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Investigating the Reasons of EFL University Students' Preferences between Linguistic and Literary Courses

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Summary:

The current study aims to investigate EFL university students' preferences between linguistic and literary courses, whether such preferences vary according to gender and academic stages and the reasons behind their preferences. A set of questions are presented to be answered and a set of hypotheses are stated to be verified. For such a purpose, 269 male and female students were randomly chosen from the Department of English\ College of Basic Education\ University of Mosul, in the second semester of the academic year 2022-2023 to be the sample of the study. A questionnaire of thirty-five open-ended and closed-ended questions is constructed as an instrument for data collection to provide a deeper understanding of the survey results. By using the SPSS program, the collected data are statistically analyzed. Based on the results obtained, a set of the main findings, conclusions, recommendations and suggestions for further studies are produced.

1. Introduction

English as a foreign language (EFL) university students are faced with a range of courses including linguistic and literary courses determined by educators, policy makers, and the institutions including Ministry of Higher Education and Scientific Research. Despite the broad range of courses available, students often have preferences for one over the other. Understanding the reasons that influence students' choices is crucial to providing more relevant courses that cater to students'

interests and needs. This research seeks to delve into the underlying reasons behind EFL university students' preferences between linguistic and literary courses, with a focus on identifying the factors that influence students' choices and determining whether these factors vary according to students' gender and the academic stage. The research findings and conclusions are expected to contribute valuable insights to the academic community, shedding light on the nuanced guiding reasons students' preferences between linguistic and literary courses and informing directions future for the curriculum development and those educational practices.

2. Statement of the Research Problem

The problem that this research addresses is the lack of understanding of the reasons influence that EFL university students' preferences between linguistic and literary courses. While there is existing research on students' course preferences and academic performance, there is limited research the reasons on behind EFL university students' preferences. This study seeks to fill this gap in the literature by investigating the reasons behind EFL university students' preferences and identifying the factors that influence these preferences.

3. Research Questions

1. Do EFL university students prefer linguistic or literary courses?
2. Do students' course preferences vary according to their gender?
3. Do students' course preferences vary according to their academic stage?
4. What are the reasons that influence EFL university students' course preferences?

4. Hypotheses

The researcher hypothesizes that:

1. There is no statistically significant difference between the mean scores of EFL university students' preferences as far as linguistic and literary courses are concerned.
2. There is no statistically significant difference between the mean scores of males and females EFL university students' course preferences.

3. There is no statistically significant difference among the mean scores of the third and fourth-year students' course preferences.

5. Research Aims

The current research aims to:

1. Investigate whether EFL university students prefer linguistic or literary courses.
2. Determine whether or not gender has any effect on EFL university students' course preferences.
3. Determine whether or not the academic stage has any effect on EFL university students' course preferences.
4. Identify reasons behind EFL university students' preferences between linguistic and literary courses.

6. Scope of the Study

This study focuses on the EFL university students' course preferences in the Department of English/ College of Basic Education / University of Mosul. In other words, this study identifies the reasons behind the EFL university students' preferences between the linguistic and literary courses.

7. Literature Review

In the field of English as a Foreign Language (EFL) education, the fields of preferences there is ongoing debate regarding the preferences of university students between the linguistic and literary courses. Linguistic courses focus on those language skills and grammar, while literary courses centre around the study and analysis of literature. Previous researches have explored factors such as the academic ability, personality, learning style, interests, career aspirations, gender, age, and the academic level about students' course preferences and academic performance. This study aims to contribute to the existing literature by investigating the reasons behind EFL university students' preferences between the linguistic and

literary courses. To achieve this, the study draws upon relevant theories and concepts from the fields of education and linguistics.

Motivation significantly impacts EFL students' engagement, effort, and perseverance in language learning. Both intrinsic (internal drive and enjoyment) and extrinsic (external rewards) motivation play vital roles in linguistic and literary courses, influencing language proficiency, autonomous learning, effective language learning strategies, and enhanced interest and critical thinking in literary analysis. However, motivation levels can fluctuate due to factors such as teacher support, classroom environment, and individual characteristics. Teachers are key in fostering and sustaining motivation through meaningful tasks, a supportive environment, and constructive feedback (Deci & Ryan, 1985; Wigfield & Guthrie, 1997; Dörnyei, 2001, Cheng, 2002).

The concept of learning styles, proposed by Dunn and Dunn (1978), suggests that individuals preferences have different preferences learning based on their sensory modalities and environmental factors. Learners can be classified into four main categories: visual, auditory, kinesthetic, and tactile. Concerning linguistic and literary course preferences, individuals with a visual style learning may prefer linguistic courses that focus on grammar and language skills, benefiting from visual aids and materials written. On the other hand, auditory learners may be drawn to literary courses that involve reading and analyzing texts preferences, as they excel in processing information through listening and discussions(ibid).

While the effectiveness of tailoring instruction to specific learning styles preferences is debated, it is essential to incorporate diverse teaching strategies and accommodate various learning preferences in courses language (Pashler et al., 2008: 111-112). For students aiming to improve speaking and listening skills, linguistic courses emphasizing interactive discussions, role-plays, and listening align exercises with the communicative approach to language learning, emphasizes which meaningful oral practice (Richards & Rodgers, 2014). Conversely, seeking students

to enhance reading and writing skills may be drawn to literary courses preferences focusing on reading, critical analysis, and essays writing, which emphasize literary elements and writing techniques (Rosenblatt, 2005).

Cognitive Development Theory posits that cognitive processes play a crucial role in the learning process. One theorist prominent in this field is Jean Piaget, whose theory of cognitive development emphasizes the significance of cognitive growth in individuals. According to Skhan (1998), the university preferences of EFL students for linguistic or literary courses may be influenced by their stage of cognitive development. Specifically, students in the formal operational stage are more likely to gravitate towards literary courses due to their enhanced capacity for abstract reasoning and critical thinking.

Hyland (2007) explores the influences and impacts of English for Specific Purposes (ESP) in language teaching, the importance emphasizing of customizing language learning to meet the unique needs and goals of learners. EFL university students in language-related fields, such as linguistics or literature, tend to favour courses aligned with their career future or academic objectives. For instance, linguistic courses may be perceived as more relevant for aspiring teachers language or translators, while literary courses may be preferred by those interested in literary analysis or research preferences. Hyland the significant underscores of designing ESP courses that address the specific needs and preferences of learners in their chosen fields of study or professions, suggesting that by considering students' requirements, ESP courses can facilitate more outcomes effective language learning (Hyland, 2007: 394-395).

Students' preferences course can be influenced by cultural and sociocultural factors. Alharbi (2019) highlights that cultural backgrounds can significantly impact students' inclinations, with certain cultures valuing literature as a means of understanding and appreciating their own culture or the English-speaking world. Sociocultural factors such as peer influence, societal expectations, and educational

policies also play a rule in shaping students' preferences between linguistic and literary courses (Alharbi, 2019: 47-48). For example, cultures that prioritize literature and storytelling may steer students towards literary courses, while those emphasizing practical communication may lead students to favour linguistic courses. Furthermore, students' curiosity about different cultures, and literary works, and the intellectual stimulation offered by literary courses can serve as a motivating factor, reflecting a genuine interest in exploring literature and its various themes, styles, and historical contexts.

8. Methodology

This section tackles the practical part of the study to achieve the research aims. It involves four main sections. First, the population and sample of the study which includes 580 students represent the population and 269 students as the sample of the study. Second, the questionnaire is the research instrument to collect the data which is of three sections with a number of open-ended and closed-ended questions. Third, results and discussion reveal the collected data that was input into SPSS and the frequencies, percentages, and means of the individual items that were computed and analyzed. The last main section presents the main findings of the study.

8.1. Population and Sample

The population of the present study comprises (580) students, 343 in the third stage and 237 in the fourth stage. A random selection has been used to select the sample of the research of 269 students. The sample involves 154 males and 115 females who were in the third and fourth stages: 124 students from the third stage and 145 from the fourth stage, at the University of Mosul/ College of Basic Education/ Department of English for the academic year 2022-2023 at the end of the second semester. The deliberate choice of such stages lies under the expectation that, in these two stages, students would get enough knowledge and experiences of the linguistic and literary courses during their academic learning and could easily

choose their types of course preferences and identify the reasons for their choices that this study is after about.

8.2. Questionnaire

In this section, the researcher presents the tools used to get the data of the research to be analyzed. Based on the most relevant theories and concepts related to the topic under consideration, a set of questions has been constructed to seek the research questionnaire as a data collection procedure and used to answer the questions of the study. The questionnaire comprises three sections: the first is formed to collect the factual data of the participants of the study, and the second and third sections consist of thirty-five closed-ended and open-ended questions that aim to identify the samples' type of course preferences and their reasons that influence their preferences. (See Appendix)

To ensure the accuracy and consistency of the results obtained from the questionnaire, a pilot study has been conducted on 67 students other than those selected for the main study. Students of the pilot study were subjected to the questionnaire for 60 minutes and the same pilot study students were subjected to the same questionnaire after two weeks to see the degree of the similarities of their answers in both times which was 80% correlation. Based on such results, the questionnaire of the study is dependable and able to give stable and consistent results over time.

8.3. Results and Discussion

This section presents the results of the analyzed data and their discussion to verify the research hypotheses and answer the research questions. The gathered data was analyzed using a descriptive statistical procedure using the SPSS program. The First null- hypothesis states that: "There is no statistically significant difference between the mean scores of EFL university students' preferences as far as linguistic and literary courses are concerned."

To verify this hypothesis, the researcher extracted the average scores and calculated the percentage between the scores of the sample as a whole. Accordingly, the Z test for percentages was used, and the results are shown in Table (1).

Table (1)

The Statistical Differences Between the Average Scores of University Students' Preferences for English as a Foreign Language about Linguistic and Literary Courses

Students' Preferences	No.	\bar{X}	%	"Z" Value	sig	Significant Difference
Linguistic Courses	269	120	44.609	4.251	0.0	significant
Literary Courses		149	55.390		01	

*Z. test is significant at the 0.05 level (2-tailed).

It is clear from Table (1) that there are statistically significant differences between the average scores of the research sample as a whole about linguistic courses - literary courses and in favour of the literary courses because the value of (SIG) for the test is smaller than (0.05) and by a percentage amounting to (55.390%). Therefore, the first null hypothesis is rejected. The researcher believes that the reason for the research sample's preference for the literary courses is due to the rich and imaginative content offered by literary courses, which allows for a deeper exploration of human emotions and experiences. The researcher also suggests that the emphasis on critical thinking and analysis in literary courses may appeal to the research sample, as it provides a more holistic and thought-provoking learning experience. Additionally, the researcher suggests that the findings may indicate a shift in preferences societal preferences towards the humanities and a renewed appreciation for the arts in education. The second null- hypothesis states that:

"There is no statistically significant difference between the mean scores of males and females EFL university students' course preferences."

To verify this hypothesis, the researcher extracted the average grades and calculated the ratio between the sample grades by gender. The researcher presents more detailed and accurate results to verify this hypothesis so two tables are presented. Accordingly, the Z test for percentages was used, and the results are shown in Tables (2) and (3).

Table (2): Average Grades and "Z" Value for Linguistic and Literary Courses by Gender

Groups	Students' preferences	No.	\bar{X}	%	"Z" Value	sig	Significant Difference
Male	Linguistic Courses	154	63	40.909	5.887	0.000	significant
	Literary Courses		91	59.090			
Female	Linguistic Courses	115	58	50.434	1.025	0.089	No significant
	Literary courses		57	49.565			

*Z. test is significant at the 0.05 level (2-tailed).

As seen in Table (2) there are statistically significant differences between the male revision averages concerning linguistic courses - literary courses and in favour of the literary courses because the value (SIG) of the test is smaller than (0.05). The researcher believes that the reason male students prefer literary courses with a percentage of (59.090%) is due to the emphasis on storytelling and creative expression, which may resonate more with their interests and learning styles. Additionally, the use of language and literature in literary courses may provide a sense of cultural connection and identity for male students. However, there are no statistically significant differences between the means of female students' additions to linguistic courses - and literary courses because the value (SIG) of the test is greater than (0.05).

Table (3): Mean Grades, Standard Deviation and "Z" Value for Linguistic and Literary Courses by Gender

Courses	Groups	No.	\bar{X}	%	"Z" Value	sig	Significant Difference
Linguistic Courses	Male	121	63	52.066	1.010	0.065	No significant
	Female		58	47.934			
Literary Courses	Male	148	91	61.486	6.977	0.000	significant
	Female		57	38.514			

*Z. test is significant at the 0.05 level (2-tailed).

It is clear from Table (3) that there are no statistically significant differences between the average scores of males and females concerning the linguistic courses because the value (SIG) of the test is greater than (0.05).

However, it is obvious from Table (3) that there are statistically significant differences between the average grades of males and females in the literary courses with a percentage of (61.486) and in favour of males because the value (SIG) of the test is less than (0.05). The researcher believes that the reason is due to the teaching methods used in literary courses, which may favour the learning styles of male students. Further investigation into the specific instructional techniques and classroom dynamics may provide insight into why females are not performing as well in these courses.

The third null- hypothesis states that: "There is no statistically significant difference among the mean scores of the third and fourth-year students' course preferences"

To verify this hypothesis, the researcher extracted the average grades and calculated the ratio between the sample grades according to the academic stage. Also, two tables are given to reveal more detailed and accurate results to verify this hypothesis. Accordingly, the Z test for percentages was used, and the results are shown in Tables (4) and (5).

Table (4): Average Grades and "Z" Value for Linguistic and Literary Courses

According to Academic Stage

Academic Stages	Students' Preferences	No.	\bar{X}	%	"Z" Value	Sig	Significant Difference
Third	Linguistic Courses	123	70	56.910	3.122	0.002	significant
	Literary Courses		53	43.090			
Fourth	Linguistic Courses	146	50	34.246	6.558	0.000	significant
	Literary Courses		96	65.754			

*Z. test is significant at the 0.05 level (2-tailed).

It is clear from Table (4) that there are statistically significant differences between the average scores of the third stage concerning linguistic courses - literary courses and in favour of the linguistic courses because the value of (SIG) for the test is smaller than (0.05) with a percentage of (56.910%). The researcher believes that the reason why students in the third stage prefer the variable linguistic courses is due to the emphasis on language skills and communication in these courses, which are seen as more practical and relevant to their future career prospects. Additionally, the engaging and interactive teaching methods used in linguistic courses may also contribute to their preference. Further needed research is to explore the underlying reasons for this preference and to identify potential areas for improvement in literary courses to better meet the needs and expectations of third-year students.

Also, it is clear from Table (4) that there are statistically significant differences between the average scores of the fourth stage about linguistic courses - literary courses and in favour of the literary courses because the value of (SIG) for the test is smaller than (0.05) a percentage with of (65.754%). The researcher believes that the reason why students in the fourth stage prefer the courses literary is due to the engaging and creative nature of these courses, which students allow to express themselves more freely and creatively. Often literary courses involve reading and

analyzing literature, which can be more enjoyable and intellectually stimulating for students compared to linguistic courses that focus more on grammar and language structure. Additionally, literary courses may also provide students with a deeper understanding of different cultures, societies, and historical contexts, making them more appealing to students in the fourth stage.

Table (5): Average Grades, Standard Deviation and "Z" Value for Linguistic and Literary Courses According to Academic Stage

Courses	Academic Stages	No.	\bar{X}	%	"Z" Value	sig	Significant Difference
Linguistic Courses	Third	120	70	58.333	3.558	0.000	significant
	Fourth		50	41.667			
Literary Courses	Third	149	53	35.570	6.254	0.000	significant
	Fourth		96	64.430			

*Z. test is significant at the 0.05 level (2-tailed).

It is clear from Table (5) that there are statistically significant differences between the average grades of the threes and fourth stages in linguistic courses because the value (SIG) of the test is smaller than (0.05). The rate of (58.333%) is in favour of third-stage students. The researcher believes that the reason students why in the third stage prefer linguistic courses is because these courses are more relevant to their major and career goals. Additionally, the teaching methods and materials used these in courses may be better suited to the learning styles of students third-stage. Further research can explore be conducted to these factors and identify ways to improve the academic performance of fourth-stage students on linguistic courses.

It is clear from Table (5) that there are statistically significant differences between the average grades of the third and fourth stages in literary courses because the value (SIG) of the test is less than (0.05). With a percentage of (64.430) and in favour of the fourth stage. The researcher believes that the reason why students in

the fourth stage prefer the variable literary courses is due to the more advanced and challenging material covered in these courses, as well as the increased maturity and critical thinking skills of students at this stage of their education. Further research is needed to explore the specific factors that contribute to this preference and to determine the potential impact on curriculum development and student success. Finally, and to address the last research question, which is, " What are the reasons that influence EFL university students' course preferences?" the researcher categorizes the reasons behind the sample courses' preferences into three main categories following a qualitative analysis of the 35 open-ended and closed-ended questions as follows:

1. Student-Related Reasons: according to the current study, students' motivation, learning style, gender, academic stage (level of proficiency), and their interest in literature all have an impact on their choices between linguistic and literary courses. The study found that motivation plays a major role in students' course preferences, which are influenced by both internal and external motivating factors. Students' choices for literary courses were discovered to be influenced by intrinsic motivation, which is motivated by students' personal interest and delight as seen in the following student's answer " I am interested in the literary courses because they are more enjoyable than the linguistic ones" ; extrinsic motivation, on the other hand, may influence students' decisions to enrol in linguistic courses due to factors like academic requirements or job prospects as seen in the following student's answer " linguistic courses are more needed and preferred to get my future job" . Furthermore, students are more likely to choose linguistic courses over literary courses if they believe that they are applicable and useful as shown in the following student's answer " In fact, linguistic courses are more applicable and more useful especially in our country as it focuses on the grammar courses, especially in schools, more than focusing on other courses".

2. Course-Related Reasons: students' preferences between linguistic and literary courses have been proven to be significantly influenced by the course's content and teaching style. According to the analyzed data collected, some students preferred linguistic courses as they are more needed, especially in our country, useful, and practical for their future careers as seen in the following student's answer " In fact, linguistic courses are more needed in our field because our country focuses on the grammar courses, especially in schools, more than focusing on other courses", whereas others preferred literary courses as they are more interesting and enjoyable as revealed in the following student's answer " I prefer learning English through the literary courses because they are interesting".

3. External-Related Reasons: the study found that cultural and societal expectations have been identified as influential reasons that shape students' preferences between linguistic and literary courses within the academic domain. The research also highlighted the impact of family background and educational experiences on students' attitudes towards language and literature, as seen in the following answer " My father always encourages me to read and write imaginative stories as he himself be a writer as well". Additionally, the study emphasized the role of teachers and peers in shaping students' perceptions of linguistic and literary subjects as indicated in the following answer " I do like most of the teachers' way of presenting the lectures in the linguistic courses". Overall, the findings underscore the complex interplay of various social and cultural factors in influencing students' preferences and choices in academic disciplines.

According to the answers to the last question in the questionnaire, the sample wrote their additional comments to be analyzed. The results showed that most students thought more literary courses are needed, and literary courses should be the main emphasis of English departments to help students develop their fluency in language along with developing their four language skills—speaking, listening, reading, and writing—as these abilities were considered crucial for future job opportunities and

successful communication in English-speaking settings, as seen in the following comment " please, we need more literary courses to develop our language skills to be a good and fluent teacher in the future".

Based on the viewpoints of the students who responded to the survey, the respondents were unhappy with the heavy focus on linguistic courses alone and the requirement of Arabic courses for college credit in English departments. They felt that these courses did not adequately reflect their needs and interests, nor were they only essential to their aspirations for the future. They contended that a greater emphasis on literary courses would better prepare them with the abilities they would require in the future, as shown in the following comment" According to my need, Arabic courses should be less than this, and more emphasis should be put on the literary courses instead".

8.4. Findings

The main findings of the results provided can be summarized as follows:

1. Students' course preferences by motivation are influenced, with intrinsic motivation such as personal interest and enjoyment impacting preferences for literary courses, while extrinsic motivation such as career prospects or academic requirements may drive students to choose courses linguistic.
2. Students' language proficiency and development skills significantly influence their preferences course, with linguistic courses chosen to enhance overall language skills and literary courses favoured for reading improving, critical thinking, and analytical skills.
3. Cultural background, learning styles significantly impact students' preferences for linguistic or literary courses, hobbies and interests personal, goals career.
4. The teaching methods employed in literary and linguistic courses can shape students' preferences, favouring courses with students aligned with their preferred learning styles or teaching methods that cater to their individual needs.

5. In addition, students' preferences for linguistic or literary courses may vary based on thier learning styles, which can be categorized into visual, auditory, and kinesthetic styles.

6. Furthermore, the influence of cultural and personal facters, pedagogical approaches, language proficiency, and preferences motivation on students' is for critical curriculum planning and designing effective language programs.

9. Conclusions

In conclusion, the findings of this study underscore the multifaceted nature of factors influencing students' preferences for linguistic and literary courses. The influence of motivation, encompassing intrinsic and extrinsic both factors, emerges as a significant driver in shaping course preferences. Moreover, proficiency students' language and skills development play a pivotal role, with linguistic courses chosen to enhance language skills and literary courses favoured for the development of critical thinking and analytical abilities. Furthermore, the impact of cultural background, personal interests, and learning styles on course preferences highlights these choices the diverse and individualized nature of. The study also emphasizes the importance of pedagogical approaches in shaping students' preferences, underscoring the need for tailored teaching methods that align with divirse learning styles. Additionally, the recognition of individual learning styles, categorized into visual, auditory, and kinesthatic, further emphasizes the nature personalized of course preferences. Ultimately, the comprehensive understanding of the interplay between personal factors cultural factors, pedagogical approaches, language proficiency crucial, and motivation is for informing curriculum plunning and the development of effective language programs.

10. Recommendations

It is recommended that EFL teachers, curriculum designers, and policy- makers should give.:

1. More emphasis on literary courses just like those of the linguistic ones to address the student's needs and interests.
2. A deeper understanding of the complexities involved in students' course preferences.
3. Valuable insights into the diverse needs and motivations of students in the academic setting.

11. Suggestions for Further Studies

Further research and practical application of study findings are essential for the development of language programs that foster student engagement, motivation, and success.

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Appendix

A Questionnaire to Investigate the Reasons for EFL University Students' Linguistic and Literary Courses Preferences

Section 1. Factual Information

a. Name:

b. Gender: Male \ Female

c. Stage: third \ fourth

Section 2. Identifying Type of Course Preferences with Their Reasons

1. Which type of courses do you prefer? Why?

a. Linguistic courses

b. literary courses

2. Which type of courses should the university offer more? Why?

a. Linguistic courses

b. literary courses

3. Which type of courses do you find more engaging and motivating? Why?

a. Linguistic courses

b. literary courses

4. What is the most important goal or objective that inspires you to choose either linguistic or literary courses? Why?

a. Interest b. enjoyment c. career prospects d. academic requirements

5. Which type of courses provides a better foundation for language learning?

Why? a. Linguistic courses

b. literary courses

6. Which type of courses are more enjoyable? Why?

a. Linguistic courses

b. literary courses

7. Which type of courses is more beneficial for future career prospects in the field of EFL? Why?

a. Linguistic courses

b. literary courses

8. Is your interest in linguistic or literary courses? Why?

9. Do you have the desire to improve your overall language skills? Why?

a. Yes

b. No

10. Do you have the desire to enhance your critical thinking and analytical skills? Why?

11. Do you have the desire for personal enrichment and cultural

understanding? Why?

a. Yes

b. No

12. Through which courses type and you like to improve your learning?

Why? a. Linguistic courses

b. Literary courses

13. How important is it for you to learn English through linguistic concepts? Why?

a. Not important at all b. Not important c. Important d. Very important

14. How important is it for you to learn English through literary concepts?

Why?

a. Not important at all b. Not important c. Important d. Very important

15. Which type of learning style do you prefer? Why?

a. visual

b. auditory

b. kinesthetic

16. Which type of learning approach do you prefer? Why?

a. Autonomous

b. communicative

c. grammar-translation

d. task-based

17. Through which activities do you like to practice your language learning?

Why? a. exercises b. games c. diagrams d. discussions

18. Which type of courses can contribute to your cognitive development?

Why? a. linguistic courses b. literary courses

19. Which type of courses would help you improve your critical thinking

skills? Why? a. linguistic courses b. literary courses

20. Do you think learning different language structures and grammar rules through linguistic courses can enhance your cognitive abilities? Why or why not? a. Yes b. No

21. Which type of courses can help you understand and appreciate different cultures? Why?

a. Linguistic courses b. literary courses

22. Which type of courses can improve your intercultural communication

skills? Why? a. Linguistic courses b. literary courses

23. How much does your cultural background influence your course preferences?

a. Not at all b. Somewhat c. Moderately d. Very much e. Completely

24. Do you believe that linguistic or literary courses can better prepare you for your desired career path? Why?

a. Linguistic courses b. literary courses

25. Are you interested in pursuing a specific career or field related to English language studies? a. Yes b. No

26. In which courses type can you improve your language proficiency and language skills? Why? a. linguistic courses b. literary courses

27. In which type of courses your academic performance grades are better?

Why? a. Linguistic courses b. literary courses

28. Which courses type can improve your speaking and listening skills?

Why? a. Linguistic courses b. literary courses

Thank you for participating in this survey! Your responses will be kept confidential and used for research purposes only.

استقصاء أسباب تفضيل طلبة الجامعة المتعلمين للغة الإنكليزية بوصفها لغة أجنبية ما بين

المقررات اللغوية والأدبية

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الكلمات المفتاحية: التفضيلات، المقررات اللغوية، المقررات الأدبية

الملخص:

تهدف الدراسة الحالية إلى التحقق من تفضيلات طلبة الجامعة المتعلمين للغة الإنكليزية بوصفها لغة أجنبية بين المقررات اللغوية والأدبية، وما إذا كانت هذه التفضيلات تختلف باختلاف الجنس والمراحل الأكاديمية والأسباب الكامنة وراء تفضيلاتهم. وتم طرح مجموعة من الأسئلة للإجابة عليها وطرح مجموعة من الفرضيات للتحقق منها. ولهذا الغرض تم اختيار (269) طالباً وطالبة من قسم اللغة الإنكليزية/ كلية التربية الأساسية/جامعة الموصل، في الفصل الدراسي الثاني من العام الدراسي 2022-2023 ليكونوا عينة الدراسة. تم إنشاء استبيان يتكون من خمسة وثلاثين سؤالاً مفتوحاً ومغلقاً كأداة لجمع البيانات لتوفير فهم أعمق لنتائج الاستبيان. وباستخدام برنامج SPSS يتم تحليل البيانات التي تم جمعها إحصائياً. وبناء على النتائج التي تم الحصول عليها تم التوصل إلى مجموعة من أهم النتائج والاستنتاجات والتوصيات والمقترحات لمزيد من الدراسات.