

<https://www.doi.org/10.31918/twejer.2033.29>

e-ISSN (2617-0752)

p-ISSN (2617-0744)



Students' Perspectives Towards the most Effective Methods in Learning English Language among Kurdish People

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Abstract:

This paper aims to shed light on the most challenging points in the process of learning the English Language in Kurdistan classes. It also attempts to find the most effective and best methods for learning the Language among Kurdish learners. The data was taken from two workshops and a questionnaire; the workshops took place in both Soran and Tishk international universities; 20 different methods were presented in the workshops as the best methods for learning the English Language. The questionnaire included 15 close-ended and 4 open-ended questions. Qualitative and quantitative methods are used for the analytic process. The main result in the study is visual and audio methods such as movies, songs, programs, videos, and any similar types are the best and most effective tools for learning the English Language. Besides, the grammatical based approached should be changed to a communicative approach in the classes by adding different communicative tools.

Keywords: learning English, Language, best methods, grammar-based approach, communicative approach, Kurdish learners.

Students' Perspectives Towards the most Effective Methods in Learning English

Language among Kurdish People

Introduction

English language learning has been noticeably paid attention by many institutes, organizations, and governments around the world, because of its effectiveness and it's the language of commercial, political, and diplomacy. As Dudeney & Hockly (2009) state that "One of the interesting things about English as a global language is that it is increasingly being used as a 'lingua franca' (or common language) so that people from non-English-speaking countries can communicate with those who do speak English (p.1)". The demands for English language learning increased after 2003 among Iraqi people and Kurdish people in particular, because of international companies' investment in the area. Thus, many universities in the Kurdistan region opened English departments in different faculties and language centres.

The process of learning language requires a helpful and culture related settings, as it has been highlighted in the Krashen's Monitor Model language learning is a conscious process. In the meantime, the individuals' strategies and methods are among the factors of acquiring and learning the English Language. In addition to that, the teachers' role and responsibilities are significant. Ellis (2003) claims that the amount of input is one of the factors of language learning. According to Sadiku (2015), the teachers must create a helpful environment to acquire the four primary skills of the English Language (writing, reading, speaking, and listening) interactively (p. 29).

However, the process of second language acquisition has been emerged in the field of applied linguistics in the early 1960s, (Gass & Selinker, 2008), and the development of second language theories was parallel along with first language acquisition.

The following are the most influential theories in the second language learning filed:

Behaviourism: This theory dominated both psychology and linguistics in the 1950s. This theory suggests that external stimuli (extrinsic) can elicit an internal response which in turn can elicit internal stimuli (intrinsic) that lead to external responses (Merita and Syahroni, 2019).

Nativist theory views language acquisition as innately determined. Theorists believe that human beings are born with a built-in device of some kind that predisposes them to acquire language. (Merita and Syahroni, 2019).

Cognitivist Theory views human beings as having the innate capacity to develop logical thinking. This school of thought was influenced by Jean Piaget's work, where he suggests that logical thinking is the underlying factor for both linguistic and non-linguistic development (Merita and Syahroni, 2019).

Social Interactionist: Human Language emerged from the social role that language plays in human interaction; the environment plays a key role in language development. Social interactions are the key element in language processing, and input from social interactions provides a model for negotiation opportunities (Merita and Syahroni, 2019).

The Monitor Model Stephen Krashen's model is one of the most influential and well-known theories of second language acquisition. In the late 1970s, Krashen developed the Monitor Model, an 'overall' theory of second language acquisition, that had important implications for language teaching (Gitsaki,1998).

Interlanguage Theories: The term interlanguage was first used by Selinker (1969) to describe the linguistic stage second language learners go through during the process of mastering the target language (Gitsaki,1998).

The second language acquisition and its theories developed into the field of applied linguistics after the 1960s. The research has been carried out in this field, focused on four proportions of these theories such as the a-cognitive dimension, b-linguistic c-sociocultural d-instructional dimension.

Literature review

There have been significant efforts by many researchers in the field of applied linguistics to know the effective ways of second language learning. As Hardan (2013) claims that to accomplish a learning goal, it needs learners' strategies or manner in the process of learning. Shi (2017) highlights that the learner's motivation and believes that confidence can have a direct impact on the learner's ideal strategies in language learning. The teachers have a significant role in developing students' inspiration and self-esteem by providing helpful material and engaging them in the activities. As Chamorro and Paz (2016) concluded, in their study, "learners increased their LLC repertoire and language production level as a result of explicit instruction" (p.115). In addition to that, the learner's preferences for some activities in language need to be

considered by instructors. Therefore, Andasari and Oktaviani (2018) found that learners employ feelings in choosing their favourite language learning strategies.

Reid, (1995 as cited in Lightbown and Spada, 2008), states that the researchers have defined the learning style as "An individual's 'natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills" (p.83). Rubin (1987 as cited in Hardan 2013) classified learning strategies into two main categories: cognitive and metacognitive strategies and each category have sub-divisions. 1-Cognitive plans contain (clarification, guessing, deductive reasoning, practice, memorization, and monitoring). 2- Metacognitive strategies can be sub divided into: (planning, prioritizing, setting goals, and self-management).

Furthermore, the student's preferences to certain strategies in learning depend on their various intelligence as Howard Garners (1993) proposal claims that individuals have multiple intelligences or abilities, and the IQ test as a traditional mean of assessing these abilities have been used by educators and instructors. Thus, Magulod (2018), in his research, revealed that students preferred visual, group, and kinesthetic as major learning styles. In the current study, all the dimensions of second language learning theories have been reflected and focused on the data analysis and conclusion section.

Methodology

Research Design

In the current research, a mixed-method has been used due to the research's data collection instruments and its nature. Bryman (2006) proposes several purposes of implementing such a paradigm, for instance, Triangulation, to have better validity in the studies that were looking for legalization between quantitative and qualitative data.

The Problem

Why do the learners face many difficulties in learning the English Language from classes?

Aren't the used methods effective or proper enough for learning the language?

Hypotheses

The Kurdish classes for learning the English language are mostly grammar-based rather than a communicative approach.

Kurdish people misunderstood about grammar.

The visual and audible aren't used enough in the classes, and they are the best methods for learning the language.

Kurdish people prefer speaking classes.

Participant

The participants are students from both Soran University and Tishk International University – Erbil including English departments from the Faculty of Arts and Education at Soran University, and (Physics, Maths, Biology) departments from Tishk International University – Erbil. The number of participants is 212 from both universities.

Data

The data are collected through a questionnaire that consists of 16 close-ended questions and four open-ended questions. Besides, two workshops have been conducted in both universities under the title "The Most Effective Methods for Learning the English Language". The content in the questionnaire depends on all 20 ideas presented in those two workshops.

Procedure

Google Doc Program is used in the study. The questionnaire was distributed to the participants through their special social media groups such as (Viber and Messenger). Google drive services are used for the data analyses concerning the close-ended question through using its charts and tables; besides, the open-ended questions are analyzed by coding and finding the various methods written by the participants in the questionnaire.

The Significance

This paper can be a good source for showing the real and right way for learning the English Language among Kurdish learners. It can also be a good help for changing the dependable teaching methods of language learning. Learners are blaming about the incapability of Kurdish Educational establishments in case of

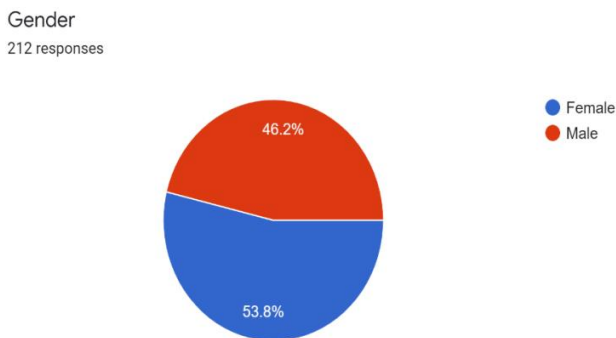
teaching languages; it's popular among us that we cannot learn languages from our public educational establishments.

Data Analysis

Section One: Participants' response to the close-ended questions

The first chart shows the gender of the participants. 98 of participants (46.2%) are males, while 114 (53.8%) are females.

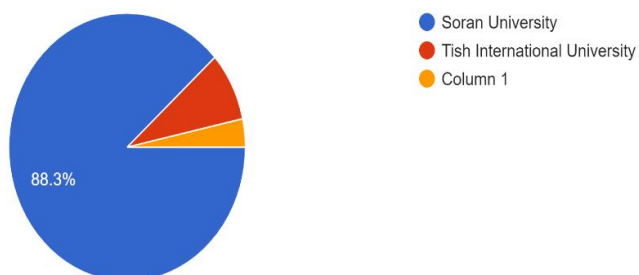
Chart 1



The majority of the participants are from Soran University, which is 181 (88.3%), and 31 (11.7%) of the participants are students from the Tishk International University.

Chart 2

University
205 responses

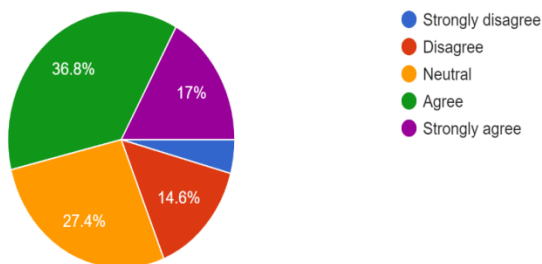


According to item number three about the phenomena of boring lectures in the learning language classes due to highly focusing on grammar, the majority of the students agreed (36.8%) and (17%) even strongly agreed. While (14.6%) of them disagreed and (4.2%) strongly disagreed; besides, (27.4%) of the participants preferred staying neutral. The results show that the classes are mostly about the grammar structures that lead to boringness, because of the lack of activities.

Chart 3

I guess most of Kurdish classes for learning English Language are boring, because the teachers are highly focusing on grammar.

212 responses

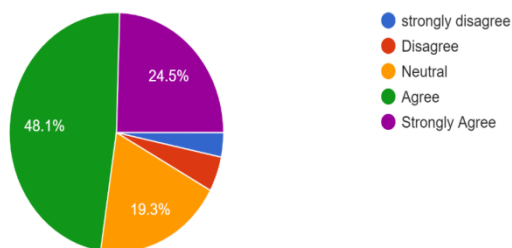


As illustrated in chart four, three-fourths of the students believe that another two skills as grammar and vocabulary should be added to the lectures, but along with the other four skills. The range is 48.1% agreed, 24.5% strongly agreed, 19.3% preferred not to answer, 4.7% disagreed and 3.3% strongly disagreed. What is worth mentioning, the idea is to mix all the skills not focusing on one to ignore the others, i.e. the participants believe in teaching grammar through using other skills.

Chart 4

Grammar and vocabulary are the two other skills that should be added for the other skills for learning English language.

212 responses



As illustrated in the chart (5), over 80% of the students show that listening is the most useful skill in learning the English Language (48.6% strongly agreed, 33.5% agreed). The minority disagreed in a range of 1.9% disagreed, and 2.4% strongly disagreed. The rest stays neutral in 13.7% of the participants. This result shows the importance of listening skills in the learning process because Kurdish learners believe they have closed ears, i.e. they hardly ever understand from audio and visuals.

Chart 5

Listening is the most effective skill in learning English language.

212 responses

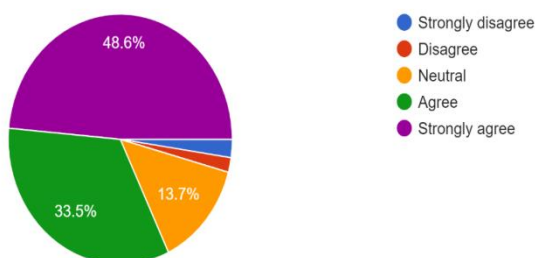
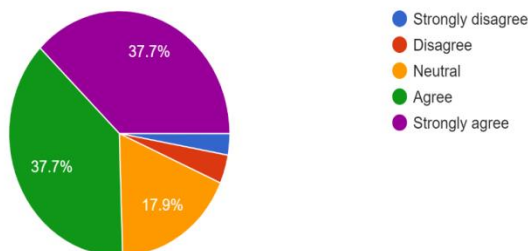


Chart six clarifies the significance of speaking skills in the process of learning the English Language. A high number of participants support the idea of mainly focusing on speaking skills in the classes (75.4% agreed and strongly agreed). 17.9% of the participants preferred not to answer the item, while 3.8% disagreed and 2.8% strongly disagreed. Kurdish learners always admire speaking lectures rather than the other skills, as it's popular among Kurdish to leave grammar and focus on speaking.

Chart 6

Classes for learning English language should mainly focus on speaking skill.

212 responses

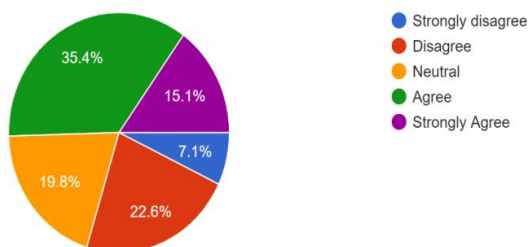


Concerning item number seven "Writing is the most difficult skill", half of the participants agreed or strongly agreed (50.5%). Besides, 22.2% of them disagreed and strongly disagreed. The others who chose the neutral option in 19.8%. This statement shows that writing is really challenging for the students as it should be totally academic and formal.

Chart 7

Writing is the most difficult skill.

212 responses



The results for the item "Classes should target all the four skills and the other two sub-skills in a single lecture or at least half of them" showed that: 41.5% agreed, 15% strongly agreed, while 32.9% of the participants answered neutral, and only 10.6% disagreed or strongly disagreed. It can be seen from the responses that developing the level of language depends on developing all the skills at the same time and level. (see chart 8).

Chart 8

Classes should target all the four skills and the other two sub-skills in a single lecture. Or at least half of them.

207 responses

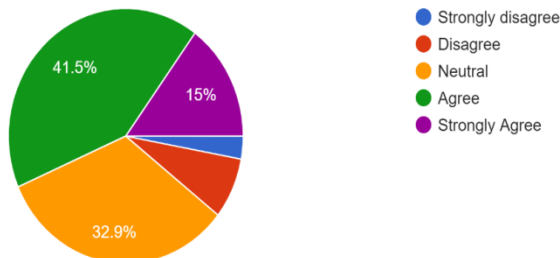
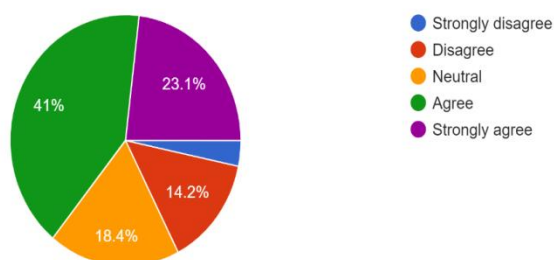


Chart (9) shows the value of the game method for the learning language process. It's appeared to be an effective tool as: 41% of the students agreed, and 23.1% of them strongly agreed with the item; while 18.4% were neutral, 14.2% disagreed and only 3.2% strongly disagreed.

Chart 9

Games are highly effective for learning English language.

212 responses

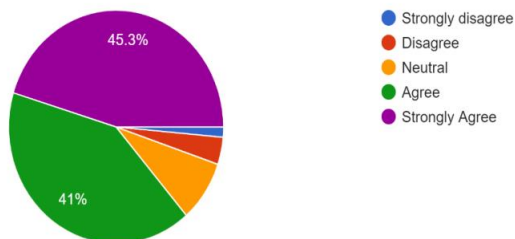


According to item number ten, almost all the participants indicated audios and visuals, such as movies and songs, as the best method for learning the English Language in a range of 86.3%. 13.7% preferred to respond as neutral or disagree. This understanding comes from the huge number of English language learners by using movies and songs.

Chart 10

Movies, songs and audio or visuals are the most effective methods among others.

212 responses

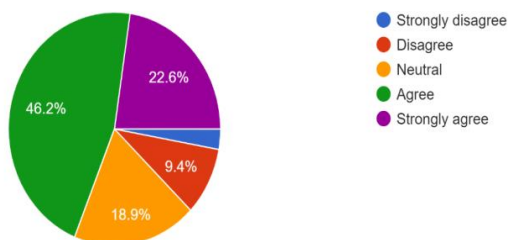


Item number eleven shows the eagerness of Kurdish learners towards speaking skills; 68.8% of the students responded as agreed or strongly agreed to the idea that Kurds love speaking classes rather than other skills. Only 12.2% of them disagreed. It proves the saying of Kurds "We only need speaking in the class for learning", as they also believe grammar is useless.

Chart 11

Kurdish learners love speaking classes rather than other skills.

212 responses



The results obtained for the item "Listening and communication (speaking) have to change other types of classes. Students believe that it can be the best method" shows that: 19.3% of the participants strongly agreed, 48.1% agreed; while only 20.8% selected neutral and 11.7% disagreed or disagreed. The above outcome indicates again for the desire of the students towards the communicative approach, and they prefer speaking and listening classes for the process of learning. (see chart 12)

Chart 12

Listening and communication (speaking) have to change other types of classes. Students believe that it can be the best method.

212 responses

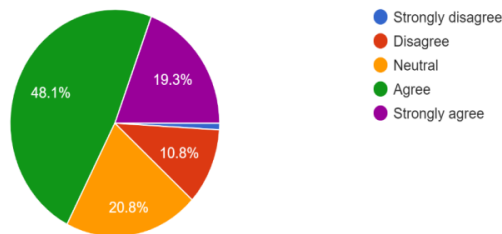
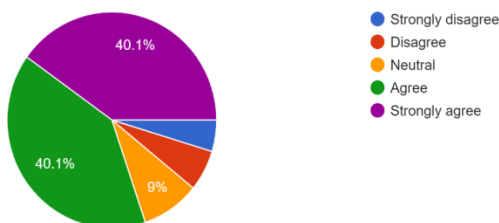


Chart (13) shows the statement "Activities such as presentations, seminars, role plays, talking stage, conversations, debates, public speaking, acting, and interviews should be added to the lectures". The findings show that the majority of the students supported the idea and wished for this style of classes eagerly (80.2% agreed and strongly agreed). Only 19.8% supported the other three options.

Chart 13

Activities such as: presentations, seminars, role plays, stage talks, conversations, debates, public speaking, acting and interviews should be added to the lectures.

212 responses

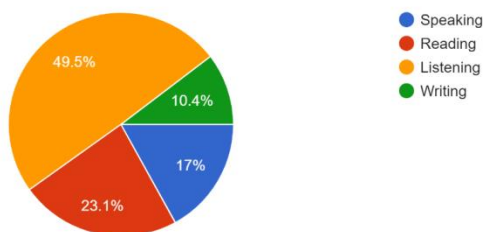


Based on question number (14), it was about the skill that should be started first for the language learning process; the participants preferred to start from listening skill in a range of 49.5%. The other three skills' sequence was: reading 23.1%, speaking 17%, and writing 10.4%. The input methods come first, then it will be followed by the output ones.

Chart 14

Which skill should the learners start first? Do you think?

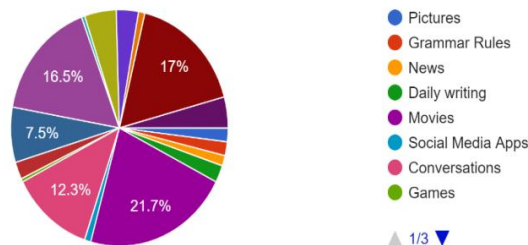
212 responses



According to the last close-ended question about choosing the best methods for learning the English Language, the top methods were chosen by students including 21.7% of the participants who chose movies, 17% listening and speaking together, 16.5% speaking with natives, and 12.3% conversation. The sequence of the other methods was: 7.5% of the students went for short stories and novels, 4.7% reading books, 4.2% changing daily expressions from Kurdish to English, 3.3% TV programs, 2.4% music, 2.4% daily writing, 1.9% pictures, 1.9% grammar rules, 1.4% news, 0.9% social media apps, 0.9% translation, 0.5% recording, and 0.5% games. This detailed question indicates that the students are mostly interested in oral methods, including both speaking and listening skills rather than the other two skills with grammar and vocabulary.

Chart 15

Which one of the following tools do you think is the best for learning English Language?
212 responses



Section Two: Open-ended questions' responses

The instrument of the data collection contained four open-ended questions to obtain some data qualitatively. The participants'

responses to all questions were categorized and get summarized accordingly.

1- What is grammar, and how did you understand it? Briefly

(Tense, Right way to express yourself, Rules or rules of speaking, Structure of the sentence, A simple reflection of a language, System of a language, Basics of a language, Essential part of learning a language, study of words, sentences, and meaning, Time, Arrangement in a language, Like mathematics rules)

Basically, the students still don't know the real meaning and the explanation of grammar. They call it a bunch of rules and find them very boring and confusing. It has become a phobia among the students and learners of a language. But as Aitcheson in his book Teach Yourself, Linguistics (1999) explains grammar as phonetics, syntax, and semantics. Grammar is not only about rules, but it is about how to create words from phonemes, combining words to form sentences. It is about combining sentences to create bigger units such as (paragraphs, essays, articles, books, or any other oral communications, and the meaning of all that explained before. What is worth mentioning is that grammar contains all the branches of linguistics rather than calling it only rules and tenses.

2- How did you learn the English Language, what methods did you use?

(Movies, Communication method, Grammar and vocabulary, Courses, Videos, chatting with people, Talking in English with others, Songs, English language learning apps, Short stories, and novels, Social media, Listening, Reading books, Online games, TV programs)

Talking with natives, Translation, YouTube)

3- Mention some other methods which are not mentioned above. Briefly

(Describing daily work and activities, Speaking to yourself, Repetition, Online articles, Talking only in English, Translating from English to English, Group work, Travel, Recording yourself, Writing notes, Use the Language with the family, Realia, Pranks, Memes, Thinking in English, Puzzle games, Summer school Cartoons)

4- Mention some Kurdish classes' problems and obstacles in learning the English Language, i.e. why Kurdish people cannot learn in the public classes?

(A word has many meanings, Silent letters, Misusing the methods, Lack of facilities, Lack of courage, motivation, and confidence, Thinking in Kurdish, Speaking Kurdish during the lectures, Shyness, and fear, Lacking visual and audio facilities, Coursebooks, Different levels of the students in the same class, Old styles never change, Focusing only on grammar, Kurdish people do not try very well, Lacking self-study, Huge number of students in the class, Lacking fun in the class, lack of different activities in the class, Being afraid of mistakes, Lack of qualified teachers, Studying for marks not learning, Lacking stamina, Memorization, Lack of attraction from teachers, lack of speaking, Wasting time

Conclusions

The study concluded the following points:

Kurdish learners are not interested in grammar, and even they consider grammar lessons boring. They feel that studying rules and structures aren't useful enough for picking up the English Language. The reason behind Kurdish students' viewpoints is having too many details about grammar in the lectures; teachers are mostly focusing on the grammatical methods for teaching the language (hypothesis one).

Listening is the most crucial skill, among other skills. The learners believe the importance of the skill and show the rare amount of it in the classes. Kurdish learners do not have good listening skills as they face many difficulties in listening situations such as talking on the phone or electronics.

Kurdish learners admire speaking classes, and they want a highly focused class on the skill. They do believe speaking is the only skill they need the most, and they always ask the teachers to concentrate on speaking skills only (hypothesis four).

According to the responses from the participants, writing is showed as the most challenging skill because it's thoroughly academic and fully structured.

The idea of having all the skills together can bring up precious results in learning the English Language. The learned language can be very proper and complete if the skills grow together. Lectures of mixed skills and targeting at least half of them may show good results.

Visual and audio methods are the best ones for learning the English Language. Movies, songs, programs, videos, and similar tools are considered as the best methods for learning the language; they can be beneficial in building a good language skill and even a proper pronunciation with a strong fluency. Besides, having different activities in the classes such as seminars, presentations, role plays, stage talks are much better than the traditional teaching styles (hypothesis three).

The majority of the Kurdish people misunderstand the real meaning of grammar. They see grammar as a set of rules, structures, and memorization staff. This understanding comes from the grammatical based methods in the classes, including tenses particularly. The paper also shows and clarifies the real meaning and function of grammar (hypothesis two).

Recommendations

Based on the research results and achieved conclusion, the style of the classes should change from a grammar-based method to a communicative one. Kurds didn't learn the English Language from the public establishments' classes despite studying for more than ten years which is a very long period. The System of teaching languages should be changed because during ten years more than five languages can be learned, but our students are not able to learn only English and Arabic.

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Appendix One

Workshop's ideas by the students from both universities

Listening

Based on the power of listening, we recommended this way to English learners with some technics. Learners should listen to short videos or audios very carefully and try to remember words that exist in them, and write them down. This way makes them memorize words easily.

Picture

Learning English through pictures is one of the effective ways that the teachers performed in nowadays' classes. It can be useful for all, especially for children because pictures are used to help them to memorize vocabulary in an enjoyable way, and pictures can motivate the students in learning vocabulary.

Grammar

People sometimes describe grammar as the "rules" of a language. Learning the English Language from grammar is an effective way to learn and it's useful to use the right tenses and speak and write fluently. Grammar guides how language should be written or spoken correctly. You can learn language through grammar by reading any paragraph or any caption twice or more; how much you want but you have to read it carefully then rewrite it and finally make a comparison between the paragraph that you read and the written one.

NEWS

News is a useful way to learn a language. If you want to learn the English Language with the news, you should watch TV or through your mobile or reading the news. First, listen to the news carefully then write down the vocabulary and transcribe the words and meaning, also you can use a dictionary to find out the meaning. In news first, if you cannot understand you can listen again, and again it will be a better understanding.

Daily Writing

Every day you see a different thing, people, idea, work, name... You can write your daily events, throw this activity in your language, though, even writing is going to be better, you can have a small notebook. Every night write what did you do in the whole day, use a dictionary while you need, use grammar rules to improve your language and writing

In the end, you have a memory of your life and good language skills.

Watching Video

There are a lot of ways to learn the English Language, but what we choose is related to watching and listening. The first step is we have to find an English video with English subtitle, and then we have to watch to this video and read the subtitle, after that we have to write down those words that we don't know their meaning, and then we have to memorize all these words. Finally, after we did all these steps we have to watch the video again for some more time, and it depends on our free time.

Twitter App

This approach is more than modern and touchy. What we prefer to learn the English Language is using the Twitter app. It's super easy you install the Twitter app and make it your favourite app because almost every single post on Twitter is written in English simple as that Interesting techniques to learn the English Language

- Music
- Films
- News
- Daily conversation (Face To Face)

Learning English depends on how much you adore the language and love it. Here are the most interesting ways to acquire it. Firstly, music; choose a song based on your level. Then listen to the song without lyrics many times. After that, listen again but this with lyrics and try to sing along the song for a couple of moments. Finally, if you saw any odd words translate them into English, and also memorize the song, to remember common daily words. Secondly, movies; which are the enjoyable ones; in this position, choose the movie based on your interest then watch it with subtitles. After that, you would probably come across difficult words and idiom, try to translate them, and use them in daily conversation. Thirdly, vernacular news; the strategy is similar to movies, but watching news will give you a background about the world. Choose a simple and slow video and then watch or listen to it carefully. After that, get a pen and paper; write along with the speaker every day. Moreover, look at your written text with the

play news and correct your mistakes. To finalize, put odd words and difficult words in order. The fourth and the final one, in a daily conversation, find yourself a partner, who really wants to speak English or any native speaker make him your friend, and then try to complete challenges and activities of questions and vocabulary meaning. Do not forget your pen and a notebook for not to miss any interest and daily words. After that, put that information into a paragraph clearly every day and use them as well, in order not to forget them. Ultimately, keeping in this route, you will learn the language perfectly, and you will enjoy defiantly.

Learn a Language through Short Stories

It is a significant and effective way to learn the language. Short stories are effective in helping learners to practice all four aspects of the language learning process (writing, listening and speaking, also reading) and they are accommodating for anyone who wants to learn about language and culture. English as an example, learners could find out about the language and the culture of English speaking countries.

First of all, learners have to choose a short story that they are interested in, and short stories have a different level for different levels of learners. Suppose they choose a short story that is too difficult. They will spend too much time looking up vocabulary, and they will not enjoy reading the story. Also, if they choose a story that is too easy, they will learn a little. It depends on the learners' knowledge about the language. While reading the story, the learners will face some vocabulary that it's new to them. They have to search it on their dictionaries then find out the meaning of that word, and they also need a notebook to write the words and their meaning they don't need to look up every single word they

don't know. Choose to look up only those words that will help them understand what the paragraph is about. They have tried to guess what the word is about by looking at the whole sentence. And later they can check if it's correct. Also, short stories have (CD) with the learners who can listen to the CD or audio while reading the story. This way, they can know the correct pronunciation of a word, and later they can practice it more. In the end, learners will find out how many words they learned and know their pronunciation. And for better results, they need to write a summary of the story. And try to use those words they learned in their daily convention with other learners.

Movies

If you want to live in a community of native speakers to improve your second language, hastily go to watch movies. Through movies, learners can develop many of their skills such as Speaking, Pronunciation, listening especially, grammar, spelling, and learning Vocabularies. But again surely everything needs some techniques to use and to be interested. Here we are going to talk about the practical use of this technique.

First, the learners need a laptop or mobile, headphones, and notebook. Surely the learners can search on YouTube to get short videos of movies. The learners listen to the first sentence of the video without subtitles and repeat it about three times, and also during listening, he has to take notes of what he heard? Then if he hasn't got anything or understand, he can look at subtitle through the caption of YouTube. If he is still doesn't understand, he can look at the subtitle of his own language.

Recording Method

our idea is (recording method) if you want to improve your language and learn it and to improve your fluency you can just use that idea, and the way that is to perform it is to record yourself to say and speak anything you know about that language then recording after that you can listen to your voice one time or twice or more, the idea is about self-correcting you correct all of your mistakes that you have done in that recording process.

Songs

Our idea for learning the English Language is to learn English with songs.

- Listen to the songs, and every day try to spend more time listening to songs.

- Write down the song

Try to understand the song, and write down those words in your notebook. If you do not know the meaning and memories of these words with pronunciation, and use it in your daily conversation.

Translation

This is our opinion, just read the book after that try to translate into Kurdish. At the same time, we can learn new vocabulary, pronunciation, writing, and listening.

TV Programs

No one denies the importance of English as a global language. The English Language has clearly become more dominant around the world. In some countries, it is used as a mother tongue, and other countries try to learn it as a second language in their schools. This makes English widely available. Many non-native learners face difficulties while learning English; They cannot choose the best way to learn English. Hence, Soran University students, Faculty of Arts, Department of English Language, third-year class students participated in a one-day workshop entitled "Effective Methods to Learn English"; this workshop took place to help these students for learning the most effective ways to learn English. One of the good ways is "Learn English by watching TV Shows". We can't say that this is the best way to learn English, but it also helped many students. It is worth noting that the goal of this workshop is to avoid speaking rather than doing activities in practice because learners are frankly bored with analyses and keeping them, they want something new. However, for learning English through watching TV shows, participants should follow some steps.

Dear learners do all these steps practically:

- 1- Choose your favourite TV Program.
- 2- Watch and listen to the TV Program carefully with subtitles.
- 3- Find out the new and strange words.
- 4- Write down the new and strange words.
- 5- Try to know their meaning.

6- Know how to pronounce.

7- Try to memorize new words.

8- Use the new words in a sentence and daily conversation.

9- Watch the TV program without subtitle

10- Watch the TV program as much as you can.

Literature/ Reading Novels

Our idea for the workshop is "learning the English language by reading novels". First, the learner should read one page of the novel out loud to help him/her improve their speaking ability. After that, the learner should write down the words they don't understand. After finishing reading the page, the learner should find the meaning of the word in Kurdish, and write down the adjective, adverb, synonym, and antonyms. We recommend the participants to go through this process; hence they will not forget the word easily.

Mr. Sarwan's Idea 1 (The Theory of Sequence)

This idea follows a sequence of steps

Listening

Repetition (being a parrot)

Writing

Translation (meaning)

Speaking (usage and function)

This idea is a complete one of all skills. The learners should choose something according to their desire or what they love the most. The materials should be visual or audio such as movies, songs, programs, videos, short stories, or any others similar to those types. First, they should divide the material into smaller units, such as one or two sentences. In the first step, they should listen to the sentence for about 5 to 10 times. In the second step, they should repeat the sentences for about 5 to 10 times. In the third step, they should write the sentence for about the same as the other steps. In the fourth step, they should understand the meaning of the sentence by finding the new words' meanings and their usage in the context. In the final step, they should use the learned sentences in their daily life through oral and written works.

The above idea contains all the four skills (Listening, reading, writing, and speaking) and the two other skills (grammar and vocabulary). Besides, it strengthens many other elements of learning a language such as pronunciation, correct usage of a language, culture, translation, fluency, accuracy, and many others.

Mr Sarwan's idea 2 (Translating daily needs from your Language into English)

Simply, this idea needs translation. The learners should have a dual personality: one real one and one inside. The daily life needs should be highly focused, such as family meetings, watching TV, shopping, friendly talks, or any other types like those. The learner should concentrate on the sentences in their mother's tongue and try to interpret them in English as much as possible and quickly. Definitely, they will face many sentences, phrases, or words that

they can translate; hence, they need a small notebook or using their mobile notes to write those problematic elements and try later to translate them through dictionaries or asking their teachers or any other possible source.

Appendix Two

Questionnaire

Dear Learners

This research aims to collect data about your opinions concerning the students' perspectives towards the most effective methods in Learning the English Language. Your participation is important for this research and will help to improve the teaching and learning of English in English language departments. Filling out this questionnaire is optional, and your answers will be kept confidential, and they will only be used for this research. Please tick in the brackets as appropriate (✓) and state your sincere statements. Thank you very much for your time!

Gender: Male () Female ()

University:

Please tick ONE option

Items	Statements
Strongly Agree	
Agree	
Neutral	

Disagree

Strongly Disagree

1- I guess most Kurdish classes for learning the English language are boring because the teachers are highly focusing on grammar.

2. Grammar and vocabulary are the two other skills that should be added for the other skills for learning the English Language.

3- Listening is the most effective skill in learning the English Language.

4- Classes for learning the English Language should mainly focus on speaking skills.

5- Writing is the most difficult skill.

6. Classes should target all the four skills and the other two sub-skills in a single lecture. Or at least half of them.

7- Games are highly effective for learning the English Language.

8- Movies, songs, and audio or visuals are the most effective methods among others.

9- Kurdish learners love speaking classes rather than other skills.

10- Listening and communication (speaking) have to change other types of classes. Students believe that it can be the best method.

11. Activities such as presentations, seminars, role plays, stage talks, conversations, debates, public speaking, acting, and interviews should be added to the lectures.

12. Which skill should the learners start first?

Do you think?

Speaking

Reading

Listening

Writing

what is grammar, and how did you understand from it? Briefly

.....
.....
.....
.....

How did you learn the English Language, what methods did you use?

.....
.....
.....
.....

Mention Some other methods which are not mentioned above.

.....
.....
.....
.....

Mention some Kurdish classes' problems and obstacles in learning the English Language, i.e. why Kurdish people cannot learn in the public classes?

Thank you very much for your cooperation

پوخته

ئامانجى ئەم توۋىژىنەۋەيە برىتيە لە تىشكخستەسەر گرنگترىن ئەۋ كىشانەى رۈبەپۈى كورد دەبنەۋە لە فېربونى زمانى ئىنگلىزى. ھەۋلدەدات گرىنگترىن و كارىگەرترىن رېگاكانى فېربونى زمانى ئىنگلىزى لەناۋ كوردا بدۆزىتەۋە. داتاگەى پشت بە دوو وىركشۈپ و لىستى پرسىيارىك دەبەستىت. وىركشۈپەكان لە ھەردو زانكۈكانى سۈوران و تىشكى نېۋدەۋلەتى ئەنجامدراون، كە تىاياندا نىزىكەى بىست بىرۈكەى كارىگەر خراونەتە ۋو بۆ فېربونى زمانى ئىنگلىزى. لىستى پرسىيارەكە پازدە پرسىيارى داخراۋ و چوار پرسىيارى كراۋە لەخۆ دەگرىت. مېتۋدى شىكارى و پىژەيى لە توۋىژىنەۋەكە برىتيە لە ناساندنى رېگاكانى بىنرا و فدىستراۋى ۋەك: فلىم، گورانى، پىرۋگرام، فېدىۋ و ھەر شىۋازىكى نىزىك لەمانە ۋەك گارىگەرترىن رېگاكانى فېربونى زمانى ئىنگلىزى. ئەنجامىكى تر برىتيە لە پىشنىاركدنى گۈرپىنى رېگاي بەكارھىتانى رېزمان بە رېگاي گفئوگۋىي لە ۋانەكانى ئىنگلىزىدا بە بەكارھىتانى كۈمەلىك رېكارى گفئوگۋىي.

زاراۋە گرنگەكان: فېربونى زمانى ئىنگلىزى، زمان، باشتىرېن رېگا، رېكارى رېزمانى، رېكارى گفئوگۋىي، فېرخوازانى كورد.

ملخص

هدف هذا البحث هو ضوء على أهمية هذه المشاكل يواجه الأكراد في تعلم اللغة انجليزية. يحاول أن يوجد أهم طريقة المؤثرة للتعلم اللغة انجليزية بين الأكراد. يعتمد بيانات على وركشوبين مع سجل أسئلة. كلتا وركشوبين أداها جامعتين سوران و تيشك الدولي، عرض فيها عشرون فكرة مؤثرة لتعلم اللغة انجليزية. سجل الأسئلة يتكون من خمسة عشرة سؤال المغلقة مع أربعة سؤال المفتوحة. طريقة التحليل و نسبية استخدم في البحث. أهم أهداف جاء في البحث هو تعريف الطرق النظرية و عملية نحو : فليم ، أغاني ، البرامج ، فيديو أي كان هذه الطرق أهم الطرق المؤثرة في التعليم اللغة انجليزية. وطريقة آخر هو استعمال القواعد على نهج المحادثة في الدروس الإنجليزي مع استعمال شعبة من طرق المحادثة .

مصطلحات المهمة: تعلم اللغة انجليزية ، اللغة ، أهم طريقة ، طريقة القواعد ، طريقة المحادثة ، متعلم الأكلاد.