

# Measuring the Linguistic Enlightenment of EFL University Students

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Received: 30/10/2022

Accepted: 3/3/2023

Published: 15/6/2023

Doi: <https://doi.org/10.36473/ujhss.v62i2.2073>



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## Abstract

Linguistic literacy is one of the learning outcomes that language education seeks to achieve because it works to develop students' awareness and understanding of all aspects of the language, and it also enables students to use the language with skill, and provide them with a linguistic wealth that develops the ability to communicate effectively in different life situations, as well as enlightenment Linguistically students avoid avoiding linguistic errors, and is an indication of the judgment of students' levels, as it gives them the ability to control the language, and to view the grammar as a tool for understanding the language and its taste and a means to ensure the integrity of the linguistic performance, not as dry and complicated rules. An analytical descriptive approach is used to suit the nature of this research.

**Keywords:** Linguistic enlightenment, fluency, flexibility, originality

## قياس التنوير اللغوي لطلاب جامعة اللغة الإنجليزية لغة أجنبية

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## المخلص

تعتبر المعرفة اللغوية من مخرجات التعلم التي يسعى تعليم اللغة إلى تحقيقها لأنها تعمل على تنمية وعي الطلاب وفهمهم لجميع جوانب اللغة ، كما أنها تمكن الطلاب من استخدام اللغة بمهارة ، وتزويدهم بثروة لغوية ينمي القدرة على التواصل بشكل فعال في مواقف الحياة المختلفة ، وكذلك التنوير اللغوي يتجنب الطلاب الأخطاء اللغوية ، وهو مؤشر على الحكم على مستويات الطلاب ، حيث يمنحهم القدرة على التحكم في اللغة ، وعرض القواعد النحوية كأداة لفهم اللغة ومذاقها ووسيلة لضمان سلامة الأداء اللغوي ، وليس كقواعد جافة ومعقدة. تم استخدام المنهج الوصفي التحليلي بما يتناسب مع طبيعة هذا البحث.

الكلمات المفتاحية: التنوير اللغوي، الطلاقة، المرونة، الإصالة

### **1.1 The Statement of the Problem**

Language proficiency is one of the requirements of the personality capable of understanding and clearly explanation that is successful in the educational process, because language is an essential part of social communication in which the individual needs to understand and clearly explanation.

The linguistic enlightened student is characterized by a high general culture, as well as a distinct linguistic culture, enabling him to master the language skills, and this shows the integrity of language performance and creativity. In the present era, basic skills such as reading and writing do not qualify the individual as enlightened and do not qualify him to exercise his vital role in his society, but rather the individual who is described as enlightened has the minimum experiences that increase his scientific awareness, and his ability to understand and keep pace with the scientific movement and its developments (Nunan, 1999). It can be argued that the failure of some students or their frequent failure may be due to lack of linguistic enlightenment and poor language maturity.

### **1.2 Aims of the Study**

This research sought to “Identify the level of linguistic enlightenment among the students of the fourth stage, Department of English Language, College of Education”.

## **Section Two**

### **1. Introduction**

The current era is characterized by the cognitive flow and technological revolution, and the increase in the size and breadth of information. Linguistic enlightenment is one of the learning outcomes that language education seeks to achieve, because it works to develop students' awareness and understanding of all aspects of the language, as it enables students to use the language skillfully, and provide them with a linguistic wealth that develops the ability to communicate effectively in different life situations. This is what Nasir, et al (2013:137) argues that enlightenment is no longer limited to the ability of an individual to master reading and writing, but enlightenment means ways in which a person generally expresses his understanding of the world and the roles of his being in it. It integrates the components of the language it uses with its actions, values, beliefs, beliefs, attitudes and hobbies that distinguish it from other human beings in general, and from other cultures in particular.

The colleges of education aim at providing students with the tools of knowledge, providing them with basic skills in different language arts, and knowledge of their various branches, and to enable them to use them in speaking and writing in a successful manner in all life situations, and enable them to use the scientific method of thinking, and develop their tendency to read free research, insight, critical and creative thinking, and other skills that help them possess a level of enlightenment that will help them adapt to the challenges society faces. It is an indicator of judging students' levels. Linguists avoid students from making mistakes in language (Nunan,1999).

While linguistic enlightenment is generally important for those who practice the teaching profession, it is even more important for students of the English language departments in the colleges of education, who in the future will be entrusted with teaching and disseminating their culture among learners, developing their abilities and language skills, and training them in various language activities to express themselves and their situations by using appropriate words to construct sentences, to convey their knowledge, ideas and experiences to others in sound linguistic methods.

**Linguistic Enlightenment:** its concept, importance, dimensions and areas, manifestations of the weakness of linguistic enlightenment among students, and its reasons, and the following is detailed:

1) The concept of linguistic enlightenment:

Nasir, et al (2013:327) point out that linguistic enlightenment is one of the most important aspects of qualitative enlightenment, and its importance is due to the importance of language itself in cultural growth, and to develop loyalty to culture, which is the language of the language, language is one of the channels through which the people of the language express their potential in mental and emotional communication, which emphasizes the importance of linguistic enlightenment for all who practice the profession of education, and increasingly important for those entrusted with the teaching of the national language.

### **3) Characteristics of the Linguistically Enlightened Individual:**

A linguistic enlightened individual has a set of attributes cited by (Nasir, et al, 2013):

- a- Able to use his ideas and knowledge to communicate with himself and others.
- b- Has a certain level of knowledge and skills in the field of his national language.
- c- Able to understand and simplify the sources of linguistic enlightenment.
- d- Able to employ the knowledge and skills acquired in the various activities of life.
- e- Recognize the limits and benefits of science in increasing human well-being.
- f- Able to make sound decisions regarding the various problems in his daily life, as well as the various problems of society.
- g- Has interests in the English language, and knowledgeable about its problems.

### **4) Dimensions and areas of linguistic enlightenment:**

Some confuse the dimensions of linguistic enlightenment and its areas, but there is a difference between them. The dimensions of linguistic enlightenment means aspects of learning that must be known to the learner to be enlightened linguistic, which includes three dimensions: the cognitive dimension, the skill dimension, and the emotional dimension (Nunan,1999).

1. **The Cognitive Dimension:** It includes knowledge, information, facts, concepts, rules and laws associated with the English language (Anderson, et al,2001). .

2 - **Skill Dimension:** This dimension includes all types of skills associated with the English language, which should be acquired for the average individual in the context of linguistic enlightenment, which includes the mental, practical and social skills necessary to deal with the English language (Anderson, et al,2001) (Cannon and Feinstein, 2005).

3 - **Emotional Dimension:** This dimension includes all outputs related to the emotional side: like the values, attitudes and tendencies towards the English language and awareness of its importance, and that at all levels of the emotional side represented in the reception and response (ibid) (Sincero, 2011).

In the context of talking about the dimensions of linguistic enlightenment, it is necessary to shed light on the areas of linguistic enlightenment contained in those dimensions, where areas of linguistic enlightenment to the branches of language and its applications, ie, it includes the science of presentations, literature, rhetoric, criticism, grammar, expression, spelling, calligraphy and other areas that should be given to the student to deal with the educational attitudes facing him in his present and future (ibid).

Saasen (2019:1) states that the most frequently used test of creativity is the alternate uses test, developed by Guilford in 1978. The idea is to take a standard household object, like a paperclip, and generate as many ideas as you can in a given time. This test measures creativity on four levels; fluency, flexibility, originality, elaboration.

**A- Fluency:** is the ability to summon the most appropriate ideas in a specific period of time to a problem or an exciting situation. It is the ability to produce a large number of ideas and verbal and non-verbal responses.

**Types of fluency are as follows:**

A - **Verbal fluency:** a rapid ability to produce a number of words and expressive units spoken, and evoked in a manner appropriate to the educational situation or learning provided that they have certain characteristics.

B - **Intellectual fluency:** the ability to reach large numbers of ideas at a specific time, regardless of the type of these ideas, or levels, or aspects of expertise in them.

C - **Fluency of the collapse:** the ability to produce the largest number of words with a single meaning with the availability of certain conditions in terms of meaning.

D - **Expressive fluency:** means the ability to easily express, and the formulation of ideas in words to link them, and make them compatible with each other.

Since fluency means being able to quickly produce as many ideas as possible on a topic, that skill needs the learner to have a great linguistic wealth, which enables him to easily generate ideas, the breadth of imagination, the ability to develop alternatives (Oxford Dictionary, 2018, 1).

**B - Originality:** A mean the ability to produce new ideas and solutions and suggestions are unfamiliar, or is the ability of the student to bring new and unique responses never preceded by one, and appropriate to a situation. Originality does

not care about the amount of creative ideas given by the student, as much attention to the value of those ideas have found and do not repeat; therefore, the skill of originality is one of the most important skills of creativity where the student offers ideas and solutions that are unique and lack of repetition and non-common (ibid).

**Originality** is a comparative measure that describes an idea as novel and unique, and it can be hard to evaluate on our own. However, making sure we diverge with wilder, what-if-scenarios in the beginning of ideation, can be an instigator for generating original ways of solving challenges, also more realistic ones (Hooker,1997) and (Akhter,2014)..

**Flexibility** is the ability to think in more than one direction to produce different responses to a problem. Flexibility: Automatic flexibility: when an individual or learner can produce different types of ideas when confronted with a problem (Morgan,2007) (Fay,2007). Flexibility has to do with categories, meaning different ways of solving a challenge, such as propeller for flying or ramp, to traverse a curb. Ensuring that we're not locked into one category of solutions is important for problem solving.

Adaptive flexibility: when an individual or the learner can easily adapt to the new changing forms in which the problem or situation appears, and the flexibility of those who possess it may take another form different from the previous one is the ability of the individual or the learner to reformulate his thoughts about the problem facing him, or give up some of these ideas for the purpose of understanding that is the problem and reach out to her successful solution (HMIE Rport,2006).

Since flexibility means the ability to change the state of mind by changing the situation, so that skill requires the learner to have the ability to think in more than one direction, as well as the ability to shift the course of thinking (Bell,2017).

**Elaboration** has to do with our level of detail describing an idea, such as "A height adjustable floor kitchen for ensuring an ergonomic work position for chefs of various heights", as opposed to a bare description such as "height adjustable floor". Making sure we elaborate for ourselves, but especially when we collaborate with others is an important driver of shared understanding, and it is also often a source for more ideas as there's simply more to consider and work on.

In challenging ourselves in the areas of fluency, flexibility, originality and elaboration we can elevate our creativity to new heights (Grainger et al,2005). (Griva,2007).

### 3. The Procedures

#### 3.1 The Population of the Study

The population of this study involves of fourth stage students in the department of English Language \ Collage of Education for Humanities\ University of Tikrit for the academic year 2021-2022. The whole number of the population is (50).

#### 3.2 The Sample of the Study

In order to measure the level of linguistic enlightenment for university students a sample of 50 students is selected randomly from the fourth stage of the

English Department in College of education for Humanities University of Tikrit. The researcher has prepared a linguistic enlightenment test to measure students abilities in English language.

### 3.3 Test Validity

Content validity is type of Validity. According to Penington (2003) content validity indicates good measure represents all aspect. Content validity can aid construct Validity and provide readers and researcher with confidence in instrument covers the subject that its designed to measure is referred to as content validity. Two requirements in content validity first the measurable stander of each item for determining the traits. Second the set of items that represents all aspect of traits. Blooms Taxonomy of cognitive area used to find the behavioral objectives for the content of the test item. The cognitive area starts with the lowest level of cognition, knowledge and finish the highest level of cognition, evaluation and creation as clarified Table (1).

**Table (1): Numbers of Test Items Each Level of Bloom's Taxonomy**

| Test item | Knowledge | Comprehension | Application | Analyzing | Evaluation | Creation | total |
|-----------|-----------|---------------|-------------|-----------|------------|----------|-------|
| 1         | 1         | 4             | \           | \         | 1          | \        | 6     |
| 2         | 4         | \             | 3           | 4         | \          | \        | 11    |
| 3         | 2         | \             | \           | 2         | 3          | 3        | 10    |
| 4         | 4         | 1             | \           | 3         |            | \        | 7     |
| 5         | 2         | \             | \           | 1         | 2          | 5        | 5     |
| 6         | 2         | \             | 2           | 4         | \          | 4        | 12    |
| Total     | 15        | 5             | 5           | 14        | 6          | 12       | 57    |

### 3.4 Construction of Test

The aims of the test are to measure the Linguistic Enlightenment of university students in fourth grade. The test is constructed according the fields and dimensions of Linguistic enlightenment which are (Dictation, Composition, Writing Essay, Grammar, Rhetorical, Lexicon and Semantics, Literature, Phonetics, Calligraphy, Translation) each field take 10 marks as shown in the table (2).

**Table 2 the Linguistic Enlightenment Field and Scores for each Field**

| The Linguistic Enlightenment Field          | Final Score for the Field |
|---|---------------------------|
| Dictation                                   | 10                        |
| Composition                                 | 10                        |
| Writing Essay                               | 10                        |
| Grammar                                     | 10                        |
| Rhetorical                                  | 10                        |
| Lexicon and Semantics                       | 10                        |
| Literature                                  | 10                        |
| Phonetics                                   | 10                        |
| Calligraphy                                 | 10                        |
| Translation                                 | 10                        |
| Test of Linguistic Enlightenment as a whole | 100                       |

### 3.5 The Reliability of the Linguistic Enlightenment test:

To verify the reliability of the linguistic enlightenment test, the method of re-application of the test is used, where the linguistic enlightenment test is applied to a group of students of the fourth year of the College of Education. The researcher uses test re-test. After three weeks, this is an appropriate period so that the students do not remember anything about what they tested in. The test reliability coefficient values ranged between (0.73 - 0.89), while the test stability coefficient as a whole was (0.93), which is an appropriate degree of stability, and indicates that the test has a high level of stability, and therefore its applicability.

### 3.6 Data Analysis

The mean, standard deviation, range, lowest and highest score obtained by students in the enlightenment test are calculated for all students of the whole research group. Table (3) shows that.

**Table (3): The Mean, Standard Deviation, Range, Lowest and Highest Score in the Linguistics Enlightenment**

| The Linguistic Enlightenment Field          | The Sample | Final Score for the Field | Mean  | Standard Deviation | Range | Lowes Score | Highest Score |
|---|------------|---------------------------|-------|--------------------|-------|-------------|---------------|
| Dictation                                   | 50         | 10                        | 4.73  | 1.90               | 9.00  | 1.00        | 10.00         |
| Composition                                 | 50         | 10                        | 4.60  | 1.02               | 5.00  | 2.00        | 7.00          |
| Writing Essay                               | 50         | 10                        | 4.55  | 1.56               | 7.00  | 2.00        | 9.00          |
| Grammar                                     | 50         | 10                        | 4.55  | 1.02               | 5.00  | 2.00        | 7.00          |
| Rhetorical                                  | 50         | 10                        | 4.34  | 0.99               | 5.00  | 2.00        | 7.00          |
| Lexicon and Semantics                       | 50         | 10                        | 3.69  | 1.24               | 7.00  | 1.00        | 8.00          |
| Literature                                  | 50         | 10                        | 4.55  | 1.56               | 7.00  | 2.00        | 9.00          |
| Phonetics                                   | 50         | 10                        | 2.90  | 1.46               | 6.00  | 0.00        | 6.00          |
| Calligraphy                                 | 50         | 10                        | 2.91  | 1.41               | 6.00  | 0.00        | 6.00          |
| Translation                                 | 50         | 10                        | 3.49  | 1.84               | 14.00 | 1.00        | 15.00         |
| Test of Linguistic Enlightenment as a whole | 50         | 100                       | 38.76 | 5.54               | 27.00 | 26.00       | 53.00         |

It is clear from the previous table the low level of linguistic enlightenment among the students mean scores of their performance (2.55). The level of performance of students in composition is poor with mean scores of (4.60) of the final grade in expression, because the program for the preparation of English teachers of the courses concerned with written expression training students on writing and its various fields, as well as not practicing this branch of language during the period of practical education. As for the rules (grammar), the level of performance of the students is poor with mean scores of (4.40) of the final grade in the rules due to the difficulty and dryness of this skill, practical hours, and reliance on theoretical hours while grammar is a skill that needs to be trained and practiced, as well as most students complained about the difficulty of this branch. In

literature, the level of performance of students is poor with mean scores of (4,55) of the final grade in literature, because of their lack of knowledge on the literary heritage, and the absence of practical exercises for the literature course by the decision of the professor of the texts for them and archived and retrieved in the test, which resulted in low level of taste of literature. The level of performance of students in dictation is poor with a statistical mean scores (4.73) of the final score in dictation, because the program for the preparation of English teachers of the courses concerned with dictation and grammar.

#### **4.1 Discussion and Analysis of the Results:**

It is clear from the previous results that the level of linguistic enlightenment among the students is low. Any efforts made to improve any aspect of the educational process will not bear fruit unless accompanied by a good preparation of the teacher graduate of the faculties of education and raise the level of language development, especially with the orientation towards developing and updating teacher preparation programs as a result of the general weakness in the educational outcomes at all stages resulting from the poor level of the teacher, it requires a radical change in the objectives of the programs of preparation of teachers of the English language and its contents and methods of teaching and methods and activities and methods of evaluation, as well as to be abandoned. Receive culture and save rules to Understand and employ grammar in language performance. Weakness of the establishment of students in the English language, whether in the educational stages of pre-university education or university education, the areas of linguistic enlightenment did not receive sufficient training. They improve their correct use in different life situations.

#### **5. Conclusion**

The manifestations of the weakness of linguistic enlightenment among students are: weakness in spelling and spelling controls, in the knowledge of grammar, and in the use of writing, reading and speaking, in the syntax and formulation of the structure and writing style - in general - tends to disintegration , he may lack language integrity, and aesthetic touches, in the field of the sound system, which appears in the inability to distinguish and pronounce vowels and diphthong, Frequent common language errors contrary to the rules of the English language and fixed assets, and failure to speak or write in English.

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