اللغة الانكليزية لغة اجنبية. كذلك تهدف الدراسة لمعرفة في ما اذا كان هناك فرق ذو دلالة احصائية بين الكفاءة اللغوية والوعي الادبي للطلبة في جامعتي تكريت و كركوك وفي ما اذا كان هناك فرق ذو دلالة احصائية بين الطلبة العراقيين في جامعتي تكريت و كركوك تبعا لمتغير الجنس. ومن اجل تحقيق اهداف الدراسة والاجابة على الاسئلة الموضوعية، تم اختيار عينة عشوائية مكونة من 250 طالبا و طالبة من اقسام اللغة الانكليزية في كليتي التربية للعلوم الانسانية في جامعتي تكريت و كركوك وبواقع 125 طالبا و طالبة من جامعة تكريت و125 اخرين من جامعة كركوك في الفصل الدراسي الثاني من السنة الاكاديمية 2022 /2023. استخدمت استبانة مكونة من 20 فقرة كأداة لجمع معلومات الدراسة و بينت النتائج ان هناك فرق ذو دلالة احصائية بين الكفاءة اللغوية والوعي الادبي للطلبة العراقيين في جامعتي تكريت و كركوك لصالح الوعي الادبي لان الطلبة يفضلون الدروس الادبية على الدروس اللغوية. و تبعا لمتغير الجنس بينت النتائج عدم وجود فرق ذو دلالة احصائية بين الطلبة الذكور والاناث في الكفاءة اللغوية بينما هناك فرق ذو دلالة احصائية بين الطلبة الذكور والاناث في الوعي الادبي لصالح الاناث. اخيرا انتهت الدراسة ببعض النتائج والتوصيات.

**الكلمات الدالة:** الكفاءة اللغوية، الوعي الادبي، دراسة مقارنة

## **1. INTRODUCTIN**

### **2. 1 Problem of The Study**

Language is used for the function of communication. Knowledge can be developed through using of language expression of identity and emotional release. By using language, people can develop their knowledge and know about something (Kurniati, 2017). Linguistic proficiency and literary awareness are related terms in which both of them are completed each other and they are interconnected and affect the quality of a text in a given language. Those terms take an important role in any language development. According to moats (2010), teaching the aspects of grammar must be done parallel with developing the language literature and the learners who interest in literature should have a linguistic proficiency in order to have the ability for comprehending the context appropriately and develop their well- rounded learning skills in a specific language.

English language students face many difficulties in comprehending the linguistic aspect of the target language . It can be said that English foreign language (EFL) students have many challenges in using the language in a suitable way. Some of these challenges include their lack of language proficiency, inability to practice spoken language , weak opportunities to speak and converse in by using English, and lack of recognition (Gan, 2013).

Literature is an important source of knowledge and language learning in all contexts. According to Lazar (1994), EFL students can use literature to develop their skills in particular critical thinking skills. Literary language has a positive effect on students' ability to perform well in a particular language.

Literary awareness refers to “an individual’s grasp, comprehension, and admiration of literature and its diverse components” . It contains various of literary genres, writers, and literary specific works. Many variables can affect students’ literary awareness such as literary background, social values, motivation and interest, gender and students’ professional experience (Busby & Shetliffe, 2013). These variables may affect the way of producing the meaning of utterance in which “the concepts are purely differential and defined not by their positive content but negatively by their relations with the other terms of the system”(De Saussure & Riedlinger, 1959, p. 117 as cited in Rasheed, 2024).

The problem of this study lies in Iraqi EFL university students’ differences in the level of linguistic proficiency and literary awareness and their preference for a particular language aspect and their ignorance of the factors influencing their level of linguistic skill and literary awareness. So, this study tries to investigate and compare between Iraqi EFL university students’ linguistic proficiency and literary awareness and identifies some of the factors that influence their level in these aspects.

### **2.2 The Study’s Aims.**

The current study aims to investigate:

1. Iraqi EFL university students' level at both linguistic proficiency and literary awareness.

2. Whether there a significant difference between Iraqi EFL university students' linguistic proficiency and literary awareness at both Tikrit and Kirkuk Universities.
3. Whether there is a statistically significant difference between Iraqi EFL university students' linguistic proficiency and literary awareness according to gender.

1. 3 The Study's Questions.

The following questions are put in order to be answered:

1. What is Iraqi EFL university students' level of linguistic proficiency and literary awareness?
2. How does Iraqi EFL university students' level of linguistic proficiency and literary awareness differ between Tikrit University and Kirkuk University?
3. Is there a difference in linguistic proficiency and literary awareness among Iraqi university students based on their gender?

1. 4 The Study's Limits.

The current study is limited to the linguistic proficiency and literary awareness of third-class Iraqi EFL university students in the English Department at the College of Education for Humanities at Tikrit and Kirkuk Universities during the academic year 2022–2023.

## **2. THEORITICAL BACKGROUND**

Language and literature are two different terms that look the same in which each one reflects the other. These two terms are used together and they also interrelated because of their “symbiotic relationship”. Literature presents by using language since language is the merit of literature and formed it. So, in presenting of a literary text, people must be careful in using of a suitable language (Singh et al., 2020)

In teaching of English as a Foreign Language (EFL), a list of aspects must be put in consideration and among of these lists are linguistic proficiency and literary awareness. There are a lot of reasons that make university students do better with a specific aspect rather than others or prefer one aspect among them. According to Rubio and Hacking (2019), linguistic proficiency refers to students' ability to use and comprehend a specific language. The students with high proficiency level may have the ability to communicate easily in different real- life contexts of target language.

Krishnasamy (2015: 139) shows that the performance in context reflects students' “ real levels of proficiency it risks producing” a relation between the text selected and students' ability to act that effects the course and its implementation. So, students can act well in literary aspects if they already have good level of linguistic proficiency. Rubio & Hacking (2019) say a student has linguistic proficiency if he can suitably apply the rules and components of a particular language in real-world contexts in an acceptable manner. While Ocampo (2021) adds that this proficiency or ability also presents the extent of the

language student's knowledge of how, where and when, the language will be used and acquired.

In EFL teaching and learning, it should have to distinguish between language learning and language use. A student can learn how the language acquire with a list of vocabulary, and also learn grammatical rules, but if they do not participate in real- life situations, their acquired information still theoretical and not useful for successful communication. Proficiency in a language contents acquiring the “form, meaning and use” of words and text. Linguistic proficiency presents by developing fluency and accuracy of a language (Dormer, 2022).

Khatib (2011) adds that literary texts can be used in better way to present language content in EFL classes. They are considered as successful and powerful mean used to improve the communicative language skills in the language. By literary texts, teachers can present materials from authentic content which provide the opportunities for expressing ideas, thoughts, beliefs and opinions. Additionally, they can help students enhance their language skills, starting with reading and working their way up to other skills to make them useful both inside and outside of the classroom. Among some of literary exploration are drama, poetry, prose, and other forms of literature aspects.

## 2.1 Principles of Linguistic Proficiency

Linguistic proficiency is a term used for showing the skills which are used to treat a language effectively and correctly in different contexts (Freed et al, 2004). The main principles which have a role in developing students’ linguistic proficiency can be summarized as:

1. Students’ Fluency: refers to students’ ability to speak and write correctly in different language contexts. The students’ fluency involves not only speed but also naturalness and ease of expression
2. Students’ Accuracy: refers to the students’ ability for using appropriate grammar, pronunciation, vocabulary, , and syntax in correct way in order to communicate easily in a language context.
3. The use of language appropriately: refers to students’ ability to use language in formal or informal way in different situations. This presents recognizing the position of using formal language, suitable expressions and specified vocabulary.
4. Comprehensibility: refers to students’ understanding of a communicative situations and expressing the intended and clear meaning for listeners. This can be done through the appropriate choosing of a given vocabulary, thoughts, ideas, and effective intonation. (Housen, et al, 2012).
5. Strategic Competence: refers to students’ ability for filling the gaps of linguistic ability. It involves through the use of some strategies as summarizing, justifications or expressions used for improve the purposes of understanding.
6. Pragmatic Competence: refers to students’ comprehending and suitable using of explicit and implicit instructions of language in variety of social settings. This

- includes the ability of participating in conversations, create requests, give values, and comprehend non-verbal communication.
7. **Cultural Competence:** refers to students' understanding of the cultural rules, and cultural feedback which link with the language using in contexts. It includes students' knowledge of expressions, and sensitivities associated with the language being used. This competence contains knowing about suitable expressions, social routes, and cultural idioms (Magan and Back,2007).

It can be seen from these principles that the students' linguistic proficiency is impacted by many aspects of language which have an effective role for communicating and interacting with others in suitable way.

## 2.2 Principles of Literary Awareness

Birch (1989: 73) states that literary awareness refers to the ability to understand and comprehend literature, "including its forms, techniques, themes, and historical contexts". The main principles that have a role in developing EFL students' ability of literary awareness include:

1. **Understanding Literary Forms:** refers to students' potential for knowing and differentiating between various aspects and shapes of literature such as poetry, short story, drama, essays, and so on.
2. **Recognizing Style of Language:** refers to students' ability to distinguish different writers' styles and their specific use of language devices and tones. In this sense students may have to recognize the use of sentence structure to recall for readers' emotions and feelings.
3. **Cultural texts:** refer to the role of literature in presenting cultural contexts which reflect it. They show how writers' beliefs and knowledge affect their literature form (Gabriel, 2019).
4. **Clarification and Assessment:** they include how to develop language skills used for interpreting and assessing literary works, with take care to different explanations and interpretations for themes and the text message.
5. **Comparative Analysis:** it refers to the sense of comparing among different literary works and writers to show similarities and differences in some aspects or sides.
6. **Analytical Skills:** include the developed ability for analyzing literary works in critical way. It includes how to interpret the elements of literary text as plot, theme, and structure.
7. **Knowing of Literary strategies:** include recognizing how authors use literary strategies such as "metaphor, imagery, irony, and symbolism" for present meaning and enhance the reader's experience (Fowler, 2002: 7).

So, it can be concluded that these principles contribute in creating a clear understanding and interpreting of literary work and how the meaning can be clearly presented by authors. They show the different interpretations among EFL students who read literature

and how their personal experiences take a big role in acquiring the intended meaning of the literary text.

In comparing between linguistic proficiency and literary awareness, Magan and Back (2007) conclude that students with highly linguistic proficiency have a literary awareness. They have ability for understanding the new and difficult terms, interpreting complex syntax, and performing suitably in literary contexts.

### **3. PREVIOUS RELATED STUDIES**

Various studies revealed some similar aspects with the current one as Isikli and Tarakcioglu's (2017) study which tries to investigate difficulties of teaching English literature to EFL students in Turkey by focusing on language proficiency. The sample is 108 English teachers from High Schools in seven regions of Turkey and 131 students of 9<sup>th</sup> grade. The used tools are self-completed questionnaire and a language proficiency test. The results reveal that there is a need to reorder English literature syllables and also take care to EFL students' levels of proficiency, and to use and present literature in methods for developing students' linguistic competence.

Gabriel (2019) presents a study that is concerned with students' perceptions about how literary genres can contribute to their language skills development. The sample consists of 2<sup>nd</sup> year students from English and Literature in College of Education at University of Rwanda. A questionnaire is used as tool for data collection and the results show that through learning literary subjects, students can improve their proficiency and literary texts enhance their interaction, think critically and develop various language skills.

Another study is presented by Lina and Arshad (2024). The study aims at finding the effect of literature on language proficiency and cultural awareness in EFL classrooms. The sample consists of EFL college teachers and students. a qualitative methods are used by applying semi-structured interviews and classroom observations. The results reveal that literature plays a significant role in enhancing language proficiency through using of authentic materials and the use of literary texts can enhance cultural understanding and improve students' critical thinking.

So, we can see from the presented previous studies that there is a relationship between EFL students' linguistic proficiency and literary awareness and each language aspect is completed and integrated in one way or another with the other aspects.

### **3. Methodology**

In this section, the procedures for achieving the aims and answering the questions of the study are presented including population and sample of the study and the used instrument for data collection and its validation.

#### **3.1 population and sample of the study**

Population refers to “the sum of the research subject, while sample is the part of the population that is considered in the research” (Ary et al., 2018: 219).

Population of the current study includes third year EFL students in Colleges of Education for Humanities in English departments at both Tikrit and Kirkuk Universities which represents 481 (males and females) students; 264 students from Tikrit University and 217 students from Kirkuk University.

The sample of the current study includes 250 students (males and females) who were randomly selected from the population; 125 students from Tikrit University (72 male students and 53 female students), and other 125 students from Kirkuk University (67 male students and 58 female students) as shown in Table (1).

*Table 1*

Population and Sample of The Study

Population	University	Students' Number	Sample	
481 students	Tikrit	264	125	72 Male
				53 Female
	Kirkuk	217	125	67 Male
				58 Female

### 3.2 Instrument of The Study

A questionnaire is used for collecting information from a given sample. A questionnaire can be used in both qualitative and quantitative studies and the participants are asked to respond by giving their answers, attitudes, opinions, and points of view (Bhandari, 2021)

A questionnaire with list of 20 items aimed at investigating Iraqi EFL university students' linguistic proficiency and literary awareness is presented to be answered by the sample of the current study. Some of the following questions as: (Which type of subjects in the course of learning do you prefer? Why? (a. Linguistic subjects b. literary subjects), In which subject of course you provide a better results for language learning? Why? (a. Linguistic subjects b. literary subjects), (Which type of subjects are more enjoyable and interesting for you? Why? (a. Linguistic subject b. literary subject), (Are you prefer to learn language structures and grammar rules through linguistic subjects?, (a. Yes b. No), and other questions which are collected to form a questionnaire are used for investigating Iraqi EFL university students' linguistic proficiency and literary awareness. The students answers are tested by giving a score for each answer in order to treat them statistically and estimate the results of the current study.



### 3.2.1 Face Validity

For estimating face validity of data collection instrument, a draft of a questionnaire is presented to experts and jurors in ELT. Their notes and opinions about the items are put in consideration in order to ensure the validity of data collection tool.

### 3.2.2 Reliability

Reliability of the questionnaire has been achieved through conducting a pilot study by applying a questionnaire of the study on 25 students( non- students participating as a sample of the study). Students of the pilot study were subjected to a questionnaire for 45 minutes and the same questionnaire has been applied after two weeks to estimate reliability of questionnaire. By applying Cronbach alpha formula, the obtained results show that the percentage of coefficient is 88% which shows the high reliability and suitability of items of a questionnaire.

### 3.3. Administration of Questionnaire

After testing the suitability of items of questionnaire, it has been applied on the selected sample of 250 students from Tikrit and Kirkuk Universities. A questionnaire is distributed to students at both Tikrit and Kirkuk universities and the students' answers were collected, The data were treated and the results were analyzed statistically to show Iraqi EFL students' level at both linguistic proficiency and literary awareness and to find if there is any statistically significant difference among student concerning those two aspects of language.

## **4. DATA ANALYSIS AND DISCUSSION**

The collected data were analyzed and discussed according to aims and questions of the current study. The obtained results reveal as follows:

### 4.1 Results of The First Aim of The Study.

For achieving the first aim and answering the first question of the current study, a formula of t- test for one independent sample is applied to estimate the percentage between mean scores of the sample as a whole. The results show that students' mean score in linguistic proficiency is 23.78, while that of literary awareness is 24.37. Also, computed t. value is 4.709 which find to be higher than the tabulated value that is 1.977 with degree of freedom of 248 and level of significant of 0.05 and this show that there is statistically significant difference between Iraqi EFL students' linguistic proficiency and literary awareness and in favor of literary awareness. The results are shown in Table (2) clearly.

#### *Table 2*

The Statistical Differences between University Students' Mean Scores about Linguistic Proficiency and Literary Awareness

Variables	No. of students	Mean	SD.	T-Value		DF.	Level of Significance
Linguistic Proficiency	250	23.78	6.47	Calculated	Tabulated	248	5.05 Sig.
Literary Awareness		24.37	7.43	4.709	1.977		

#### 4.2 Results of The Second Aim of The Study

For finding out if there is a statistically significant difference between Iraqi EFL university students' linguistic proficiency in both universities; Tikrit and Kirkuk Universities, t- test formula for two independent samples is used. The results show that the mean score of Tikrit University students' linguistic proficiency is 34.92 and that of Kirkuk University is 38.53. The computed t-value is 3.117, that is higher than the tabulated value which is found to be 1.972 at 248 degree of freedom, and 0,05 level of significance. This indicates that there is a significant difference between the students' linguistic proficiency at the two universities and in favor of Kirkuk University as shown in table (3).

*Table 3*

Tikrit and Kirkuk University Students' mean scores and t- value of Linguistic Proficiency

University	No. of students	Mean	SD.	T-Value		DF.	Level of Significance
Tikrit	125	34.92	10.17	Calculated	Tabulated	248	0.05 Sig.
Kirkuk	125	38.53	10.45	3.117	1.972		

Also, a formula of t- test for two independent samples is applied for finding out if there is any statistically significant difference between Iraqi EFL university students' literary awareness at both universities; (Tikrit and Kirkuk Universities). The results indicate that the students' mean score in Tikrit University in literary awareness 36.72 while that of Kirkuk University 32.94. The computed t-value is found to be 2.182, which is higher than the tabulated value which is 1.972 at 248 degree of freedom 248, and 0,05 level of significance. This indicates that there is a significant difference between the students' literary awareness at the two universities and in favor of Tikrit University as shown in table (4).

*Table 4*

Tikrit and Kirkuk University Students' mean scores and t- value of Literary Awareness

University	No. of students	Mean	SD.	T-Value		DF.	Level of Significance
Tikrit	125	36.72	8.42	Calculated	Tabulated	248	0.05 Sig.
Kirkuk	125	32.94	7.14	2.182	1.972		

#### 4.3 Results of The Third Aim of The Study

For finding out if there is a significant difference between Iraqi EFL university students' linguistic proficiency and literary awareness at the two universities; (Tikrit and Kirkuk Universities) according to gender, t- test formula for two independent samples is used. The results show that the mean score of Tikrit University males students' is 34.92 and that of female is 38.53. The computed t-value is 3.117, and it is higher than the tabulated value which is 1.972 at 248 degree of freedom , and 0,05 significance level. This proves that there is no statistically significant difference between male and female students' linguistic proficiency as shown in table (5).

The results of Tikrit University students' literary awareness differences according to gender show that males students' mean score is 26.43 and that of female is 28.93. The computed t-value is 2.02, and it is higher than the tabulated value which is 1.972 at the degree of freedom 123, and 0,05 level of significance. This indicates that there is statistically significant difference between male and female students' literary awareness in favor of female as shown in table (5).

*Table 5*

*Tikrit University Students' mean scores and t- value According to Gender*

Tikrit	No. of students	Mean	SD.	T-Value		DF.	Level of Significance
Males' linguistic proficiency	72	20.69	4.32	Calculated	Tabulated	123	0.05 Not Sig.
Females' linguistic proficiency	53	20.57	4.39	0.528	1.972		
Males' literary awareness	72	26.43	6.63	2.02	1.972	123	0.05 Sig
Females' literary awareness	53	28.93	8.42				

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Also, a formula of t- test for two independent samples is applied to find if there is a statistically significant difference between Male and Female Students’ linguistic proficiency and literary awareness at Kirkuk University. The results reveal that the males students’ mean score in linguistic proficiency is 28.24 and that of female is 22.17. The computed t-value is 3.82, and it is higher than the tabulated one which is 1.972 at the degree of freedom 123, and 0,05 level of significance. This result shows that there is statistically significant difference between male and female students’ linguistic proficiency and in favor of males as shown in table (6).

The results of Kirkuk University students’ literary awareness differences according to gender show that males students’ mean score is 25.06 and that of female is 29.61. The calculated t-value is found to be 4.02, which is higher than the tabulated one which is found to be 1.972 at the degree of freedom 123, and 0,05 level of significance. This indicates that there is statistically significant difference between males and females students’ literary awareness in favor of females as shown in table (6).

*Table 6*

*Kirkuk University Students’ MEAN SCORE and t- value According to Gender*

<b>Kirkuk</b>	<b>No. of students</b>	<b>Mean</b>	<b>SD.</b>	<b>T-Value</b>		<b>DF.</b>	<b>Level of Significance</b>
<b>Males’ linguistic proficiency</b>	67	28.24	5.92	Calculated	Tabulated	123	0.05 Not Sig.
<b>Females’ linguistic proficiency</b>	58	22.17	2.74	3.82	1.972		
<b>Males’ literary awareness</b>	67	25.06	4.11	4.02	1.972	123	0.05 Sig
<b>Females’ literary awareness</b>	58	29.61	7.52				

It can be seen clearly from the previous results that Iraqi EFL university students have different levels and interest in both their linguistic proficiency and literary awareness. The results reveal that there is a significant difference between the students at both Tikrit

and Kirkuk Universities in linguistic proficiency and literary awareness and in favor of literary awareness due to the students' interest with literary subjects rather than linguistic one. Also, the results reveal that there is a statistically significant difference between students' linguistic proficiency at both universities and in favor of Kirkuk University while the students at Tikrit University show better results in their literary awareness. According to the variable of gender, the results show that there is no difference between males and females' linguistic proficiency while there is a difference between them concerning literary awareness and in favor of females.

The previous results reveal that Iraqi EFL university students mostly have literary awareness. The students' knowledge of literary awareness is related to their ability to express feelings and emotions with the treatment of literary texts which enhances their critical thinking and literary knowledge. Besides, little attention is given to linguistic proficiency and Iraqi EFL students believe that they can acquire a linguistic knowledge through literary awareness and literature subjects as poetry and drama since they are presented by language and authentic materials from real- life situations. So, the results of the current study mostly agree with the results in previous studies which assist on the important relationship between linguistic proficiency and literary awareness and each language aspect is integrated and completed the other aspects.

## **5 CONCLUSIONS**

Based on the analysis of students respondents, the results show the following conclusions:

1. There is significant difference between Iraqi EFL students' linguistic proficiency and literary awareness and in favor of literary awareness due to the students' preference of literary subjects rather than linguistic one.
2. The obtained results indicate that there is a difference between students' linguistic proficiency at the two universities in favor of Kirkuk University while the students at Tikrit University show the better results in literary awareness.
3. The results also show that there is no difference between males and females' linguistic proficiency while there is a difference between them concerning literary awareness and in favor of females.
4. The effect of motivation, personal interest and preference enhance the students' ability at both aspects of language in which most of students have better level in literary awareness rather than linguistic proficiency.
5. The students' level of interests in linguistic proficiency or literary awareness are different according to their believes, needs and learning styles.
6. The use of literary subjects as course contents can enhance their linguistic proficiency because they provide them with opportunities to communicate and provide the ability of using language and performing in different situations.

## 7. RECOMMENDATION AND SUGGESTION

This study recommended EFL students and researchers, teachers and curriculum designers by assisting on the following points:

1. Iraqi EFL students and researchers are advised to be more careful with all language aspects and especially with the learning styles they adopt because the language aspects must be learnt together.
2. More emphasis on suitable and modern teaching methods and strategies that integrate both linguistic skills and literary subjects in order to enhance the students' ability and interest in language learning. Also, EFL teachers should have the responsibility to focus on students' needs, desires, and interests in specific parts of language.
3. Curriculum designers and decision makers are advised to give more attention for both linguistic and literary contents in the used materials and present those contents which concentrate on all aspects of language especially the authentic ones.

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