

English Language Learning: A survey of favorite Activities Among Iraqi Valedictorian Understudies

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الكلمات المفتاحية: الأنشطة المفضلة ، اللغة الإنجليزية كلغة أجنبية ، الطلاب المتفوقون في العراق.

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Abstract

The traditional method of teaching the English language has been seen monotonous as current generation thus forces educators to incorporate and integrate many activities which allow for more exposure to teaching and learning as it involves the use of the work in groups or pairs and using games inside the classroom also use technology and the internet to encourage the students. This study investigated students' preferred activities for learning the English language. The study showed that the variety of activities in the teaching and learning process significantly improved the students' performance. That gives students the ability to make a good improvement in their proficiency in using the English language; also they interested more in the teaching and the learning process and kept focus on the class. This study concluded that the activities play an important role in learning the English language, as most students prefer to use them while learning English as a foreign language. Among the activities, they preferred work with groups

consisting of two-person inside the classroom, doing some plays in English, and they preferred doing short dialogues with their classmates inside the class.

تعلم اللغة الإنجليزية: مساح للأنشطة المفضلة بين طلاب مدارس المتفوقين في

العراق

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مستخلص البحث

يُنظر إلى الطريقة التقليدية في تدريس اللغة الإنجليزية على أنها رتيبة حيث أن الجيل الحالي يجبر المعلمين على دمج العديد من الأنشطة التي تسمح بمزيد من التعرض للتدريس والتعلم حيث إنها تتضمن استخدام العمل في مجموعات أو أزواج واستخدام الألعاب داخل الفصل الدراسي، واستخدام التكنولوجيا والإنترنت لتشجيع الطلاب. استقصت هذه الدراسة الأنشطة التي يفضلها الطلاب لتعلم اللغة الإنجليزية. حيث أظهرت الدراسة أن تنوع الأنشطة في عملية التدريس والتعلم أدى إلى تحسن كبير في أداء الطلاب وذلك بمنحهم القدرة على إجراء تحسين جيد في كفاءتهم في استخدام اللغة الإنجليزية ؛ كما أنهم مهتمون أكثر بالتدريس وعملية التعلم. خلصت هذه الدراسة إلى أن الأنشطة تلعب دورًا مهمًا في تعلم اللغة الإنجليزية ، حيث يفضل معظم الطلاب استخدامها أثناء تعلم اللغة الإنجليزية كلغة أجنبية. ومن بين هذه الأنشطة:- العمل مع مجموعات مكونة من شخصين داخل الفصل الدراسي ، وأداء بعض المسرحيات باللغة الإنجليزية ، وفضلوا إجراء حوارات قصيرة مع زملائهم في الفصل داخل الفصل .

1. Introduction:

Exercises in an outside dialect classroom give a chance to create essential dialect abilities pleasantly. Activities are a valuable educational tool. According to Lee (1979:7), “games give a chance to escape from unusual routines, but they are very important in terms of motivation and challenges.” Activities encourage interaction and communication successfully with others. The activities persist in the learning effort and create a context for using the language in a meaningful way, reducing anxiety and allowing students to study in a relaxed and fun way environment.

Concurring to Hadfield (1990:13), “a game is an activity with rules, an objective, and an element of fun...games should be regarded as an integral part of the language syllabus.” This definition profoundly assesses the significance of diversions in education. It shows up that preoccupations serve not as in case

they were an engaging development but as well as a strategy to carry out various instructive errands. The exercises like discussions discoursed, role-play, compering, news announcing, declarations and wrangles about make a chance for understudies to move forward their talking abilities. Concurring with Lee (1979), games can be classified into ten categories: structure recreations which give the involvement of the use of particular patterns of syntax in communication; vocabulary games in which the learners' attention is focused mainly on words; spelling, pronunciation games; number games; listen-and-do games; games and writing; miming and role play; discussion games.

2. Goals of the Study.

This study tries to:

1. Find out ways that could be integrated with traditional instruction for supporting EFL learners.
2. Discover out favored exercises for understudies in learning English as an outside dialect.

3. Literature Review and Previous Studies

3.1 Learning Activities

Learning activities are process in acquiring something to have certain goal. Schneider (2009) defines that learning activity is subdivision of greater learning process. It means that learning activity is a part of bigger process in the learning process. The examples of the learning activities are singing the English songs, reading English novels, watching English movies, listening to the foreign radio programs, talking with classmates using English language, and writing the diary in English. The choice of learning activities can be different from one student to the others. It is what we call as „preferred learning activities“. There are students that preferred to learn English through songs than to learn English through English books so do with the contrary. It is meant that learning activities depend on someone interest. According to Achevarria, Vogt & Short (2004, as cited in Jones and Bartlett, 2009) in providing the learning activities in various

classroom, teachers must look at four language areas; the first is reading, in here the students can understand scripted or materials which is printed like letters; the second is writing, the students can do communication in scripted; the third is listening, in here the students can understand the language orally from various verbalizers; and the fourth is speaking, the students must articulate the words, exchange the ideas through conversation. The learning activities which investigated in this research consisted of four skills and two knowledge. Four skills, there are speaking, writing, reading and listening. Meanwhile in knowledge consisted of vocabulary and grammar.

3.2 Part of Exercises in English Dialect Educating

The 21st century moved the play fashion of children compared to the rest of the centuries through scholarly organization's innovation and working culture, particularly in schools. Numerous thinks about tell children to gotten to be increasingly dependent on recreation since of the on-edge scholastic structure to induce comfortable. In this circumstance, whereas governments in essential and auxiliary schools take extraordinary care of games in schools, the result isn't likely to be a competitive air. So gigantic numbers of gatekeepers in their homes are building PlayStations for their children's prosperity and demands. Working out well in this way plays a colossal portion in classroom lingo learning. Diversions and works out will convince learners, progress interaction among learners, and boost the obtainment of understudies. As a result, amusements can increase the achievement of learners, which ensures understudy test comes almost, communication capacity, dictionary data; or other lingo capacities may boots.

Children can take advantage of recess. Exercises offer an inviting, loose air in hone utilizing dialect abilities and expressing themselves unreservedly, and moving forward their capacities of learning. Cooperation in exercises is a successful way to create communication and dialect abilities. Exercises offer assistance to make understudies feel socially comfortable and can be a implies to construct companionships (Bhargavi, 2020)

Exercises make strides in learners' accomplishments. Rather than conventional teacher-centered strategies, flighty educating procedures like Action based strategies are to be put into hone within the EFL classroom to seize the consideration of the understudies, which makes the understudies crave to memorize and higher test scores.

Exercises energize learners' interaction. Interaction brings a positive state of mind, collaboration, and group soul among the understudies. Combine or bunch work is one of the foremost vital ways to step up cooperation. Numerous exercises can be played in sets or in little bunches, which make an opportunity to create their transaction aptitudes such as the capacity to differentially oppose this idea or the capacity to inquire for help. The learners will be taking part in the exercises within the classroom. Subsequently, they are prepared to share thoughts in bunches or sets, communicate and examine themes with their peers, and think inventively approximately how to utilize a remote dialect to realize their objectives. The exercises donate understudies an incredible opportunity to work together and connected successfully with each other (Bhargavi 2020).

3.3 Previous Studies

There are many previous studies in this field such as a study by Mohd Redzuan, Buda, and Abdullah (2013) entitled "English Language Learning: A Survey of Motivation and Preferred Activities Among English Students in Polytechnic Kuching Sarawak." The discoveries of this consider appeared that most of the understudies are instrumentals spurred to memorize English. The lion's share of the understudies reacted that they learn English to pass the course of their consider and increment their future career openings. The understudies in learning English favor intuitive exercises such as problem-based exercises and role-playing.

Consequently, a study conducted by Pertiwi (2018), entitled "The Learning Motivation and Preferred Learning Activities of

Successful Students of English Education Study Program at Universitas Bengkulu.” This research aimed to find out the dominant kind of motivation in learning English, the preferred learning activities, and the difference between the successful students with integrative and instrumental motivation in their preferred learning activities. This inquiry pointed to discovering the overwhelming kind of inspiration in learning English, the favored learning exercises, and the contrast between the effective understudies with integrator and instrumental inspiration in their favored learning exercises. This consideration was planned as an expressive quantitative strategy. The populace of this investigation was the fifth and the seventh-semester understudies of the English Instruction Consider Program at Universitas Bengkulu. The test of this investigation was 34 effective understudies within the fifth and seventh-semester understudies. The disobedient of this inquiry was a survey and a questions list. The equation as suggested by Sudijono (2009) was utilized in the information examination. The result of this inquiry about appeared that the effective understudies with integrator inspiration were more overwhelming in learning English. The favored learning exercises of effective understudies have characteristics such as fun, and excitement and a few of them are obligatory. There was no critical distinction within the choice of favored learning exercises among the fruitful understudies who were instrumental and interactively persuaded in learning English.

Finally, a study by Gari (2020) entitled “Activities - Enormous Importance in the Modern English Language Classroom.” This considers points to investigate the significance and viability of exercises when they are utilized in EFL or ESL classrooms and concentrate on how exercises are valuable for the Essential and Auxiliary school understudies. These youthful learners are not in the development time of their learning and cannot all discover the significance of remote dialect learning. But instructors and guardians ought to make them get it and lead them towards dialect procurement without coming up short. So, exercises are the foremost discussable thing in blissful learning. Works out

play a pivotal portion in minute lingo learning in terms of giving a stress-free environment for EFL learners in which there's fun, inspiration, intrigued, and interest to improve their dialect learning.

4. Investigate Questions

This investigation was carried out to discover the sorts of dialect exercises favored among Valedictorian understudies.

1. Are there any sorts of exercises that understudies are inclined toward when learning the English Dialect?
2. What are the dialect exercises that the Valedictorian understudies preferred?

5. Technique

5.1 Members

The members of the study were 243 semesters one student' from Al- Naqaa secondary school for Valedictorian boys and Al- Ameerat secondary school for Valedictorian girls in Diyala province (Baqubah) in the academic year 2020-2021.

5.2 Instrument

This overview utilized a survey as its medium of instrument. A 5-point Liker scale was at that point utilized to rate the questions expanding from 'Strongly Agree' to 'Strongly Disagree.' There are 12 primary things or questions within the questionnaire.

5.3 Information Collection

The surveys were conveyed to the 243 understudies amid their ordinary lesson sessions. It was conveyed by the analyst to maintain a strategic distance from any perplexity in which they would clarify the information and clarify any conceivable questions. The studies were at that point collected upon completion.

5.4 Data Investigation

Data Examination from the overviews was analyzed by utilizing the 'Statistical Bundle for the Social Sciences (SPSS). The descriptive investigation was at that point utilized to discover the reply to the questions of favored exercises.

6. Findings and Discourse

The analysts have analyzed the participants' reactions to the survey given by utilizing the SPSS Measurements Computer program.

6.1 Students' Foundation Data

The taking after table appears the number of members for each course and semester examined. Table 1 appears the number of understudies who have taken an interest in the inquiry and the semester they are now in. There are 171 understudies of Al-Naqaa Auxiliary school for Valedictorian boys and 72 understudies of Al-Ameerat auxiliary school for Valedictorian young ladies who have been chosen arbitrarily and all of them are right now in Semester.

Table 1: Students' Foundation Data

No.	Number of understudies
171	1. Al- Naqaa Secondary school for Valedictorian boys
72	2. Al-Ameerat secondary school for Valedictorian girls

6.4 Students Favored Dialect Activities

Based on Table 2, the members have chosen diversions as their favored dialect action in learning a moment dialect as the cruelty of this action has appeared to the most elevated esteem among others (M=5.390). The moment most elevated cruel was 4.432 which had a place for learning the English dialect through talking to assist them learn quickly. Considering the near result of these two exercises compared to the others, it is concluded that the valedictorian understudies esteem communicative and problem-solving exercises more than the non-communicative exercises.

The result of this consideration shows up to be diverse from the result of the past inquiry about said prior. The Learning Inspiration and Favored Learning Exercises of Fruitful Understudies of English Instruction Think about Program at Universitas Bengkulu. By: Fitri Dwi Pertiwi, M.Pd (2018). The

results of this research showed that the successful students with integrative motivation were more dominant in learning English.

Table 2: Descriptive Statistics for Preferred Activities

Items	N	Minimum	Maximum	Mean	Std. Deviation
1. To learn English, I'd like to work with my near companion interior classroom.	243	1	5	3.996	1.177
2. To learn English, I'd like to work with bunches comprise of two individual interiors classrooms.	243	1	5	3.756	.911
3.To learn English, I'd like to work with small groups.	243	1	5	3.912	.113
4. Role play inside classroom helps me to learn English.	243	1	5	4.238	.832
5.Acitivities which help us to speak English language help us to learn fast.	243	1	5	4.432	.767
6.Reading comprehension is useful in class.	243	1	5	4.149	.093
7. Asking oral questions from the teacher and answering them to help us to learn English.	243	1	5	4.238	1.258
8.Questions that make students imagine the situations and answer them help them to develop their thinking in English.	243	1	5	4.122	.877
9. To learn English, I'd like to do a few plays in English.	243	1	5	5.390	.888

10. For learning English, I prefer answering questions that require quick reply inside the class	243	1	5	3.926	.818
11. I prefer writing English sentences on the board during learning English.	243	1	5	4.114	.790
12. For learning English, I prefer doing short dialogues with my classmate inside the class.	243	1	5	3.838	.399
Valid N (list wise)	243				

7. Conclusion

Based on the information collected and talked about within the finding, it is concluded that the understudies from Al- Naqaa Secondary school for Valedictorian boys and Al-Ameerat secondary school for Valedictorian girls preferred to learn English by doing some plays in English and preferred to speak the English language to learn fast. The result too has given proof that the understudies appeared their affectionate for the communicative and problem-solving exercises in learning English. Also, the students preferred to ask oral questions from the teacher and answer them to help them to learn English. Finally, they preferred roles to play inside the classroom to help them to learn English.

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