Selectivity in Learning: A Case Study of EFL Students in Kurdistan Region – Iraq

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ABSTRACT

This research considers the selectivity in learning in Kurdish EFL classes. It attempted to measure the extent to which Kurdish University students of English are selective in learning. It also examined whether the five types of selectivity are considered learning obstacles to Kurdish students or not. The research used a questionnaire to collect data from the 149 participants of the study and used SPSS software for the data analysis. The results of the analysis revealed that Kurdish students of English are highly selective in learning and that the five types of selectivity are learning obstacles in the way of the students. However, the study showed individual differences among the participants as far as selectivity is concerned. The study suggested a number of recommendations to help students overcome the learning obstacles caused by selectivity.

Keywords: Language learning; Selectivity; EFL Kurdish students; Millennials.

INTRODUCTION

Learning is not a straightforward process. It involves many complications due to the human nature of learners. Given that learners are "information processors", what they are exposed to does not go directly to their minds. It needs to pass several fine filters before it could reach the learners minds. In other words, learning is a selectivity process. Selectivity generally refers to "the quality of carefully choosing someone or something as the best or most suitable" (Oxford Living Dictionaries: selectivity). According to McCroskey, Richmond & McCroskey (2005: 57), selectivity in learning means that "Students learn what they choose to learn, not what we choose for them to learn". In order for learning to take place, it must pass five stages, namely exposure (the learner must be exposed to the material s/he wants to learn), attention (the learner must be attentive to the material s/he is exposed to), perception (the learner must be able to recall what s/he has retained). It is clear that each of these stages is dependent on the stage that precede it. That is to say, attention is not possible without exposure, perception cannot be attained without attention, retention does not happen without perception, and recall is impossible without retention. Hence, McCroskey, Richmond & McCroskey (ibid) identify five types of selectivity as obstacles in the learning process, viz selective exposure, selective attention, selective perception, selective recall (Figure 1.).

Moreover, the use of technology has led to "profound change in the students' conceptions of what learning and knowledge are all about" (Alsoudi and Adaieleh, 2005: 408). learning styles and preferences differ from one generation to another. Students who are referred to as *Millennials*, the *Net Generation* by Oblinger and Oblinger (2005), and as *Generation Me* by Twenge (2006) have learning styles which are different from the learning styles of their teachers who often belong to either the *Baby Boomers* generation or *Generation X* (for more details on the classification of generations, see Oblinger and Oblinger (2005) and Twenge (2006)). According to Oblinger and Oblinger (ibid) and Twenge (ibid), these students prefer learning in informal environments to the formal class environment. They also prefer multimedia and experiential learning to learning through reading and listening to a lecture (Baker, Matulich and

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Papp (2007: 27). Therefore, they often refrain from printed materials. Also, they are visual learners and they like online learning which can take place any time. Moreover, they tend to choose what is relevant to their current life experience (Jarrar, Emeagwali and Awobamise, 2019: 115). Given these learning styles and preferences which are peculiar to this generation, it is expected that Millennial students are highly selective in learning.



Figure 1. Selectivity and Information Processing (McCroskey, Richmond & McCroskey (ibid: 58)

The aim of this paper is to examine Kurdish EFL students at the university level who belong to the Net Generation to find out how much they are selective in learning, which courses and ways of learning they would choose, if they were free to choose, and which types of selectivity constitute obstacles to them in the process of learning.

The paper attempts to test the following hypotheses:

1. Kurdish students of English, like other learners, are selective in learning; they tend to choose certain courses and ways of learning over others.

2. All the five types of selectivity are obstacles to Kurdish students of English.

3. There are individual variations among Kurdish students of English as far as selectivity in learning is concerned.

Selectivity in learning

The current study is based on the model of selectivity in learning proposed by McCroskey, Richmond & McCroskey (2005). Their model consists of five major types of selectivity, namely *selective exposure, selective attention, selective perception, selective retention, and selective recall.* The following pages introduce each of these types of selectivity in detail.

Selective exposure

Selective exposure is "a person's decision to place him- or herself in a position to receive messages from a particular source" (ibid. 68). According to Klapper (1960), selective exposure is a distinctive feature inherited by human beings. That is to say, human beings instinctively choose to be exposed to certain TV channels or programmes, for instance, but not others.

Within the educational context, this type of selectivity implies two things: first, students are likely to choose some courses over others, if they are given the option to choose. Second, when they have different teachers for the same course, students are likely to prefer to be taught by one teacher and not others. Selective exposure is triggered by some factors, including *proximity*, *involvement*, *utility*, and *reinforcement* (McCroskey, Richmond & McCroskey, 2005: 59-60).

Proximity

Proximity means "Nearness in space, time, or relationship" (Oxford Living Dictionaries: proximity). According to

McCroskey, Richmond & McCroskey (ibid.) this parameter works as follows: "That which is immediately available is more likely to be chosen" (p.59). Consequently, students will tend to choose courses which are close to their homes, and messages which are close to their expectations. Additionally, students are likely to ask a question to their peers rather than their teacher simply because peers are closer to them than the teacher in space and in relationship.

Involvement

Another aspect influencing one's selective exposure is apparently related to his/her involvement. In other words, a person will attend what is significant for his/her life, and what adds to his/her current lifestyle. Therefore, teachers should not expect students to attend their classes if the classes do not offer information which is important to them. "The more important a topic is to a person, the more the person is likely to expose her- or himself to messages on that topic" (ibid.)

Utility

The immediate usefulness of a message is a crucial factor in students' selective exposure. Accordingly, if students are offered two courses, one is with immediate utility and the other will be useful in some future time, they will definitely choose the one with immediate utility.

Reinforcement

This is another factor which affects selective exposure. It deals with the idea that people are quite biased in siding or supporting messages or information that are consistent with their viewpoints. One could simply argue that learners are likely to be more interested in messages which are in line with their beliefs and reject messages which go against their beliefs. For example, Kurdish learners believe in independent Kurdistan; therefore, if a teacher exposes them to messages which are inconsistent with this belief, they will from from them.

Selective attention

Selective attention refers to "the degree to which a set of messages are selected to be received by an individual" (ibid. 68). Educators and teachers may be able to control students' selective exposure; however, controlling their attention to messages seems more challenging because this should be decided upon by students themselves. To support this proposition, McCroskey, Richmond & McCroskey (ibid: 60) cite the old saying that "you can bring a horse to water (selective exposure), but you can't make it drink (selective attention)". Selective attention is determined by five factors.

Attention span

This refers to the period one can take on a particular activity or lesson in which age plays a significant role. For instance, lessons in the primary schools in Kurdistan are usually 30 minutes but in the secondary and high schools, this is increased to 45-60 minutes. However, at the university level, this is usually 90 minutes. Although these changes are explained by simply the age difference, one can argue that age should not be the only factor affecting it, and there must be more to it as there are still a great number of students who lose attention very often which is one of the major complaints which teachers have about students at those different educational levels. Teachers should not expect full-lecture attention from their students. Therefore, it is essential that teachers repeat taught information several times during the lecture period.

Novelty

It is obvious that teachers who are monotonous in teaching are the least favored. Therefore, novelty and variation in the teaching style have a serious influence on teaching. To regain their students' attention, teachers are advised to provide them with something new and unusual, such as giving out activities which are fun and new to the environment in order for them to learn as well as enjoy learning.

Concreteness

On one hand, it is believed that people learn better through ideas and lessons which they can relate to their real life. Additionally, abstract ideas will create boredom for learners and, as a result, learners will lose their attention. On the other hand, students prefer and pay attention to contextualized ideas or information which are argued to be more memorable and effective.

Size

It is a widely held view that bigger visual aids attract students' attention easier. Accordingly, teachers should make their presentations clear and understandable by using big fonts, graph, pictures, etc.

Duration

In general, interesting and memorable classes are those which are balanced and moderate in terms of duration. Thus, durations of classes should not be too short nor too long. If a class duration is long, the teacher should break it into short chunks to give students an opportunity to attend to the exposed material.

Selective perception

Selective perception means "the process of a receiver interpreting messages received from a source" (ibid: 68). It is likely that students' perceptions vary according to the message a teacher wants to convey. Therefore, the most important task for teachers to accomplish is for students to perceive or select the meaning that is aimed at, which could be affected by four factors of "ambiguity of messages, lack of redundancy, lack of schema, previous experiences, and expectations and biases" (ibid. 62).

Ambiguity of messages

In order for a message to be perceived, it must be clear and precise. Moreover, it should be within the students' linguistic capacities. A message is likely to be misperceived, if its structure invites more than one interpretation, or it goes beyond the students' linguistic competence. Therefore, in order to avoid selective perception and ensure understanding, it is very important that teachers make their messages as concrete and digestible as possible.

Lack of redundancy

Redundancy is important because it gives the students an opportunity to attend to the same message more than once, which increases the chances of perceiving the intended meaning. By contrast, delivering a message only once during the class period will deprive students who were not attentive at that time from the opportunity to attend to the message, and thus, not perceiving that message.

Lack of schema

Schema has a paramount importance in perception. It facilitates perception as it provides a place for a conveyed message to fit in. without schema, the message will pass on through the mental apparatus unperceived. Therefore, it is very important for teachers to make sure that their students possess the necessary schemas before teaching them any new ideas. If they do not possess them, teacher should start with teaching them.

Previous experiences

Previous experiences have two-sided effect in learning. First, "there is almost always a generation gap between teachers and students..." (ibid. 64). Thus, it is essential that teaching takes place in accordance to students' experience not teachers' experience because each generation perceive the world differently. Second, students may have erroneous knowledge about a topic from previous learning experiences, which may hinder learning new information. This erroneous knowledge needs to be corrected so that the learning process proceeds smoothly.

Expectations and biases

"An expectancy is an anticipation of a future occurrence. A bias is an unjustified evaluation." (ibid.). Especially when the teacher is new, students may have expectancies about her/his behavior and speech in the class. In addition, students may have biases towards the course being taught. These expectancies and biases are likely to affect students' perception of their teacher's messages. However, the teacher can reduce the perceptual effect of these expectancies and biases by spending some time to develop a positive relationship with the students.

Selective retention

Selective retention is "the decision to store or not store information in the long-term memory" (ibid. 68). It is considered to be the most problematic and challenging type in the learning process. It often happens that students are present and they perceive the messages and information well, however, after a lesson or two, they will most probably forget what have been discussed. McCroskey, Richmond & McCroskey (ibid) argue that there are five controlling

factors in this regard. It is highly likely that students may not retain information for a long time if the information is not highlighted (i.e. lack of highlighting), and/or repeated (i.e. lack of redundancy). Besides, lack of schema and lack of realistic application play decisive roles to keep the information taught in mind. Last but not least, students will remember the very first and last ideas or information presented (primacy and recency laws). Thus, it is thought that teachers' priorities should include effective techniques or activities for what is taught at the beginning as well as the end of presentations or lessons.

Lack of highlighting

Highlighting is an effective technique to make students recognize important information and retain it. One of the many means of highlighting is lesson objectives provided by teachers. They serve as "a very clear message to the student about what the teacher expects her or him to retain" (ibid. 65).

Lack of redundancy

As redundancy is important in perception, it is also important in retention. It is vital that teachers repeat the main ideas of the lesson several times and in different ways so as students realize the importance of these ideas and retain them.

Lack of schema

Schema in learning is like a hard disk in a computer. As there cannot be storage on a computer without a hard disk, there cannot be retention of information by a learner without a schema.

Lack of realistic application

Information which is linked to real, present situations is more likely to be retained than information presented for future use. Accordingly, it is crucial to "incorporate present experience into the teaching of new information" (ibid. 66).

Primacy and recency laws

Primacy law implies that messages presented at the beginning of a lesson are most remembered, whereas recency law implies that messages presented at the end of a lesson are most remembered. However, studies have shown that there is no evidence of either the primacy law or the recency law. Therefore, teachers are advised to emphasize what they want their students to retain at the beginning of the lesson or at the end the lesson, or at both the beginning and the end of the lesson.

Selective recall

Selective recall refers to "the retrieval of information from storage" (ibid. 68). Although students may perceive and store information they were exposed to, they sometimes find it difficult to recall that information. Retention of information does not guarantee that the information will be successfully recalled. Students often complain that they know all the studied material but they fail to recall it during tests.

Methodology

Participants

The participants in the present study are fourth-year students of English Departments in four universities in Kurdistan Region – Iraq, viz University of Human Development, Cihan University, Komar University and Sulaimani University. One hundred forty-nine Kurdish students responded to the study questionnaire, of them (99) were females and (49) were males. The age of the participants is between 22 -28. All the participants belong to the same ethnic group, speak the same language and share the same culture.

Material

The material consists of the students' responses to the study questionnaire. The researchers obtained 148 responses from 149 students. One of the students submitted the questionnaire without responding to any of its items.

Procedures

The researchers designed a questionnaire which consists of 22 items and sent it to university students to respond to

its items. Out of the 22 items of the questionnaire 19 items require the response to be *strongly disagree, disagree, neutral, agree,* or *strongly agree*; two items have multiple choices responses; and one is a free answer question type. The questionnaire was based on McCroskey, Richmond, and McCroskey's (2005) taxonomy of selectivity in learning. They proposed five types of selectivity, each with a number of subtypes. The questionnaire was designed using google forms so that the participants can respond to its items online. The researchers translated every single item of the questionnaire into Kurdish, the mother tongue of the participants, to make it easier to the participants to understand the items of the questionnaire. Besides, the researchers paid visits to the classes of the participants and explained each item of the questionnaire clearly before they responded to it. The researchers encouraged the students to participate and respond to the questionnaire seriously. The data obtained from the questionnaire were analysed using SPSS software and Excel. The results of the study were based on Likert Scale.

Results and discussion

Selective exposure

The students' responses to the question whether they prefer to be exposed to compulsory courses or elective courses reveal that a high percentage (86.39) has preference to elective courses over compulsory courses. According to Boles (2015), Huffington Post columnist, "Real learning thrives when students have real choices". Darby (2006) found that students have more preference to elective courses than to compulsory courses. Similarly, Boland, Lehman and Stroade (2001) believe that students' attitudes towards a course are influenced by whether the course is elective or compulsory. Besides, Pohlmann's (1975) study revealed that college students' evaluations on elective courses outperformed their evaluations on compulsory courses.

Additionally, the responses to the other items within the selective exposure section of the questionnaire show that Kurdish students are selective in the courses which they are exposed to (see Table 1). They agree that involvement, utility and reinforcement are determinant factors in their decisions to attend or not attend a course. However, they are neutral about the proximity of the educational institution they intend to enroll in. This may be ascribed to the fact that a great number of students in Kurdistan region have their own cars, so that they can reach their educational institutions easily.

From the researcher's own experience, selective exposure is affected by other factors such as the student's average at secondary school, the student's parents desire and social prestige. A student may enroll in an educational programme not because s/he desires to study it, but because her/his average does not qualify her/him to study other programmes. Also, a student may attend a programme because her/his parents want her/him to specifically attend that programme. Besides, a student might choose to attend an educational programme simply because it is prestigious in the society where s/he lives. Moreover, the rigid absenteeism system followed in Kurdistan Universities forces students to attend classes against their desires.

Selective attention

The data collected on selective attention show that it is a learning obstacle for the majority of the participants.

Only 122 of the 149 subjects of the study responded to the first question: *which topics do you like to pay attention to?* The responses show variation among the participants concerning the topics which they would like to pay attention to. All the topics chosen by the participants can be categorized into three groups: linguistic topics, literary topics and general topics (topics not part of the courses studied in English Departments at Kurdistan Universities). General topics obtained the highest percentage of the selection, then came linguistic topics and last literary topics (Figure (1). However, individually, highest scores of selection were obtained by novel, conversation, literature and grammar (20, 13, 9, and 9 respectively).

Selective Exposure	n	Measure	SD	D	Ν	A	SA	М	(Std.D)	Result
Learners tend to attend	140	Frequency	6	25	45	59	13	3 32	0.99	Neutral
place where they live.	140	Percentage	4.05	16.89	30.41	39.86	8.78	5.52		
Learners tend to attend	148	Frequency	3	1	19	81	44	1 09	0.79	Agree
important to them.	110	Percentage	2.03	0.68	12.84	54.73	29.73			
Learners tend to attend	147	Frequency	1	3	25	77	41	4 05	0.77	Agree
immediately useful to them.		Percentage	0.68	2.04	17.01	52.38	27.89	4.05		
Learners tend to attend	148	Frequency	2	6	29	71	40	3 95	0.87	Agree
with their own beliefs.		Percentage	1.35	4.05	19.59	47.97	27.03	0.75		
Total	591	Frequency	12	35	118	288	138	3 85	0.86	Agree
		Percentage	2.03	5.92	19.97	48.73	23.35	0.00	0.00	
			Compulsory	Elective						
Which courses do you prefer?	147	Frequency	20	127						
		Percentage	13.61	86.39						

 Table 1 Frequency and Percentage of Selective Exposure

Figure 1 Frequency and Percentage of Topics Kurdish Students Like to Pay Attention to



This can be interpreted that a large number of the study participants have exposure to courses which are not favorable to them.

The data obtained from responses to the second question (*How long can you pay attention to a lecture?*) revealed that the majority of the participants (86%) believe that they can keep attentive between 30 to 60 minutes (Table 2). However, the average of the attention span among all the participants is 42.23 minutes, which is almost the period of a single lecture in the educational system followed by universities in Kurdistan Region of Iraq.

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Selective Attention		Measure -	10	20	30	40	60	90	- M	
How long can you pay attention to a lecture?	140	Frequency	5	8	29	70	29	7	42.23	
	140	Percentage	3.4	5.4	19.6	47.3	19.6	4.7		
Selective Attention	n	Measure	SD	D	N	Α	SA	М	(Std.D)	Result
Learners pay more attention to novel (new) ideas.	148	Frequency	0	5	37	70	36	3.92	0.79	Agree
		Percentage	0	3.4	25	47.3	24.3			
Concrete things or ideas attract the		Frequency	2	9	23	59	55			
learners' attention more than abstract ones.		Percentage	1.4	6	15.5	39.9	37.2	4.05	0.94	Agree
Bigger things (big pictures, big graphs,		Frequency	0	5	35	71	37			
big fonts) draw more attention than smaller ones.		Percentage	0	3.4	23.6	48	25	3.94	0.78	Agree
Attention is directed to things which are moderate in duration.		Frequency	1	4	24	67	52			Agree
	147	Percentage	0.7	2.7	16.2	45.3	35.1	4.11	0.82	
		Frequency	3	23	119	267	180	4.01	0.52	
Total		Percentage	0.52	3.88	20.08	45.12	30.4	4.01	0.52	Agree

Table 2 Frequency and Percentage of Selective Attention

The attention of the majority of the participants is affected by novelty of ideas, concreteness of things and ideas, size of presented data, and duration of the lecture. The mean of the participants' responses to these factors shows that they agree on the impact of these factors on their attention (see Table 2 above).

Most of the studies on selective attention focused on attention span. Results from these studies show that there is no consensus among researchers on the amount of time a student can keep attentive. According to Benjamin (2002: 63) attention is superior in the first 10 minutes of a lecture. Similarly, Hartley and Davies (1978) report that students have greatest attention during the first 10 minutes of a lecture but it lapses after the 10 minutes. Lloyd (1968) states that attention is high in the first five minutes of a lecture and lasts for 10 minutes then it is high again in the last five minutes. By contrast, Johnstone and Percival (1976) found that attention is low during the first few minutes of a lecture and declines at 10 to 18 minute later. Stuart and Rutherford (1978) argue that attention is highest in the first 10 to 15 minutes of a lecture. According to Bligh (2000, p. 51), "learning in the last twenty minutes seemed superior". Scerbo et al. (1992: 313, citing Cashin,1985), state that students' attention does not usually last more than 20 minutes. However, Wilson and Korn (2007) report that there are individual differences in students' attention and these individual differences should be considered by teachers.

Lamba et al (2014: 3) did not report a specific period of time of students' attention; however, they believe that "most of the students lose attention and concentration" in lengthy lectures. They also believe that attention is influenced by age, gender, class, medium of instruction. Another study by Wang (2015: 7) revealed that "learners' self-evaluation of their language knowledge, the way teachers talked about language form, learners' role in language episodes, peer behavior, and learners' concern for 'face'' are factors which affect students' attention.

Selective perception:

The overall mean of the responses to the items within the selective perception of the questionnaire shows that Kurdish students selectively perceive the meanings intended by the teacher. Although, they were neutral about the impact of redundancy of the messages on their perception, they believe that schema (existing knowledge), previous experience, and expectancies and biases are influential factors in perception (see Table 3).

Studies have shown that selective perception is affected by motivational factors, like desires, emotional states and

needs as well as cognitive factors, such as previous experience and expectations (Stroud and Choi, 2017).

Students perception is also influenced by the linguistic complexity of the messages conveyed by teachers. Widodo and Cirocki (2015: 69) state that "...if students are provided with spoken texts whose linguistic complexity is beyond students' current linguistic ability, they will be unable to understand exposed messages".

Selective Perception	n	Measure	SD	D	N	A	SA	М	(Std.D)	Result
The more concrete and specific a message is, the less likely it is to be misperceived;		Frequency	0	8	32	78	30	3 88	0 79	Agree
the more abstract a message is, the more likely it is misperceived.	110	Percentage	0	5.41	21.62	52.7	20.27			ngree
When a series of messages lacks redundancy, those messages invite		Frequency	6	39	30	50	23	3.3	1.14	Neutral
misperceptions.		Percentage	4.05	26.35	20.27	33.78	15.54			
If you expect what is taught and have the schema (existing knowledge), then it is		Frequency	2	4	15	57	70	4.38	0.86	Strongly
more likely that you will understand the lecture or the information taught.		Percentage	1.35	2.7	10.14	38.51	47.3			agree
It is vital that teachers draw on the experiences of the learner, as opposed to		Frequency	0	0	10	68	70	4.41	0.62	Strongly
their own experiences, whenever possible.		Percentage	0	0	6.76	45.95	47.3			agree
It is a wise teacher who takes some time early in a course to work on developing	148	Frequency	2	1	9	58	78	4.41	0.76	Strongly
positive relationships with the students.		Percentage	1.35	0.68	6.08	39.19	52.7			agree
Total	740	Frequency	8	52	96	311	271	4.08	0.83	Agree
		Percentage	1.08	7.03	12.97	42.03	36.62		c	

Table 3 Frequency and Percentage of Selective Perception

Selective retention

Retention of information is another important aspect in learning. If a student perceives a message but s/he is not able to retain it, that message will be worthless to her/him. Table 4. below shows that Kurdish students are selective in their retention of the messages they perceive. Their retention of what they perceive is affected by highlighting, redundancy, schema, realistic application, and primacy and recency laws.

Farley et al (2013: 6) demonstrated that there is a direct relationship between attention and retention. That is to say, retention of lecture material decreases as attention to that material decreases. Besides, they found that there is a inverse relationship between retention and fidgeting. In other words, retention decreases as fidgeting increases.

Risko et al (2012) found that lecture material retention is affected by time and mind wandering. Retention decreases as these two variables increase.

Selective recall

The data presented in Table 5. reveal that Kurdish students strongly agree with the statement: students often understand the information given in the lecture but they fail to recall it during the test. Recalling information during exams seems problematic to Kurdish students, as the data show.

Generally speaking, students have tendency to recall material which is consistent with their attitudes (Feather, 1969) and which is favourable to them (Taft, 1954).

	-	-	-	-						
Selective Retention	n	Measure	SD	D	Ν	А	SA	М	(Std.D)	Result
When important ideas are not highlighted by teachers,	147	Frequency	2	9	15	61	60	4.1.4	0.93	Agree
students often do not realize that they are important.		Percentage	1.36	6.12	10.2	41.5	40.82	4.14		
The more students hear something, the more important they think it is i.e. sometimes students simply do not		Frequency	0	9	33	68	36	3.9	0.84	Agree
think something is important until they hear it several times.	146	Percentage	0	6.16	22.6	46.58	24.66			
If there is no system for storage (schema) available, there will be no storage. It is like trying to store	1.40	Frequency	2	15	23	70	38	3.86	0.96	Agree
information on a computer with no hard drive. You turn it off and the information is gone.	140	Percentage	1.35	10.14	15.54	47.3	25.68			
Retention often depends on applying new information		Frequency	2	3	19	65	59	4 10	0.84	Agroo
to real, present situations.	140	Percentage	1.35	2.03	12.84	43.92	39.86	4.19	0.84	Agree
Information presented either near the beginning or		Frequency	3	21	45	54	25			
retained than information presented in the middle.	148	Percentage	2.03	14.19	30.41	36.49	16.89	3.52	1	Agree
		Frequency	9	57	135	318	218	3.92	0.91	Agree
l otal	737	Percentage	1.22	7.73	18.32	43.15	29.58			

Table 4 Frequency and Percentage of Selective Retention

Table 5 Frequency and Percentage of Selective Recall

Selective Recall	n	Measure	SD	D	Ν	Α	SA	М	(Std.D)	Result
Students often understand the information given in the lecture but 1 they fail to recall it during the test.	1/18	Frequency	0	8	14	55	71	4 28	0.85 Str a	Strongly
	140	Percentage	0	5.41	9.46	37.16	47.97	1.20		agree

Correlation between types of selectivity

The data in table 6 reveal that there are significant positive correlations between selective attention and selective perception (0.476), selective perception and selective retention (0.411), selective attention and selective retention (0.409) at the level 0.01. A significant positive correlation also exists between selective retention and selective recall (0.163) but it is at the level 0.05. however, there is any significant correlation between selective exposure and any of the other types of selectivity. This means that exposure to a certain message does not entail attention to, perception of, retention of or recall of that message. "You can bring a horse to water ... but you can't make it drink..." McCroskey, Richmond & McCroskey (2005: 60). However, the correlations between the other types of selectivity suggest that they are interdependent in the sense that if a student is attentive to a message, s/he is likely to perceive it; if s/he perceives the message, s/he is likely to store it in memory; and if s/he retain the message, s/he is likely to recall it.

Conclusions and recommendations

Based on the study results, it can be concluded that Millennials are highly selective in learning. They have their own leaning styles and preferences, and if the teaching system does not meet these leaning styles and preferences, students are very likely to selectively refrain from that system. If the educational system provides this generation students with options, they will tend to choose certain courses and ways of learning, and even teachers, over others. In addition, the five types of selectivity, namely *selective exposure, selective attention, selective perception, selective retention* and *selective recall* will constitute learning obstacles to them.

However, although the overall average of the responses show that the students agree on the items of the questionnaire, there were individual differences in the degree of selectivity, as the responses showed.

In view of the previous findings and conclusions, the study suggests the following recommendations to help

students in general and Kurdish EFL students in particular overcome the learning obstacles cast by selectivity:

- Universities in general and universities in Kurdistan Region of Iraq in particular should incorporate elective courses into their curricula in order to give the students more options in the courses they are exposed to.

- Teachers should break the information presented in the lecture into 10-minute chunks so as to give the students a chance to boost their attention.

- Departments are advised to avoid lengthy lectures in their timetables because lengthy lectures encourage students to lose their attention.

- Teachers should implement methods of teaching which support the students' ways of learning. Students of the new generation (Web Gen) prefer web-based learning; therefore, they quickly feel bored in a class-based lecture. Besides, these students learn better when they see things and experience them. Thus, they keep attentive when the teacher implements visual techniques and kinetic activities.

- Given that the new generation students do not like the spatial and temporal limitations of the class-based lecture, it is vital that teachers give extracurricular activities which can be accessed by students anytime, anywhere.

- Teachers are advised to highlight and repeat important ideas in their lectures since these techniques help students retain those ideas.

- The test questions should reflect the way information was taught as this will stimulate students to recall what they studied.

Correlations											
		Selective Exposure	Selective Attention	Selective Perception	Selective Retention	Selective Recall					
	Pearson Correlation	1	.113	.094	.169*	.105					
Selective Exposure	Sig. (2-tailed)		.172	.257	.040	.204					
	Ν	148	148	148	148	148					
	Pearson Correlation	.113	1	.476**	.409**	.105					
Selective Attention	Sig. (2-tailed)	.172		.000	.000	.204					
	Ν	148	148	148	148	148					
ĺ	Pearson Correlation	.094	.476**	1	.411**	.152					
Selective Perception	Sig. (2-tailed)	.257	.000		.000	.065					
ĺ	Ν	148	148	148	148	148					
1	Pearson Correlation	.169*	.409**	.411**	1	.163*					
Selective Retention	Sig. (2-tailed)	.040	.000	.000		.048					
	Ν	148	148	148	148	148					
1	Pearson Correlation	.105	.105	.152	.163*	1					
Selective Recall	Sig. (2-tailed)	.204	.204	.065	.048						
	Ν	148	148	148	148	148					

Table 6 Correlations between the Five Types of Selectivity

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

**. Correlation is significant at the 0.01 level (2-tailed).

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ملخص

يدرس هذا البحث الانتقائية في التعلم لدى طلبة اللغة الإنجليزية الكرد، وهي محاولة لمعرفة إلى أي مدى يكون طلبة اللغة الانجليزية الجامعيون الكرد انتقائيين في التعلم. وتختبر الدراسة فيما إذا كانت أنواع الانتقائية الخمسة هي عوائق تعليمية عند الطلبة الكرد أم لا. استخدم البحث استبانة لجمع البيانات من 149 مشارك في الدراسة، واستخدم برنامج (SPSS) الإحصائي في تحليل البيانات. وأظهرت نتائج التحليل ان طلبة اللغة الإنجليزية الكرد انتقائيون في التعلم بشكل عال، وأن أنواع الانتقائية الخمسة هي عوائق تعليمية في طريقهم غير أن الدراسة أظهرت فروقات فردية بين المشاركين فيما يتعلق بالانتقائية، وقدمت الدراسة مجموعة من المقترحات لمساعدة الطلبة في التعلب على العوائق التعليمية التي تسببها الانتقائية.

الكلمات الدالة: تعلم اللغة، الانتقائية، الطلبة الاكراد.

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