



Using Non-Classroom Activities in Secondary Schools and its Effect on Learning EFL

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Abstract

This study aims at shedding the light on an important area which is non-classroom activities. Surveying the various types of these activities and showing the effect of them on learning English. It is important to know which activity is widely used and regarded as the most interesting and beneficial one. It is hypothesized that non-classroom activities have great role while learning English. The population and sample of the study are teachers and students of secondary schools in Saladin city. The current study is limited to the academic year 2018/2019.

1. Introduction

Activities which are used in schools are various and all of them have specific aims to be achieved. Some of them for entertainment, whereas the others for developing skills in schools subjects. We have two types of activities (classroom activities and non-classroom activities).

In order to make students feel more comfortable and free to speak English, teachers can use non-classroom activities for instance taking them in picnics or having them a round some famous places. Practicing English while doing non-classroom activities can supply students with confidence, happiness, developing some skills.

Staying in classrooms is something boring for most of students. Because it is habitual and frequent. So, it is really important to take them studying outside in the fresh air with a lot of freedom. They can use their minds with focusing on some new teamwork to simplify some difficulty topics.

English conversations can taught and practiced easier specially while being outside classrooms, like collages campus or in English department labs. In the new context of the school education area, autonomous learning and skills acquisition is considered a fundamental task and in which, obviously, teachers have to put every effort to guide the students in achieving these objectives.

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In this study, a mixture of teaching techniques in order to achieve better academic results is presented. These are mainly focused on performing non-contact activities. Among these, self-assessment activities, continuous assessment, peer assessment and teamwork are proposed.

The aim of this study is to verify what we understand that could become for some and is not as trivial as that, and needs to be tackled from an empirical point of view: the execution of out of the non-classroom activities promotes the degree of acquisition of content, increasing, as a result, the knowledge obtained by the students. Besides, we have tried to prove the fact that the marks obtained by the students could be affected not only by the fact of executing out of the classroom activities, but that these should be taken into account for the calculation of their final performance.

2. Literature Review

2.1. Non-Classroom Activities

Non-classroom activities are one of the best advanced educational methods that give the student a benefit and develop skills that increase his efficiency and love with the scientific material received from his teachers and away from boredom from the lesson, which relies on memorization and memorization, where extracurricular activity encourages students and motivate them to participate in activities and competitions organized within And outside the walls of their schools (Dababi, 2016: 2).

The activities that students practice outside the classroom or classroom inside or outside the school, such as: collecting coins or postage stamps, making models of aircraft or photography in the photography group and their exit with the group of trips to record visits to museums or historical places, the preparation of wall magazines, murals ...etc. (ibid: 3).

Teaching and learning can become inherently spontaneous and student-centered when moved from the confines of the classroom into the world at large. From the collaborative learning atmosphere that results from the unique relationships developed outside the classroom, to the deep learning that occurs when students must put into practice “in the real world” what they have theorized about from behind a desk, field experiences are unmatched in their learning potential. Field experiences early in a student’s career can be formative and can inspire students to continue in a field (Claiborne: 2010: 30).

Learning experiences outside the classroom are inherently interdisciplinary. When we go out into the world, we encounter it as a whole and are forced to engage multiple modalities, no matter which pair of disciplinary “lenses” we intended to wear. Therefore, scientists and humanists alike do well to consider the ways in which other disciplines might enrich their own disciplinary approach to their field. There are many ways to make learning extend outside the classroom (Gardinier, 2010: 6).

English teachers should follow the following steps in order to take his/her role in self-assessment process as mentioned by ([https://www.nctq.org/dmsView/EDST_Observation_Protocols_\(1\)](https://www.nctq.org/dmsView/EDST_Observation_Protocols_(1))).

- Review relevant student achievement data and/or relevant school-wide data.
- Reflect on practice by analyzing the data and the teaching and learning framework.
- Enter Self-Assessment ratings and reflection. Moreover, ratings are confidential and not viewable by administrator.

3. Methodology

3.1. Population and Sampling

Best et al. (2006: 13-16) state that “population is any group of individuals that has one or more characteristics in common”. A sample of 71 students and 28 teachers are used to achieve the aims of the study. The students represent intermediate and preparatory schools, male and female students. A questionnaire is designed to fulfill the aims of the study. The items of the questionnaire are 10, and each one deals with specific point that can explain the good effect or the bad effect of practicing the non-classroom activities. Data is collected and analyzed statistically.

3.2. The Tool of the Study

A questionnaire is designed so as to achieve the aims of the study. The items of questionnaire discuss teachers’ and students’ attitudes concerning using non-classroom activities in secondary schools. The questionnaire validity is approved by taking in consideration the suggestions and advices of the experts.

The instrument is valid if it measures accurately what it is supposed to measure (Ebel, 1972: 555 and Fulcher, 2010:19). Validity of the questionnaire refers to “the degree or level to which a research instrument measures what it purports to measure” (Borg and Gall, 1983:173).

Fautley and Savage (2010: 11) state that “reliability is the extent to which the results can be considered stable or consistent”. See also (Brown, 2003: 98). The reliability is computed and it has been found that the questionnaire is reliable and the value is 0.84.

4. Data Analysis

4.1. The Items of the Questionnaire Analysis

After collecting data, the items of the questionnaires are treated statistically by using percentages values. Table (1) bellow shows the percentages of the agreements about the questionnaire items .

Table 1. Items of the Questionnaire

No.	item	percentage
1	The general use of non-classroom activities	17%
2	know the real meaning of non-classroom activities	40%
3	the ministry of education and education directorate supply	15%
4	Teachers don't believe in the importance of non-classroom technique.	70%
5	Its useful students practice speaking English outside classrooms	76%
6	the environment can play an effective role in practicing speaking	90%
7	use self-assessment and peer-assessment	16%
8	secondary school teachers and students practice teamwork activity	18.5%
9	the teachers of English do competitions and games.	33%
10	taking their students to public libraries	5%

- Concerning the use of non-classroom activities it has been found that only 17% of the teachers and schools administration use this technique.
- According to the values 40% of students know what is the real meaning of non-classroom activities.
- 15% of the teachers agree that the ministry of education and education directorate supply these technique.
- Most of the teachers 70% don't believe in the importance of non-classroom technique.
- English teachers agreed that it would be beneficial of students practice speaking English outside classrooms the percentage is 76%.
- Students can feel more comfortable if the study outside classrooms, because the environment can play an effective role in this matter, 90% agreed to this point.
- 16% of the teachers of English use self-assessment and peer-assessment technique as one of the non-classroom activities.
- 18.5% of the secondary school teachers and students practice teamwork activity to design school magazine as one of the non-classroom activities.
- 33% of the teachers of English do competitions and games in English for the students of the secondary schools.
- Only 5% of English teachers take their students to public libraries, university libraries, or city libraries in order to make students aware of famous English stories, books, and magazines.

5. Discussion of Results

Results show that there are statistically significant differences in the points of views of teachers and learners concerning the use of non-classroom activities as regards the mean obtained marks for theory, problems, or final mark depending on the developed monitoring technique and the nice environments that learners had while learning some important skills.

In the secondary schools, the use of non- classrooms activities is neglected and only percentages of schools practice it for many reasons like the lack of time or the expense, or even some official permissions to practice it frequently.

Learners really need a good environment while learning English speaking skill.

The results show that there are various differences in the mean grades on theory, problems, and final grades, depending on the monitoring technique developed. In addition, results also show, in general, the improvement in student grades for those cases where a non-contact activity is carried out, and is explicitly shown that the effort during the development of the activity is explicitly taken into account.

Non-classroom activities have great role in teaching process since 90% of the teachers agreed that students learn better under a comfortable and free environment.

6. Conclusions

According to the findings of the study the study revealed that:

- A High percentage of schools never use non-classroom activities.
- Many reasons forbid teachers from practicing non-classroom activities such as time, financial reasons, safety, ...etc.
- The schools that practiced non-classroom activities showed a useful change on the students' learning performance.
- English can be learned better while visiting English departments in universities and giving students a time to in a picnic of competitions or practicing English games.
- Students improve better under a comfortable and free environments.

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