



**EXPLORING EFFECTIVE FACTORS OF ENHANCING THE ENGLISH LANGUAGE SKILLS FOR
UNDERGRADUATE STUDENTS AT UNIVERSITIES IN MOGADISHU, SOMALIA**

Zahra Abdullahi Haji Mohamed

Lecturer, Mogadishu University, Faculty of Education and Humanities

Email: sahraclaahi10@gmail.com

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Abstract

The purpose of this study is to investigate the factors that contribute to the enhancement of English language skills among undergraduate students at universities in Somalia. Proficiency in English is crucial for academic success and future career prospects in this field. In order to bridge this gap, descriptive and ANOVA statistics were utilized using SPSS software. The study involved a randomly selected sample of undergraduate students from five universities in Mogadishu. The findings demonstrated that English language programs significantly improved students' proficiency in speaking, listening, reading, and writing, as well as their vocabulary and grammar. The availability of diverse learning materials and the use of technology were identified as vital elements for promoting language development. Furthermore, the acquisition of language skills greatly relies on a well-designed curriculum delivered by experienced instructors.

Keywords: Exploring, Effective Factors, Enhancing, English Language, Skills, Undergraduate Students.

1. Introduction

According to Evans and Morrison (2011), students can overcome academic challenges like comprehending technical vocabulary, comprehending lectures, and upholding discipline requirements when they combine practices like hard work, strong motivation, effective learning strategies, and peer networks. This is in response to their inquiry regarding the reactions of Hong Kong students to difficulties posed by using English as their primary language of teaching. Praxton (2009) recognized translation as a crucial learning practice that occurs naturally and constantly in the South African context, in the classroom, or in peer learning groups as students switch from English to their native languages to better understand new concepts. This occurs in a different geographic setting but a similar linguistic one where English is a second or foreign language to students (Marie, 2013).

To address the challenges faced by students in improving their English language skills, private universities have introduced English language programs. However, the effectiveness of these programs can vary, necessitating research to identify the most effective approaches for enhancing undergraduate students' English language proficiency. With the increasing prevalence of English usage, there is a growing demand for English as a Foreign Language (EFL) teachers. Mastering and acquiring the English language can be challenging due to the diverse learning styles of individuals. In addition to speaking and writing, listening and reading are also important skills in language acquisition (Ahmad, 2022).

According to Ahmed (2019), a survey indicated that a majority of students struggle to understand lectures delivered in English in both private and public colleges. The author, who is a teacher, shares her own bitter experience in this regard. Several factors contribute to this issue, including a lack of intention among teachers to use English as the medium of instruction, insufficient listening practice and testing, particularly in secondary and higher secondary education, and a lack of necessary language labs and essential equipment. These multifaceted causes of weakness and failure create challenging situations for students, especially when they enroll in private universities (Ahmed, 2019).

Dautbasic and Saracevic (2019) highlight the challenges posed by diverse student populations in private and public universities, particularly in relation to language skills. Students who struggle with English may face difficulties in engaging in class discussions, attending lectures, and completing assignments, which can adversely affect their academic performance and overall learning experience. To address these challenges, teachers can employ different grouping

strategies, such as organizing students based on their credentials or programs, to cater to their specific needs in terms of language use, grammar, and linguistic abilities when learning English as a second language. Teachers may also consider forming groups based on students' abilities and take into account group dynamics, as well as students' backgrounds and skill levels (Dautbasic & Saracevic, 2019). Public and private universities have implemented various English-language programs to address these issues, but further research is needed to determine the most effective strategies for improving students' language proficiency, as the immediate impact of these initiatives may not always be clear.

Rezaei et al. (2012) claim that the majority of students and learners need to enhance their reading skills. Reading English gets increasingly difficult, and students may occasionally misinterpret sentences' meanings. The reason why students don't understand English for specific purposes (ESP) principles is because there aren't enough scientific and technology publications available in English that are taught in educational institutions. Regarding speaking and listening, however, the students did not practice these two talents very much in the classroom (Ghafar, 2022).

To enhance their English language skills, undergraduate students at private and public universities in Mogadishu should prioritize consistent practice, attending language classes, and utilizing available resources. Engaging in English-language conversations with fellow students can also be beneficial. These universities attract a diverse student population from various linguistic and cultural backgrounds, and English is the primary language of instruction. Proficiency in English is necessary for enrollment, but many students face challenges in this regard, which can negatively affect their overall academic performance and success.

This study aims to enhance the English language learning strategies of undergraduate students at private and public universities in Mogadishu. It recommends the implementation of a comprehensive language programme that encompasses language courses, opportunities for improving English language skills, engaging and effective English language classes, access to resources, high-quality curriculum and instruction, and fostering motivation and perceived benefits. These measures are expected to enhance students' academic and cultural experiences.

Problem Statement

English language skills pose a challenge for many undergraduate students at universities, impacting their overall academic performance. The diverse student body at these universities, with students from various cultural and linguistic backgrounds, may struggle to fully participate in

academic activities due to insufficient English language skills. Although universities have implemented language programs, their effectiveness is not always clear, necessitating the identification of practical strategies to enhance English language skills among undergraduate students. Further research is needed to develop efficient language learning programs that align with students' goals and improve their academic and cultural experiences. English language competency is crucial for academic and professional success in Mogadishu's universities, but many students lack the necessary language skills. Factors such as inadequate language instruction, limited exposure to English-speaking environments, and a lack of motivation contribute to this issue. Therefore, there is a need for research to identify practical methods to improve English language skills among undergraduate students in Mogadishu, Somalia.

Significance of the Study

This study is important for several reasons. Firstly, it will contribute to the existing literature on English language proficiency among undergraduate students at universities in Mogadishu, Somalia. This contributes to a better understanding of the language skills of this particular student population. Secondly, it will provide insights into effective approaches for enhancing English language skills that can be used by educators and policymakers in the region. These findings can inform teaching methods and curriculum development, ultimately leading to improved language education in the region. Thirdly, it will help improve the academic and professional outcomes of undergraduate students by addressing the language barrier that may hinder their success.

Research Objectives

1. To identify the factors that affect the English language skills of undergraduate students in private and public universities in Mogadishu, Somalia.
2. To investigate effective methods for enhancing the English language skills of undergraduate students in private and public universities in Mogadishu, Somalia.
3. To evaluate the effectiveness of various approaches for enhancing the English language undergraduate competencies of students at private and public universities in Mogadishu, Somalia.

Research Questions

1. What elements affect undergraduate students' English language skills in Mogadishu, Somalia's universities?
2. What are the best methods for improving the English language skills of first-year students at Mogadishu, Somalia's universities?

3. How well-received are different methods for improving the English language skills of first-year students at universities in Mogadishu, Somalia?

Hypothesis

A hypothesis is a statement of the researcher's expectation or prediction regarding the correlation between the variables being studied. Hypothesis serves as the starting point and closing point of any research (K, Dayanand, 2020). To ascertain if the earlier hypotheses in this study were accepted or rejected, the researcher used hypothesis testing. The researcher's three hypotheses were examined using the analysis of variance (ANOVA) approach.

Ha 1: University students who are male and female exhibit differing responses to the research variable at a level that is statistically significant ($\alpha = 0.05$).

Ha 2: There is a statistically significant difference in replies from university students to the study's variables based on their age at level ($\alpha = 0.05$).

Ha 3: University students' responses to the study's components at level ($\alpha = 0.05$) show a statistically significant difference, according to their respective institutions.

2. Literature Review

To understand the theoretical framework of this study, this part of the literature review provides a critical review and analysis of the literature relevant to the study. The researchers present the significant theories related to the present study as follows:

English Language Skills Improvement

Language serves as a means for human communication, enabling individuals to express their needs, desires, and obtain what they seek. English language learners must develop skills in pronunciation, grammar, and vocabulary. According to Moussu and Llorca (2008) and Syakur (2018), as cited by (Syakur et al., 2020), these components are realized through the four language skills of listening, speaking, reading, and writing. Learning a second language requires significant time and effort, as individuals strive to go beyond their native language and immerse themselves in a new language, culture, and way of thinking. Successful language acquisition demands complete dedication, wholehearted involvement, and comprehensive physical, intellectual, and emotional engagement. The process of language acquisition involves multiple factors and is not a simple step-by-step process that can be accomplished through classroom instruction alone. According to Drachler and Kirschner (2012), very few individuals achieve fluency in a foreign language solely through traditional classroom teaching methods (Drachler & Kirschner, 2012).

Language learners face the challenge of employing various strategies to excel in specific language skills. Public exams and updates to the English language curriculum have emphasized the assessment of speaking, listening, reading, and writing skills (Sylvester et al., 2022). Effective study techniques, when used correctly, can aid students in their academic success. These strategies encompass comprehension (listening and reading), note-taking, summarizing, engaging in discussions with instructors or study groups, assessment and evaluation through tests, term papers, and exams, as well as independent and group projects (Murrell & Roland, 2021).

Listening

Listening skills involve the ability to comprehend and understand spoken language. It encompasses various aspects such as recognizing accents, pronunciation, vocabulary, grammar, and overall meaning (Howatt & Dakin, 1974; (Malkawi, 2010)). Listening comprehension refers to the capacity to understand what is being heard and make sense of it (Brown & Yule, 1983; Dirven & Oakeshott-Taylor, 1984; Nadig, 2013; (Gilakjani & Sabouri, 2016)).

Challenges in listening comprehension include poor audio quality of recorded materials, unfamiliar vocabulary, and the length of listening passages, which can affect students' ability to understand (Azmi Bingol et al., 2014). Lower-level students may struggle with extended listening assignments and may benefit from shorter passages. The pace of speech can also pose a challenge, particularly when speakers talk quickly (Underwood, 1989; Gilakjani & Sabouri, 2016). To enhance listening skills, students should be exposed to a variety of listening activities and assignments. Implementation of strategies that promote active and careful listening can contribute to better comprehension (Nunan et al., 2003).

Speaking

Speaking is a collaborative process that involves generating, receiving, and processing information. It is influenced by factors such as participants, objectives, audience, and the surrounding context (Burns & Joyce, 1997; Luoma, 2004; Omer et al., 2020). To speak a foreign language effectively, students need both knowledge and skills in phonology, grammar, vocabulary, and discourse (Bygate, 2009; Burn, 2016). The ability to manage speech functions and interactions is also important (Goh, 2007; Safitri et al., 2020). Speaking allows individuals to express ideas, opinions, and share information in a participatory and interactive manner (Bashir et al., 2011; Luoma, 2004; Flores, 2011) (Omer et al., 2020).

Speaking is often considered the most challenging language skill. Technology offers various tools for students to improve their speaking abilities, and understanding learners' strategies in the new

learning environment is crucial (Anwar, 2021; Al-Ahdal & Alqasham, 2020; Alsaraireh, 2022). Research suggests that using comprehension approaches improves academic performance for language learners. Mastering grammar and vocabulary is essential for enhancing speaking skills, and successful language learners employ a range of methods such as conversations, speaking aloud, watching movies, and vocabulary memorization (Atmowardoyo et al., 2021).

A successful speaking classroom should meet five criteria: fluency, grammar, vocabulary, pronunciation, and comprehension. Fluency refers to speaking smoothly and at a moderate pace (Harris, 1974). Grammar involves the ability to modify structures and use appropriate grammatical forms (Heaton, 1990; Syakur, 1978). Vocabulary is essential for effective communication (Syakur, 1987). Pronunciation focuses on producing easily understandable articulation (Syakur, 1987). Comprehensibility involves understanding the speaker's intentions and overall meaning (Heaton, 1990; Dieu Ha, 2020).

Writing

Writing is a fundamental language skill essential for communication, especially in educational settings (Mortaga, 2004). It is widely recognized as the most challenging language ability to master, particularly for second or foreign language learners (Nunan, 1996; Fathia Baresh, 2022) (Fathia Baresh, 2022). Proficiency in writing is highly valued in today's job market, with businesses expecting employees to be proficient writers (Selvaraj & Aziz, 2019).

Writing is challenging because it stimulates thinking, requires focus and organization of ideas, and cultivates critical thinking skills (Maghsoudi & Haririan, 2013). For ESL learners, the main challenge lies in their inadequate grasp of the English language, including vocabulary, grammar, and sentence construction (Selvaraj & Aziz, 2019). Writing involves a complex set of abilities, such as generating ideas, structuring concepts, and transforming thoughts into coherent and readable text (Area, 2003).

Vocabulary is crucial for language skills, including reading, writing, and speaking (Richards & Renandya, 2002). Insufficient vocabulary acquisition hinders writers' ability to adequately express their ideas (Wilkins, 1972). Learning new terminology presents challenges, including understanding word meaning and spelling (Li, 2022). Pronunciation influences word spelling accuracy, with challenging-to-pronounce words requiring more effort to learn. Learners who pronounce words correctly tend to have better spelling skills (Li, 2022).

Reading

Reading is a crucial skill that forms the foundation for learning across academic subjects (Cunningham &

Stanovich, 1997; Sloat, Beswick, & Willms, 2007). Reading comprehension, the ability to understand written texts, is essential for students to succeed in school (Al-Jarf, 2007). However, reading comprehension is often overlooked in Iran, leading to students' reluctance to read and a lack of cognitive and metacognitive reading skills (Al-Jarf, 2007). Strong reading skills are necessary for future job success (Ng, Bartlett, Chester, & Kersland, 2013; (Mohseni Takaloo & Ahmadi, 2017)).According to Brown (2001), teachers can use various activities to engage students in reading comprehension, including inferring the author's intended meaning and understanding the writer's message as well as their own interpretation. Alderson (2000) suggests that readers with more knowledge in a subject are likely to gain more knowledge from reading comprehension, which is a desire for readers. Vorhaus (1984) explains that readers of texts in foreign languages can understand the author's ideas more easily due to their linguistic resources. First-language readers can also utilize their linguistic skills, such as syntax, vocabulary, and sentence structure, even if they don't fully understand the text. Reading is a valuable language ability that helps learners develop a deep understanding of various subjects, and it encompasses subskills such as skimming, scanning, careful reading, and predicting (Shah et al., 2022).

The methods used in classrooms for teaching reading comprehension have been criticized by experts. These experts have highlighted various issues, including poor procedural handling of reading comprehension, the persistence of outdated teaching approaches, the presence of untrained teachers, ineffective integration of language arts within English Language Studies, inadequate emphasis on communication skills, and a lack of appropriate resources. These factors collectively have a negative impact on students' reading comprehension performance across all educational levels. Moreover, the inability to fully harness and utilize the benefits of strong reading abilities in other subject areas further contributes to subpar performance in those areas (Uwatt, 2013; (Murrell & Roland, 2021).

Pronunciation, Vocabulary, and Grammar

The key components of English language skills are pronunciation, vocabulary, and grammar, and each of these elements is crucial for effective communication. Pronunciation involves the process of producing the specific sounds of words. According to Hornby (2005), pronunciation encompasses various aspects, such as the overall spoken language, how individual words are spoken, and the way a person articulates the words of the language. Proper pronunciation is essential for encouraging students to speak more straightforwardly. It is closely linked to the phonological aspects of grammar, which include the components and rules governing the diverse set of sounds in a language. Clear pronunciation can enhance learners' confidence and positively influence how listeners perceive the speaker's authority and ability (Ruwanpathirana, 2015).

A robust vocabulary is essential for effective communication. Vocabulary refers to the collection of words

used in a language. Having a wide range of words enables individuals to communicate more clearly and understand others more easily. It also facilitates reading and comprehending longer and more complex texts. Khan (2005) states that many second language learners struggle with using words and phrases in speech. Difficulties with vocabulary hinder communication and the ability to construct meaningful sentences. Khan's research suggests that some participants in his study experienced psychological issues that impacted their speaking abilities. This highlights the connection between psychological factors and students' speaking skills, which can have implications for their overall mental and physical well-being (Amnesty International, 2007).

Grammar refers to the standards and rules governing language use, including word order, verb tenses, and sentence structure. Having a strong grasp of grammar is essential as it enables individuals to write clear and understandable sentences. Poor grammar can hinder communication and make it difficult for others to comprehend the intended message. By learning grammar, students will find it easier to speak in English as they become familiar with correct verb tenses, word order, and expressions. According to Ur (1996), grammar is the arrangement of words to form proper sentences. Using appropriate language when expressing thoughts and ideas helps to prevent misunderstandings (Ruwanpathirana, 2015). It is important to focus on all three elements of pronunciation, vocabulary, and grammar to develop effective English language skills. By paying attention to these areas, students can enhance their ability to communicate successfully in English.

Engaging and effective English language courses

Learning English requires perseverance and consistent training. Many students have the misconception that they cannot speak English fluently or competently, which hinders their ability to learn the language. The focus on test preparation often results in students being unable to construct grammatically correct sentences. Furthermore, students do not receive enough practice to become fluent (Nishanthi, 2018).

When learning a new language, making mistakes is normal. To master speech and grammar, the majority of English language learners need constant, ongoing support. The English language learner may actually be limited in their growth, experience more anxiety, and be less likely to participate if they are constantly corrected. When students are working on a challenging learning assignment, they could become distracted from their language studies and forget a previously mastered language structure. As opportunities emerge, continue to work on them with them until the structure is more internally absorbed. There is safety in small numbers in terms of language learning. Peer partnerships can be a successful strategy for giving English language learners the opportunity for in-class conversation (Arechiga, 2013). When pupils participate in classroom instruction, the teacher's attitude almost always plays a part in the beginning and management of the engagement. To better understand students' academic engagement, many researchers have examined enabling socio-contextual factors (Skinner et al., 2008), such as teachers' instructional styles, which are

typically conceptualized as a stable pattern in a teacher's methods of instruction, classroom management, and interpersonal style with students (Schultz, 1982), as cited by (Jang et al., 2010).

An engaging and effective English language course should provide students with a clear understanding of what they will learn, use a variety of instructional methods to keep them motivated, provide personalized instruction and feedback, incorporate real-world contexts and scenarios, provide ample practice opportunities, and be taught by experienced and qualified instructors.

The Availability of Resources

"Resource availability" refers to the accessibility and abundance of information, strategies, and opportunities that can aid in improving English language skills. These resources include books, online courses, language exchange programs, audio and video content, grammar and vocabulary guides, language learning apps, and English-speaking tutors or teachers. The availability of such materials significantly influences students' ability to enhance their language skills and achieve their learning goals. However, in some areas where schools may lack easy access to computers, textbooks, and educational tools, learning and academic success can be more challenging. Limited resources can particularly hinder hands-on learning experiences in subjects like science and technology. The resources available to individuals can greatly impact their academic performance, career prospects, and the quality of education they receive.

The main goal of instruction in ESL classrooms should be the development of conversational skills through interaction. According to Obanya (2002), second language instruction should involve multidirectional and multimodal exchanges, both verbal and nonverbal. To achieve communicative mastery of English, there needs to be a shift in the way training is conducted. Instead of relying solely on textbooks, the emphasis should be on interactions and the use of instructional resources such as ICT, e-books, charts, educational applications, and dictionaries to improve students' communication skills (Olagbaju & Senghore, 2020).

According to Al-Zoubi (2018), one of the crucial roles of teachers in the classroom is to expose students to the target language in various contexts and with different speakers. This can be done through the use of natural input from sources such as television, audio, video, the internet, books, and magazines. Language exposure, which includes encounters outside the classroom, plays a significant role in language learning (Al-Zoubi, 2018). There are many resources available to help individuals learn and improve their English language skills, including free and paid online resources, language schools, language exchange programs, English language books, podcasts, and apps. By exploring different options and finding the ones that work best for them, learners can make significant progress in their language proficiency. Whether learners prefer a more structured classroom setting or a self-directed online approach, there are resources available to fit their needs and goals.

Curriculum and Instruction Quality

A curriculum encompasses the subjects and teaching strategies in an educational program, while instructional quality refers to the effectiveness of teaching and learning processes. The quality of curriculum and instruction are closely linked, as effective instruction relies on a solid curriculum and teachers' ability to deliver engaging and effective teaching that helps students achieve learning outcomes (Reference: Smith, 2018; Johnson, 2019).

A curriculum refers to the lessons and subjects that students are expected to learn in an educational program. It includes the goals, subjects, and teaching strategies used to facilitate learning. Instructional quality, on the other hand, relates to the effectiveness of the teaching and learning processes, including factors such as the quality of teaching, the teacher-student relationship, and students' ability to absorb and apply what they have learned. The quality of curriculum and instruction are interconnected, as effective instruction relies on a strong curriculum and teachers' ability to deliver engaging and effective teaching that helps students achieve the desired learning outcomes.

McFadden and Roehrig (2017) define a curriculum as a framework that outlines the philosophy, goals, teaching and learning resources, methodology, and assessment of an educational program. The curriculum is designed by educational institutions to develop students' knowledge and abilities upon completion of a specific study plan. However, Habiburrahim (2019) points out that much of the literature on curriculum development focuses on creating educational resources, refining the concept of curriculum, or identifying desirable characteristics of development methods without offering practical advice that aligns with specific educational systems (Habiburrahim, 2019).

In English language instruction, there is a strong emphasis on contextual language experience, where communication skills are developed by tapping into learners' prior knowledge, talents, and attitudes. As language skills improves, learners also acquire learning methods. The content covered in English language instruction includes interpreting, expressing, and negotiating meaning in communication; language components such as spoken words, written symbols, lexicon, structure, and conversation; processes related to cognition, society, and metacognition in general language education; and cultural artifacts, symbols, manifestations, and patterns of thought and behavior (Republic et al., 2009).

Motivation and Perceived Benefits

Motivation plays a crucial role in guiding a person's activities and conduct. It is the driving factor that inspires individuals to pursue goals and engage in activities. Motivation can be influenced by both internal and external stimuli, keeping individuals engaged in their pursuits. In the context of language learning, motivation refers to the level of eagerness a student has to acquire and use a second language, such as

English. Perceived benefits are how individuals perceive the advantages and rewards of learning a second language, such as improved job prospects, effective communication skills, and a deeper understanding of different cultures. The literature emphasizes the importance of motivation and engagement in achieving improved learning outcomes for students (Woolfolk & Margetts, 2007; (Nguyen, 2019)).

English is commonly studied for various reasons outlined by Nduwimana (2019). These include meeting academic requirements in high school or university, enhancing competitiveness in the global economy, accessing better job opportunities and higher salaries, fostering intercultural sensitivity, gaining a broader understanding of the world, improving vocabulary and language proficiency for communication with English speakers, developing critical and creative thinking skills, advancing education, enabling travel and study abroad experiences, enjoying literature, music, and film in their original languages, acquiring social prestige, satisfying parental expectations, and many other personal motivations (Sabry Daif-Allah & Aljumah, 2020).

According to Brown (2002), individuals have unique preferences and learning styles, leading to various types of learners. Some learners are visual, others are analytical, and many are impulsive or spontaneous. Some prefer auditory learning, while others prefer linking ideas with visuals, music, numbers, or concepts. Reading may be preferred by some over speaking. Decision-making preferences vary, with some individuals preferring careful consideration while others prefer writing, listening, or taking risks. Additionally, some students thrive in group work while others prefer working alone. Grammar can be interesting to some learners but boring to others (Jiménez, 2018).

English is increasingly used as a language of instruction in primary and secondary schools in Somalia. However, both students and academic staff at the postsecondary level report having poor English language skills (OHIRSI et al., 2022). The Somali government's language of instruction policy was affected by the civil war in the 1990s, which caused casualties, and the destruction of educational infrastructure, and instructional materials (MOECHE, 2017; UNICEF, 2021). Due to a lack of training, unqualified teachers resorted to using teaching methods and terminology that suited them best. Somali is the language of instruction at the primary level, while English is taught as a subject in secondary schools. At the tertiary level, the language of instruction varies between private and public higher institutions. The Somali National University primarily uses English as the medium of instruction, with limited exceptions for Somali and Arabic (OHIRSI et al., 2022).

Since the collapse of the central government in Somalia in 1991, Mogadishu University has played a significant role in the establishment of private universities in 1997. Over the years, the university has awarded diplomas to numerous students. Recognizing the need for improvement, the institution developed a comprehensive five-year plan to enhance various aspects of the university,

including academic matters. As part of this plan, the university decided to focus on English language instruction. In 2018, Abubakar Sheikh Ahmed conducted a study on the English curriculum at Mogadishu University. The study highlighted the importance of advancing both the content and instructional strategies of the English program. Based on these findings, the university made the decision to adopt a new English curriculum. By doing so, they aimed to provide students with a more effective and comprehensive English language education (Abubakar Sheikh Ahmed, 2018).

According to a study by Sultan (2022), the majority of Somali students face difficulties in attaining basic to intermediate English language proficiency. This lack of understanding poses challenges for their examinations and academic success. Students resort to memorizing texts like poems or crossword puzzles to cope with the situation. The problem extends even to those pursuing a Master's degree. Maryam Abdullah, a third-year Social Sciences student, attributes this issue to the school education system, which fails to adequately address English language learning. To address this issue, Ahmed Abdullah, a lecturer at Puntland State University, suggests that universities should implement foundation programs aimed at developing English language skills before students commence their studies. Additionally, he emphasizes the importance of training teachers to effectively teach English. These measures would help improve the English proficiency of Somali students at the university level (SULTAN, 2022).

3. Methodology:

A study conducted in Mogadishu, Somalia aimed to explore the methods employed by university students to enhance their language skills. The research adopted a quantitative approach, utilizing a survey distributed to a sample of 258 students from five universities in Mogadishu. The survey comprised two sections: one gathering demographic information and the other assessing respondents' agreement with items relevant to the study objectives. The research instrument's reliability was evaluated using Cranach's alpha, resulting in a high level of reliability (0.91). Furthermore, the questionnaire's validity was assessed and found to be high (0.95). Descriptive statistical measures such as frequency, percentage, mean, standard deviation, and ANOVA were employed to analyze the collected data.

4. Results

Table. 1 Gender of Respondent

	Frequency	%
Female	161	59.19

Male	97	35.66
Total	258	100.0

The study examined the gender distribution of students in a particular region. Table one and Figure one presented the data, indicating that 51.9% of the respondents were female, while 35.66% were male. These results demonstrate a notable imbalance, with a higher proportion of female students compared to male students. The findings suggest that women exhibit different characteristics and attitudes towards language learning. They tend to have stronger language skills, higher motivation, and a more positive outlook on learning a foreign language. Teachers are advised to give attention to quieter female students, encourage their active participation, and create a classroom environment that caters to the shared interests of both genders to foster greater interaction among female students (Huang, 2023).

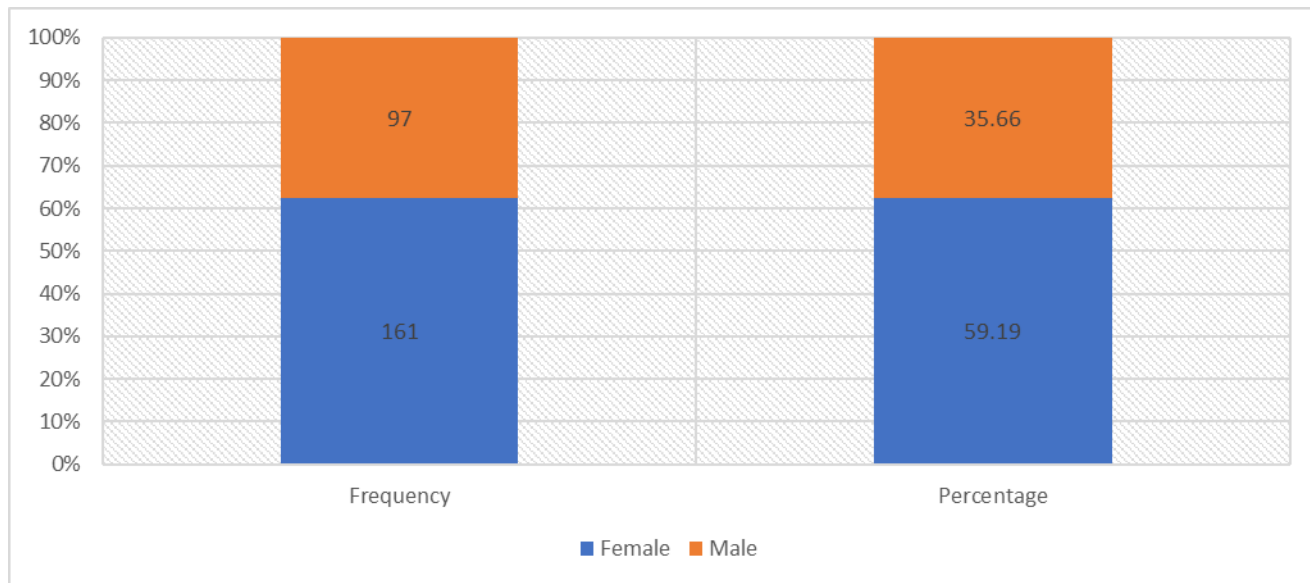


Figure (1) Results of Gender of Respondent

Table2. Age of Respondents

Value	Frequency	Percentage
18-24	237	87.13
25-30	16	5.88
31 and above	5	1.84

The study focused on individuals of different age groups, namely 18–24 years, 25–30 years, and 31 years and older. The majority of respondents (87.13%) fell within the 18–24 age range, while smaller proportions were in the 25–30 (5.88%) and 31 and above (1.84%) age groups. This indicates a concentration of young students in the sample, primarily reflecting the traditional college or university age group. The study mainly targeted young individuals within the educational context.

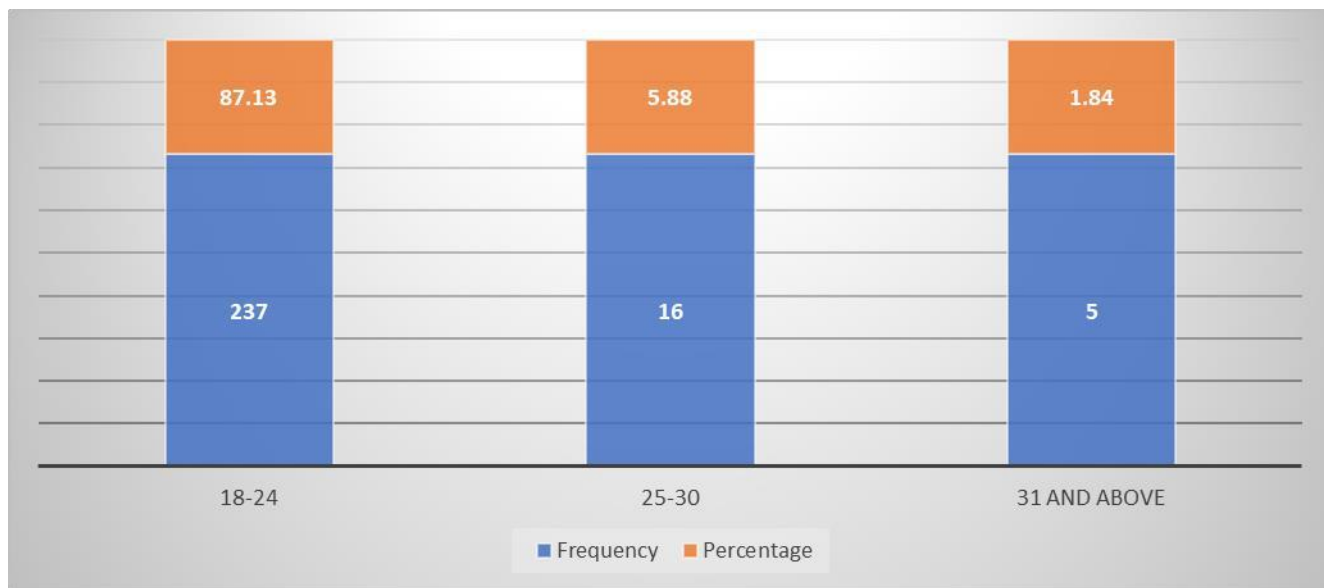


Figure 2 Results of Age of Respondents

Table.3. Institution of the Respondents

No	Institution	Frequency	Percentage
1	Mogadishu University	121	44.49
2	Jamhuriya university	80	29.41
3	Somali National University	30	11.03
4	Zamzam University	16	5.88
5	Simad University	11	4.04
	Total	258	100.0

The analysis of Table (.3) and Figure (.3) reveals the distribution of respondents among various institutions. The majority of responders (44.49%) attended Mogadishu University, making it the

largest group. Jamhuriya University had the second-largest group, comprising 29.41% of the respondents. Somali National University accounted for 11.3% of the total respondents, making it the third-largest group. Zamzam University had 5.88% of the respondents, while Simad University had 4.04%. These findings indicate that the respondents were distributed among different universities in the research area, with Jamhuriya University and Mogadishu University having the most representation.

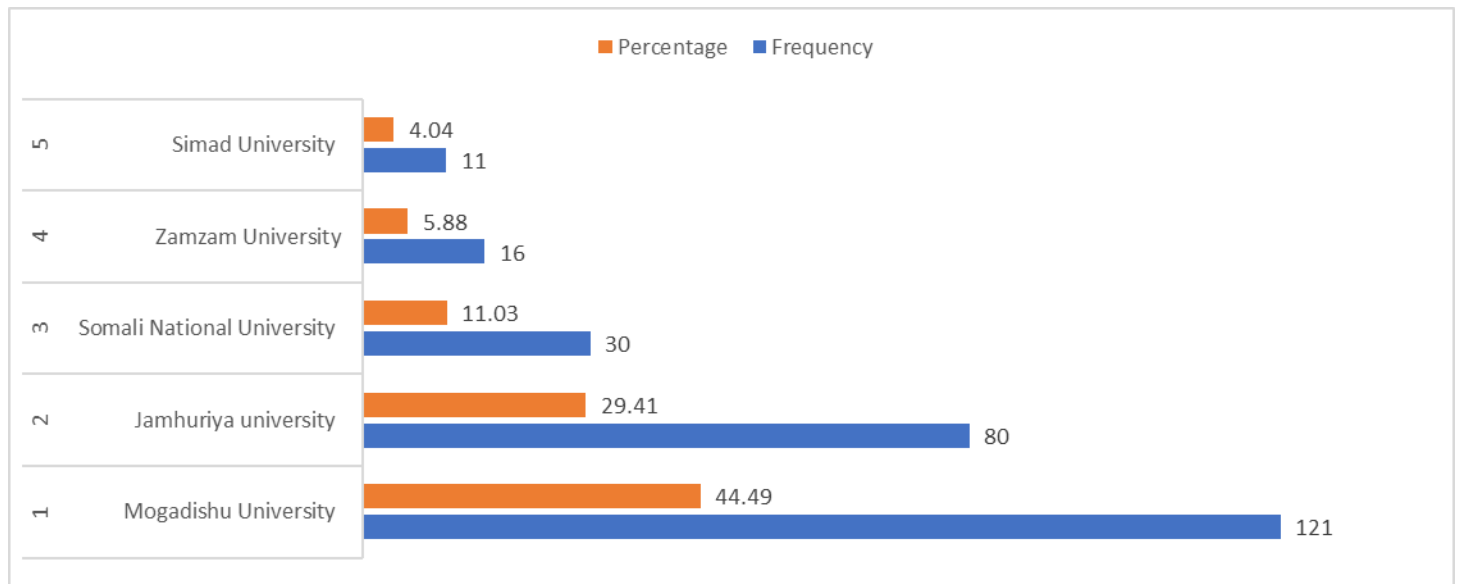


Figure 3 Results of Institution of Respondents

Table 4 Results of English Language Skills Improvement

Items	Statement	N	Mean	Std. Deviation	Decision
Q1	I feel more comfortable speaking and writing in English now than when I started my studies.	258	4.22	.886	V. Good
Q2	I am able to understand English language materials better now than when I started my studies.	258	4.16	.855	Good

Q3	I am able to express my ideas more effectively in English now than when I started my studies.	258	4.03	.984	Good
Q4	I am able to use more complex grammar structures and vocabulary in English now than when I started my studies.	258	3.93	1.015	Good
Q5	I have received feedback on my English language skills from my instructors and peers that indicates improvement since starting my studies.	258	3.86	1.171	Good
Grand mean			4.04	0.9822	Good

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P)=1.00-1.79.

The analysis in table (4) and figure (4) show that students at the five universities in Mogadishu, Somalia, received a mean of 4.22 with SD.886 for item 1 as a very good level, while item 2, 4.16 with SD.855, item 3, 4.03 with SD.984, item 4, 3.93 with SD 1.015, and item 5, 3.86 with SD 1.171 obtained a good level. However, the grand mean of the three items showed 4.04. Accordingly, these findings show that students at the five universities have a positive opinion of a good level of language skills method usage, which is the most popular way used to enhance English language skills when learning English as a second language in the classroom.

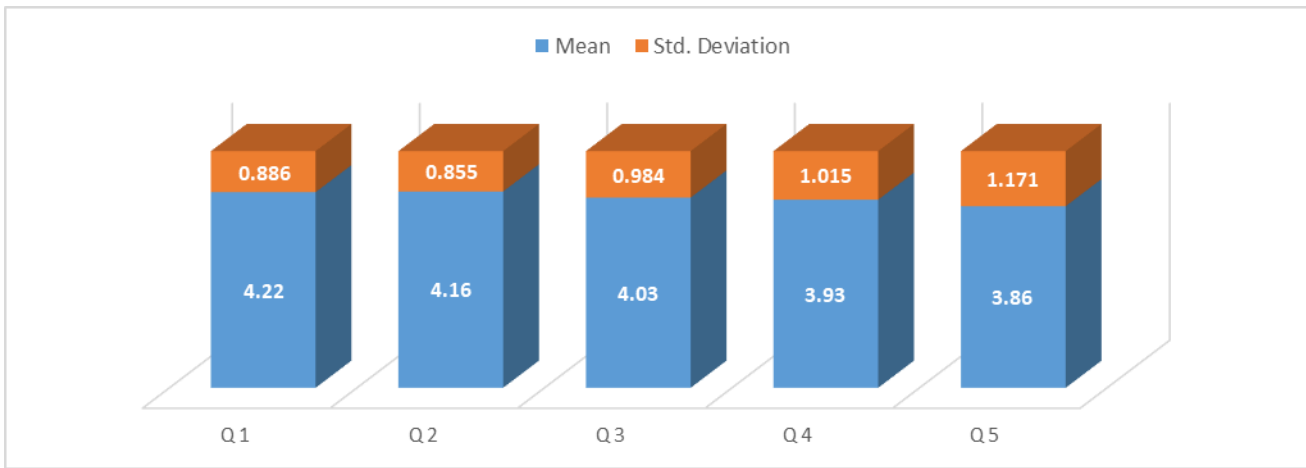


Figure 04 Results of English Language Skills Improvement

Table .5 Results of Engaging and Effective English Language Courses

Items	Statement	N	Mean	Std. Deviation	Decision
Q6	The English language courses at my university provide opportunities for real-life language practice and application.	258	3.91	1.118	Good
Q7	The teaching methods used in English language courses at my university are effective.	258	3.92	.995	Good
Q8	The English language courses at my university are interactive and involve active participation.	258	3.93	1.201	Good
Q9	The English language courses at my university provide opportunities for practicing all language skills (speaking, listening, reading, and writing).	258	3.86	1.109	Good
Q10	The English language courses at my	258	3.69	1.199	Good

	university use a variety of materials and resources to enhance learning.				
Q11	The English language courses at my university provide opportunities for real-life language practice and application.	258	4.00	1.051	Good
	Grand Mean		3.885	1.1127	Good

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P)=1.00-1.79.

Results in table (5) and figure (5) show that those students at five universities in Mogadishu, Somalia, attained a mean of 3.91 with SD 1.118 for item 6, and for the other items from 7 to 11, the mean values found were 3.92, 3.93, 3.86, 3.69, and 4.00 with their matching standard deviations of 1.118, 0.995, 1.201, 1.109, 1.199, and 1.051 as a good level. The grand mean of all six items was 3.885. In light of these findings, it can be shown that students at five institutions in Mogadishu, Somalia, have a favourable opinion of and satisfaction with effective and engaging English language instruction given in the classroom at a good level.

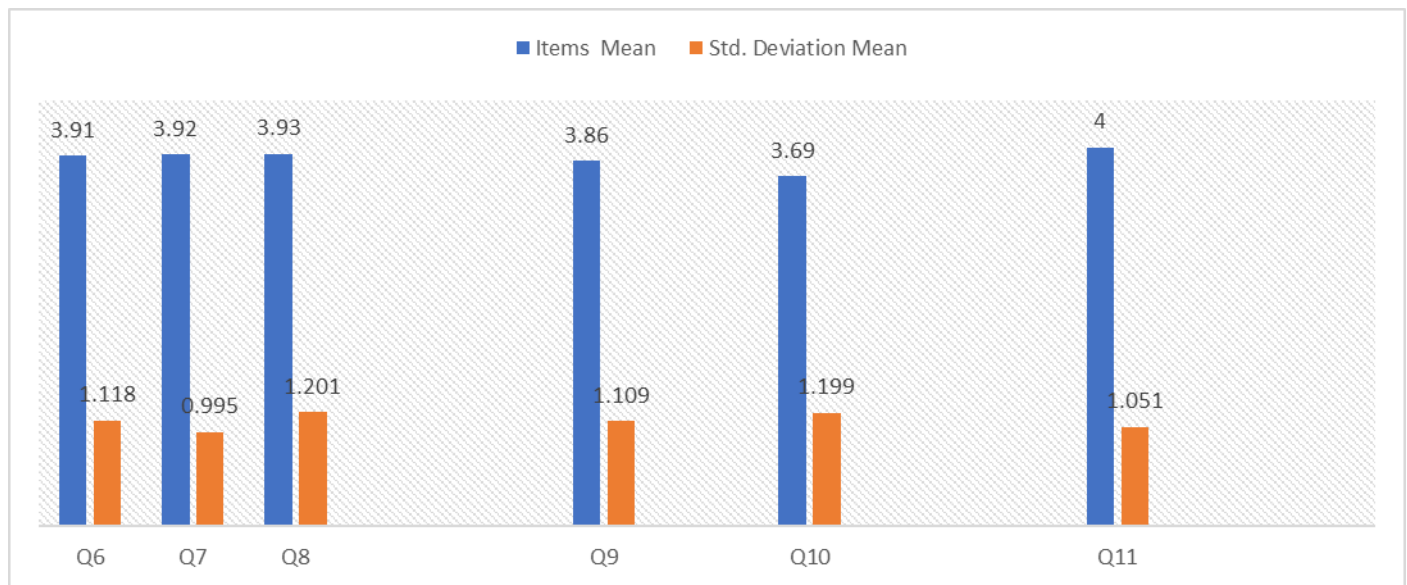


Figure 5 Results of Engaging and Effective English Language Courses

Table 6 .Results of Availability of Resources

Items	Statements	N	Mean	Std. Deviation	Decision
Q12	I have access to sufficient resources, such as textbooks, audio-visual materials, and technology, to learn English language.	258	3.95	.957	Good
Q 13	I think the availability of resources affects the effectiveness of English language approaches.	258	3.97	.988	Good
Q 14	I think more resources should be made available to enhance the effectiveness of English language approaches.	258	3.81	1.075	Good
	General Mean		3.91	1.007	Good

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P)=1.00-1.79.

The analysis of the data, as shown in table (6) and figure (6) demonstrates that students at the five universities in Mogadishu, Somalia, had a mean score of 3.95, with SD 0.957 for item 12, 3.97, with SD 0.988 for item 13, and item 14, 3.81, with SD 1.750, which obtained a good level.

3.91 was the three items' combined average. As a result, these findings demonstrate that students at universities in Mogadishu have a favorable attitude towards the availability of resources that can boost the potency of English language teaching techniques in the classroom.

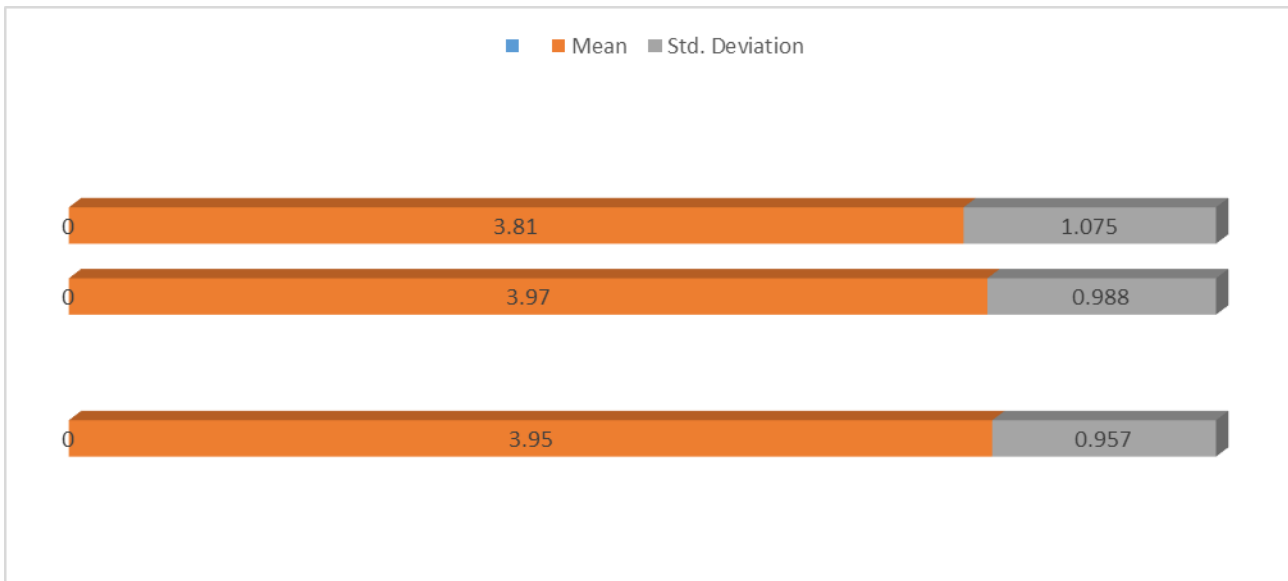


Figure 6 Results of Availability of Resources

Table 7. Results of Curriculum and Instruction Quality

Items	Statement	N	Mean	Std. Deviation	Decision
Q 15	I think that the English language curriculum at my university is well-designed and aligns with my learning needs.	258	4.08	0.920	Good
Q16	I think that the English language instructors at my university are knowledgeable and skilled.	258	3.98	1.089	Good
Q17	I believe that the English language approaches used in my university are suitable for my learning style.	258	3.87	0.997	Good
Q18	I think that the English language	258	4.19	0.982	Good

	approaches used in my university are suitable for my language proficiency level.				
	Grand Mean		4.03	0.987	Good

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P)=1.00-1.79.

According to the findings in table (7) and figure (7), students at the five universities in Mogadishu, Somalia, scored on average a mean of 4.08 with SD 0.920 for item 15, 3.98 with SD 1.089 for item 16, 3.87 with SD 0.997 for item 17, and 4.19 with SD 0.997 for item 18. These four things were all successfully completed. The three components' combined grand mean, however, showed a result of 4.03. Accordingly, our findings show that students at the five institutions in Mogadishu expressed positive satisfaction with the curriculum and instruction quality during classroom instruction.

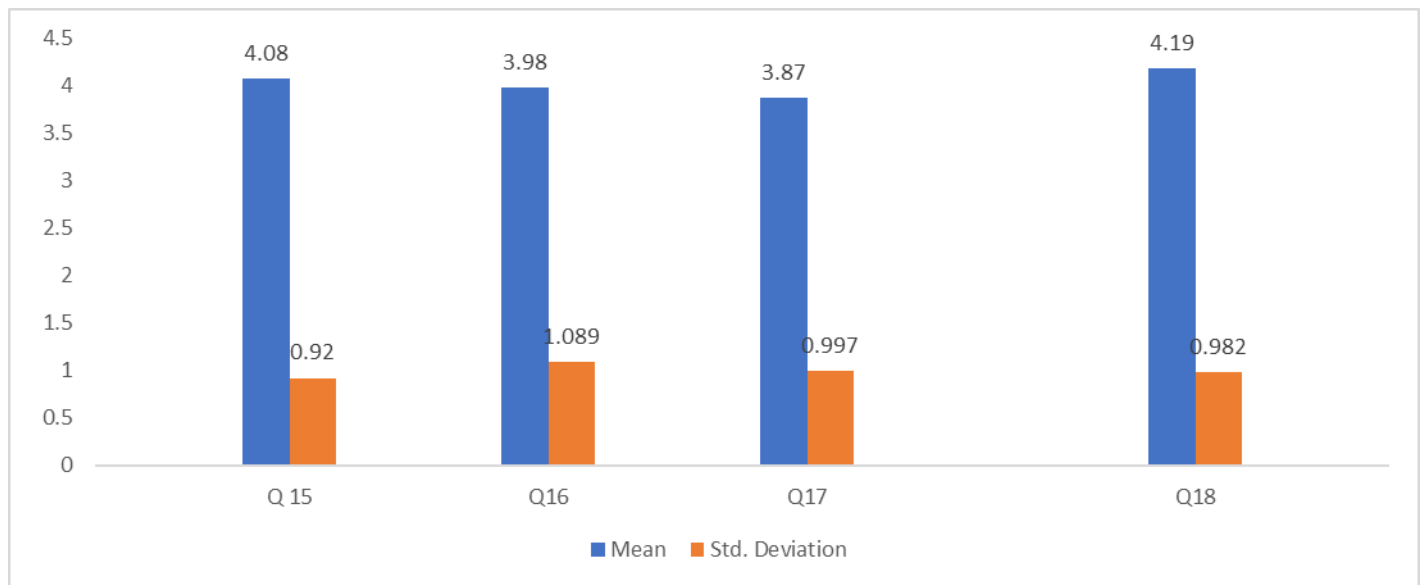


Figure 7 Results of Curriculum and Instruction Quality

Table 8. Results of Motivation and Perceived Benefits

Items	Statements	N	Mean	Std. Deviation	Decision
Q19	I am motivated to learn the English language and succeed academically and professionally.	258	4.31	.901	Good
Q 20	English language proficiency is important for my future career prospects. I believe that enhancing my English language skills will improve my academic performance.	258	4.30	.938	Good
Q 21	I think that enhancing my English language skills will improve my communication skills. I think that enhancing my English language skills will improve my overall confidence and self-esteem.	258	4.27	.947	Good
	Grand Mean		4.30	0.928	Good

Very Good (VG) = 4.20-5.00; Good (G) = 3.40-4.19; Average (AV) = 2.60-3.39; Faire (F) = 1.80-2.59 and Poor (P)=1.00-1.79.

According to the analysis in table (8) and figure (8), students at the five universities in Mogadishu, Somalia, scored at a good level on items 19, 20, and 21, with means of 4.31 with SD 0.901 for item 19, 4.30 with SD 0.938 for item 20, and 4.27 with SD 0.947 for item 21. However, the grand mean of the three items showed a score of 4.30. These findings show that students at the five universities believe they have a high level of motivation, and they also believe that improving their English will increase their self-confidence and self-esteem.

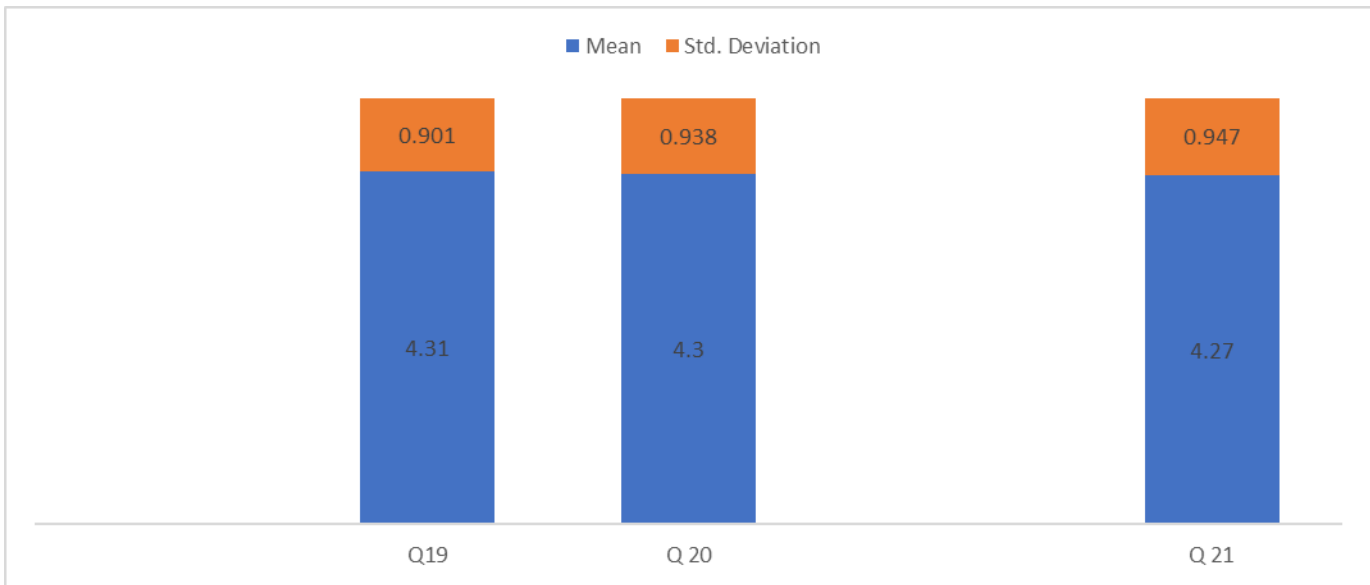


Figure 8 Results of Motivation and Perceived Benefits

Testing Hypotheses

Table 9 ANOVA Results of Hypothesis 1 Related to the Gender

		Sum of Squares	df	Mean Square	F	Sig.
English Language Proficiency Improvement	Between Groups	10.723	1	10.723	1.369	.243
	Within Groups	2005.750	256	7.835		
	Total	2016.474	257			
Engaging and Effective English Language Courses	Between Groups	63.156	1	63.156	3.113	.079
	Within Groups	5193.004	256	20.285		
	Total	5256.160	257			
Availability of Resources	Between Groups	.004	1	.004	.001	.972
	Within Groups	864.248	256	3.376		

	Total	864.252	257			
Curriculum and Instruction Quality	Between Groups	3.761	1	3.761	.559	.455
	Within Groups	1723.173	256	6.731		
	Total	1726.934	257			
Motivation and Perceived Benefits	Between Groups	1.533	1	1.533	.454	.501
	Within Groups	863.277	256	3.372		
	Total	864.810	257			

Through hypothesis testing, the researcher investigated the preceding assumptions to see if they were supported or refuted. The ANOVA approach was applied to examine the three hypotheses that the researcher had generated.

Ha 1: Male and female university students respond to the research variable differently at a statistically significant level ($\alpha = 0.05$).

Ha 2: At level ($\alpha = 0.05$), there is a statistically significant difference between university students' replies to the study's variables according to their age.

Ha 3: According to their universities, there is a statistically significant difference in how university students responded to the study's factors at level ($\alpha = 0.05$).

The results reported in Table (9) and Table (10) show that the P-values of the research variables are higher than the significance level ($\alpha = 0.05$). As a result, alternative hypothesis 1 was disproved and the null hypothesis was kept. As a result, there is no discernible variation in the participant's reactions to the research variables according to their gender.

Table10 . ANOVA Results of Hypothesis 2 Related to the Age

		Sum of Squares	Df	Mean Square	F	Sig.
English Language Proficiency Improvement	Between Groups	45.829	2	22.914	2.965	.053
	Within Groups	1970.645	255	7.728		
	Total	2016.474	257			
Engaging and Effective English	Between Groups	119.685	2	59.843	2.971	.053
	Within Groups	5136.475	255	20.143		

Language Courses	Total	5256.160	257			
Availability of Resources	Between Groups	14.733	2	7.367	2.211	.112
	Within Groups	849.519	255	3.331		
	Total	864.252	257			
Curriculum and Instruction Quality	Between Groups	7.567	2	3.784	.561	.571
	Within Groups	1719.367	255	6.743		
	Total	1726.934	257			
Motivation and Perceived Benefits	Between Groups	7.723	2	3.862	1.149	.319
	Within Groups	857.087	255	3.361		
	Total	864.810	257			

Table 11. ANOVA Results of Hypothesis 3 Related to the Universities

			Sum of Squares	df	Mean Square	F	Sig.
English Proficiency Improvement	Language	Between Groups	129.490	4	32.373	4.340	.002
		Within Groups	1886.983	253	7.458		
		Total	2016.474	257			
Engaging and Effective English Courses	Language	Between Groups	418.154	4	104.539	5.467	.000
		Within Groups	4838.006	253	19.123		
		Total	5256.160	257			
Availability of Resources		Between Groups	40.545	4	10.136	3.113	.016
		Within Groups	823.707	253	3.256		
		Total	864.252	257			
Curriculum and Instruction Quality		Between Groups	160.947	4	40.237	6.501	.000

	Within Groups	1565.987	253	6.190		
	Total	1726.934	257			
Motivation and Perceived Benefits	Between Groups	15.357	4	3.839	1.1	.337
	Within Groups	849.453	253	3.358	43	
	Total	864.810	257			

The ANOVA findings for Hypothesis 3 about the universities are summarized in table (11), The table shows the acceptance of the hypothesis, except the fifth variable, "Motivation and Perceived Benefits," all p-values for the research variables are less than the significance level ($\alpha = 0.05$). As a result, alternative hypothesis 3 was accepted.

Major Findings

The major findings of the study on factors for improving English language skills of undergraduate students at Mogadishu, Somalia, universities are as follows:

English Language Skills Improvement: The participants' English language skills significantly improved as a consequence of the courses used in the study. Grammar, vocabulary, speaking, listening, reading, and writing skills were all successfully improved by the classes. Speaking and understanding English fluently is essential for both academic and career-seeking objectives, as multinational organizations across the globe seek candidates with language proficiency.

5. Conclusion and Recommendations

In conclusion, the study highlights several important findings regarding the enhancement of English language skills among undergraduate students in Mogadishu, Somalia. The results emphasize the need for continuous learning, practice, and proficiency in English for academic and career purposes. Engaging and effective English language courses that provide interactive learning experiences and promote discussions on group dynamics and classroom norms are found to be beneficial. The availability of diverse resources, including technology-based tools, is crucial to improving learning outcomes. A well-designed curriculum and high-quality instruction delivered by qualified teachers are key factors in language skill development. Lastly, motivation and the perception of benefits play a significant role in students' success, and personalized learning plans

and recognition of progress can enhance motivation. Overall, these findings provide valuable insights for creating an optimal learning environment that fosters English language proficiency and boosts students' confidence in communicating in English.

Recommendations

According to the study's main findings, the following suggestions might be offered to institutions in Mogadishu, Somalia, to help undergraduate students with their English language skills:

1. **Enhance English Language Courses:** Design and implement classes that provide a comprehensive learning environment with real-world simulations, multimedia, and interactive tasks. These courses ought to incorporate interactive activities, multimedia materials, and useful simulations in order to promote active learning and language use in everyday situations.
2. **Increasing Access to Resources:** To encourage language learning, make a range of resources available, such as textual materials, visual aids, internet resources, and language-learning software. Educational institutions should make the investment to acquire and use instructional tools like ICT, e-books, charts, and dictionaries to augment traditional teaching materials.
3. **Improve Instruction and Curriculum:** Work with qualified language teachers to create and execute well-defined English language courses. Make professional development options available to teachers. Additionally, in order to improve their instruction and stay current with emerging methods, educators should have access to professional development opportunities.
4. **Foster Learner Motivation:** By developing individualized lesson plans that are focused on each student's needs and interests, you may create a welcoming and motivating learning environment. Establish clear objectives and give periodic performance reviews. Developing individualized lesson plans based on students' needs and interests might boost their motivation.
5. **Promote language advantages and opportunities:** Describe how learning English has advantages outside of the classroom and workplace, like improved confidence, intercultural communication, intellectual development, and a broader viewpoint. Students might be more motivated to engage in language learning activities as a result of this.

6. Embrace Technology: To promote self-paced learning and offer engaging experiences, integrate technology into English language courses through the use of multimedia tools, interactive online resources, and language learning applications.
7. Encourage Active Student Participation: Give students the chance to take part in group projects, class discussions, and real-world language usage. Urge educators to implement teaching strategies that boost students' engagement and use of meaningful language. Active involvement enhances language learning by providing opportunities for meaningful language usage and interaction.

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