



OUT-OF-CLASS ENGLISH LANGUAGE LEARNING AMONG UPPER CLASS PUPILS

Rustamova Shokhista Sharifovna
SamSIFL, English Teacher,

Abstract

This article is about a small-scale research project that investigates how upper-class pupils learn and use English outside the classroom. Surveys show that most of the activities upper-class students participate in outside of the classroom are related to popular culture and free-time activities are more fun and entertaining in nature than activities that are planned. conscious choice aimed at learning English. These activities help develop vocabulary and listening skills, but they do not help practice speaking and writing (effective skills).

Keywords: EFL; learn foreign languages outside the classroom; reception skills; production skills; student.

Introduction

In short, when smartphones and smart watches, tablets, computers and the internet are used at all times of the day, life itself is very different than without them. The way we communicate, work, shop, find information and other daily activities has changed. Without a doubt, learning is one of those activities that has changed, as upperclassmen now have the opportunity to access materials and resources from all over the world in a snap and thus can learn not only in the classroom but also anywhere outside class. In fact, Benson asserts, "the trend is toward blurring the distinction between 'in-class' and 'out-of-class' applications, leading to new and often complex understandings of the role of autonomy." master in teaching and learning. 'linguistics' (2006, p. 22). As a result, more and more bodies of research are on the subject. Many recent studies have been carried out on learning English outside the classroom in Europe and Asia: in Finland (Moncrief, 2011), Sweden (Henry, 2014), Armenia (Sargsyan and Kurghinyan, 2016). , Hong Kong (Hyland, 2004; Chan, 2016), Indonesia (Sulistiyo, 2016), Japan (Doyle and Parish, 2012; Lee et al., 2011), Malaysia (Maros and Noor Sazai, 2016), Taiwan (Guo, 2011), Thailand (Tantarangsee et al., 2017) and Turkey (Orhon, 2018). These studies of learning a foreign language outside the classroom varied in terms of data collection, and their study participants differed not only in terms of nationality and educational background, but also in opportunities to practice the language. He is outside the classroom. The terminology used in the





aforementioned studies is also different. Maros and Noor Saazal summarized the variations as follows: As analyzed, learning, working, practicing, using language and learning strategies outside of class discuss the same things as watching movies, reading newspapers, surfing the net, talking with friends or native speakers, listen to the radio and the list goes on. above (Maros and Noor Saazal, 2016, p. 480, italicized in original). Learning a foreign language is a complicated job, but learning a foreign language is even more difficult. While language learning has traditionally taken place in standard school settings, a change is underway in which language learning takes place outside of the classroom. Pitkanen et al. explain what led to the shift from primarily classroom activities to extracurricular activities that facilitate learning in this way:

Globalization, the Internet, and many new forms of information technology and social media have dramatically changed the linguistic environment of our upperclassmen over the past few decades. The uses, functions, situations, and contexts of languages extend beyond the classroom like never before. Furthermore, while language skills can be developed in language lessons led by professional language teachers, this learning extends to many academic and everyday activities (Pitkanen et al. et al., 2011, p. seven). Teachers often know exactly what their upperclassmen are doing when they can observe them, but they don't know what's going on in terms of language learning (if any) when they're not there. Therefore, research on extracurricular learning activities of English and other languages is very important. Moncrief described learning as follows: It can be agreed that there is no exact way to learn a language that can be considered the best fit for each individual. Different upperclassmen develop and naturally integrate different ways of learning, thinking, and expressing different personalities. However, as language teachers, we care about the methods and learning styles of upper-class students and promote the development of their language skills in general. In the end, many people know about what happens inside a classroom, while few know about how the students in the upper class learn the language outside the classroom. This article concerns only English as a foreign language and its learning activities outside of a classroom. Such activities not only help learning but also fulfil upper class pupils' need for authenticity in order to see and experience where and how the language is used in the real world (Orhon, 2018, p. 2). In fact, "the internet technology and the media and the use of English in face-to-face as well as virtual social networks provide greater opportunities for meaningful and authentic language use than are available in the classroom" (Richards, 2014, p. 2). That is, real-life application can be seen as a greater motivation factor for learning both inside and outside the classroom. According to Henry, "many of the things upper class pupils do





in their leisure time that are English-mediated, such as digital gaming, can often provide them with meaningful, positive and identity-confirming experiences” (Henry, 2014, p. 7). This applies not only to school, but also the university context, in which some classroom activities can be seen as lacking authenticity and perceived by young adults as too artificial. On the other hand, some scholars doubt that upper class pupils can learn without the guidance of their teachers (Benson, 2001, p. 43).

In Hong Kong, Chan (2016) explored “how upper class pupils can make better use of popular culture, out-of-class learning and foster greater autonomy in the local context” (2016, p. 1918). The research used semi-structured interviews and language learning journals and “found that the case participants mainly engaged in self-initiated, interest-driven out-of-class learning”, while learner autonomy was developed in relation to “English-medium popular culture activities” (Chan, 2016, p. 1918, 1921). In other words, Chan’s research shows that the English learners used those out-of-class activities that were related to their pastime in terms of popular culture. However, particular skills that these activities practiced were not specified by Chan.

Sargsyan and Kurghinyan (2016, p. 29) carried out a research on Armenian EFL upper class pupils in order to find out how often they used English outside the classroom and in which ways they did this. It was revealed that almost a half of these upper class pupils used English very often outside the classroom, and this use was mostly related to their activities on social media, searching (supposedly for information on the Internet), listening to music and watching films (not specified whether with or without subtitles) and videos, and travelling (Sargsyan and Kurghinyan, 2016, p. 44). It is possible to conclude that most of these out-of-class English learning activities were related to receptive rather than productive skills.

Orhon (2018, p.1) did a look at the language gaining knowledge of sports that EFL higher elegance students of diverse ranges enrolled with inside the English Preparatory Program at one Turkish college engaged in outdoor the classroom. Orhon attempted to have a take a observe whether or not there has been any distinction in out-of-elegance English language gaining knowledge of sports primarily based totally on gender, sort of language schooling or language skill ability degree of the individuals, however no such distinction turned into detected (Orhon, 2018, p. 1). However, it turned into observed that the Turkish newbies of English “had been broadly speaking engaged in receptive sports [such as listening and watching] however now no longer in efficient sports” (Orhon, 2018, p. 11). These findings are just like the ones of Sargsyan and Kurghinyan (2016), however in evaluation to Orhon`s (2018) look at, Henry (2014) located gender-associated out-of-elegance





English gaining knowledge of variations amongst college higher elegance students in Sweden. Male individuals spent greater time on such interactive sports as laptop video games and on the identical time stepped forward their vocabulary and oral capabilities outdoor the classroom (Henry, 2014, p. 4), at the same time as greater lady than male individuals' concept they found out English in elegance greater than outdoor the classroom (Henry, 2014, p. 15). In short, the research suggests that both upper class pupils who study English as their speciality subject and those who do not tend to focus on receptive skills through out-of-class activities that they carry out.

Unlike the discussed research that included the upper class pupils of the countries in which the studies were conducted, the research by Maros and Noor Saazal included international upper class pupils (250) doing their master's and PhD studies in an institution in Malaysia and concerned OCLL (out-of-class language learning) strategies, since a lot of international upper class pupils arrive to study in Malaysia and their studies are delivered in English (Maros and Noor Saazal, 2016, p. 478). The findings by Maros and Noor Saazal demonstrate that the international upper class pupils, who had had quite sufficient English skills, learned English "through watching television programmes or movies, and 2) utilised tools mainly technology-affiliated in advancing themselves in the language" (Maros and Noor Saazal, 2016, p. 478). According to the two scholars, watching, the preferred skill, can actually be seen as a receptive skill that involves three skills – "visual, listening and reading" (e.g. subtitles) (Maros and Noor Saazal, 2016, p. 485). This once again shows the focus on receptive skills in out-of-classroom English activities.

The Sulistiyo study included high school students in the non-English section of a university in Indonesia (Sumatra) and was based on a questionnaire regarding their English learning activities in and out of the classroom (2016, p. 1). In this study, speaking in English with friends (#1), listening to and watching TV, and using English with foreigners were the most helpful activities for learning English outside the classroom, while reading was least preferred. was shown (Sulistiyo, 2016, pp. 19–20). These results are inconsistent with most other results as they include both productive (mainly speaking) and receptive activities for learning English outside the classroom. They marked these as useful, but did not say whether they actually learned personally from these activities. However, a study by Lee, Brown, and Kusumoto (2011) emphasized speaking using verbal contact profiles of upperclassmen at Japanese universities. Universities are in a rather peculiar situation where half of the upper class students are Japanese and the other half are foreigners. Therefore, many senior students report practicing speaking in English outside the classroom on campus, whereas senior students living off campus do not engage in extracurricular speaking





activities, which is why research The results do not seem surprising (Lee et al., 2011, p. 15). A Moncrief study in Finland found that “reading, watching television and movies, and speaking English were the most commonly cited ways for older students to improve their English, while writing was the least common activity. was” (Moncrief, 2011, p. 111)). Responses from survey participants, including activity type, are listed by frequency of mention and grouped as follows: reading (books, magazines), watching (television, movies (without subtitles), radio), talking (interaction with foreigners, upper-class interactions) students, friends), boyfriends or girlfriends, tourists, relatives), personal (travel (and/or study abroad) and games (videos)), Internet (unspecified) (Facebook, internet TV and radio), professional (professional), writing (email, chat), and non-academic use. (Moncrief, 2011, p. 113). The first two frequencies of out-of-class activities are devoted to practicing receptive skills, but speaking (a productive skill) is also fairly high. According to Richards, “it has been observed that young people in northern European countries, such as Finland and Denmark, have good listening skills and are often quite fluent in English compared to their counterparts in countries such as Portugal and Italy” because in Scandinavia films on TV and in the cinemas “are shown in their original language with subtitles, while in many other countries they are dubbed, hence denying young people exposure to comprehensible input in English” (Richards, 2014, p. 2). This might be the reason why watching/listening activities take the second place in the list of the most frequent out-of-class English learning activities in Moncrief’s study. Just like Moncrief’s (2011) investigation in Finland, Hyland’s research in Hong Kong reveals reading to be the most useful and helpful activity to learn English outside the classroom (Hyland, 2004, p. 189). It also showed that there was “a tendency [of English learners] to focus on those activities which did not involve face-to-face contact, what one could term *private* rather than *public*; using language in their own private domain rather than the public domain” (Hyland, 2004, p. 189). Hyland sees individual learning as 'less threatening' and 'more controllable by students' (Hyland, 2004, p. 197). Interestingly, watching television and listening to the radio were perceived as less helpful because they were seen as 'potentially relaxing activities' (Hyland, 2004, p. 189). In contrast, Doyle and Parish (2012, pp. 196). Their research found that learners most often preferred “light, leisure-like approaches such as listening to music and songs, and watching movies with or without subtitles,” and that foreigners and English learners Talking to good speakers has not been very popular (Doyle and Parish, 2012, pp. 197–198). Furthermore, we know that “the higher the level of the student, the greater the repertoire of opportunities to learn English” (Doyle and Parish, 2012, p. 200). This can also mean that high school students with higher language proficiency are





practicing more skills outside of English classes. Orhon (2018, p. 12) reached the same conclusion in a survey of English-speaking high school students in Turkey. In Taiwan, Guo asked English learners to "observe the English on display and take notes." This is called "English Detective Activity" (2011, p. 246). This activity improved their vocabulary and "extended the advanced class students' awareness of the English available outside the classroom" (Guo, 2011, p. 252). It is not intended to reveal whether or how upper-class students learn English outside the classroom, but rather to reveal specific ways in which they can actually learn English. It was a completely different study than the ones we've described so far because it was aimed at identifying. In summary, various studies show that learning English outside the classroom is more productive than high school students because it involves activities such as reading on the Internet, watching movies with or without subtitles, and listening to music. have also been shown to tend to focus on receptive skills. Different countries have different opportunities for high school students to practice speaking English outside the classroom. Therefore, productive skills are often not equally concentrated by upper-class students.

Methodology

The present article will investigate how out-of-classroom English language learning activities of Lithuanian university upper class pupils fit in the context of the previously discussed research, since it aims at investigating how Lithuanian university upper class pupils learn and use English outside the classroom. A pilot study on out-of-classroom English language learning was conducted with nine English B2 upper class pupils at Vytautas Magnus University in May 2019. The top magnificence students stuffed out a survey on their out-of-magnificence English language mastering the usage of a survey device at the Internet. The individuals of the pilot have a look at selected the sports they used and defined how they helped them to examine English however did now no longer suggest how often they engaged in the ones sports, when you consider that they have been now no longer requested to. In the mild of obtained responses, the survey become advanced in phrases of the frequency of utilization of the selected sports, as it can be essential to the have a look at, and administered to forty-seven English B2 top magnificence students at Vytautas Magnus University withinside the fall semester of 2019. The speculation of the have a look at become that Lithuanian college top magnificence students' maximum often participated in out-of-magnificence English language mastering sports that concerned receptive as opposed to efficient language capabilities. A kind of studies in Asia has showed it (Sargsyan andKurghinyan, 2016; Tantarangsee et al., 2017; Lee et al., 2011), however in Finland,





that's culturally toward Lithuania, the top magnificence students enhance each receptive and efficient capabilities nearly similarly often out of doors in their classroom (Moncrief, 2011). The questionnaire become of parts: one on demographic data (e.g. sex, have a look at cycles, etc.), and the alternative one on 17 sports of mastering English out of doors the classroom. The individuals have been requested to select the methods which assist them to examine English out of doors of a classroom, give an explanation for how they have been beneficial to them (which capabilities have been advanced) and suggest how frequently they have interaction in those sports. The listing of sports become furnished due to the fact it's far useful: "a questionnaire ought to act as an awareness-elevating tool for informing beginners of a broader variety of methods to examine out of doors magnificence" (Doyle and Parish, 2012, p. 199). The sports have been now no longer numbered and regarded with a container to offer area for factors at the usefulness of those sports. Every interest has a separate query approximately the frequency of use and a container to suggest the frequency (the alternatives for frequency have been now no longer given).

Results and Discussion

The studies became deliberate to be qualitative in preference to quantitative, in view that besides for the part of the questionnaire on demographic information, the questions have been open-ended. However, within side the analysis, it became viable to look at positive dispositions that would be supplied in numbers, specially, on the subject of the frequency of positive English language gaining knowledge of sports outdoor the lecture room. The effects of this observe are in keeping with many others that have been performed in different international locations and mentioned right here earlier, as they confirmed that higher magnificence students targeted on receptive in preference to efficient talents outdoor in their English lecture room. The studies contributors within side the gift observe frequently knew the advantages of positive out-of-lecture room English language gaining knowledge of sports, however it did now no longer suggest that they truly engaged in those sports.

Conclusion

In 5 maximum famous and common out-of-lecture room English language gaining knowledge of sports, generally enhance their vocabulary, whilst the second one frequently stepped forward ability is listening, that is referred to as a receptive ability. However, despite the fact that being attentive to the English language is regularly practiced, now no longer all sports are similarly famous, in view that not like being attentive to song, being attentive to audiobooks and podcasts is by no means practiced





with the aid of using nearly a 1/2 of all of the studies contributors. Speaking and writing, referred to as efficient talents, are very not often noted with the aid of using the contributors of this studies, because the sports they regularly interact themselves in are as a substitute passive (besides for travelling), for instance, looking films, being attentive to song or the radio, socializing now no longer head to head however on social media, studying books, magazines and different resources. Communication with local audio system of English and making overseas pals aren't famous out-of-lecture room sports despite the fact that they might assist enhance talking talents. In addition, talking in English with pals who realize their local language is likewise now no longer famous, so talking isn't always frequently practiced either. In different words, talking, as an efficient ability, appears to be the maximum undeveloped ability outdoor the lecture room. Writing is noted from time to time, however there's no unmarried precise hobby indicated with the aid of using the scholars that allows them to enhance it. It is likewise crucial to take note of the usage of technology within side the gaining knowledge of English outdoor the lecture room. Almost 3 quarters of all studies contributors have by no means used English language gaining knowledge of applications, nearly the equal range of college students has by no means joined on-line dialogue boards or even greater college students have by no means subscribed to a phrase of the day on any webpage. Knowing which activities engage in outside the classroom and learn English at the same time is helpful to their teachers, since it provides ideas not only how teachers can guide their pupils' out-of-class language learning activities but also how they could bring more out-of-classroom activities into the classroom to make learning more authentic, engaging and motivating. As speaking and writing are not often practiced outside the classroom, more focus should be dedicated to them in university classrooms. Moreover, since pupils usually expand their vocabulary outside the classroom, it should be used in speaking and writing activities in the classroom in order to keep it active.

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