

Extracurricular Activities in the Steps of Aim-Based Education

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Abstract: Teachers and students' competence applying the required steps in learning process takes paramount place depending on the aim-based education. Hence, by this study, it is aimed to enhance the students' motivation by applying the right learning steps. In addition, this study facilitates teachers' ability to make a decision about which methods, approaches and stage orders to follow confidently while teaching a foreign language to any learner. Consequently, it is emphasized that quality learning process needs motivation which may be provided by extracurricular activities.

Keywords: Target, Motivation, Steps, Extracurricular Activities

1. Introduction

Most language teachers believe that providing aim is crucial in language learning process for university students. However, not many language teachers have the idea of which steps to take and how to conduct them. Therefore, it is vital to identify the stages to any learner who has the intention to learn a foreign language. Besides, it should be reminded that aim and motivation have an intrinsic and parallel correlation. Therefore, the target approach is usually combined with conceptions and measures of intrinsic motivation (Heyman & Dweck, 1992). To this fact, the better aim brings not only the better motivation but it provides the achievement as well. In this way, as long as we manage to keep the target lively or useable, we can get the motivation and success easily. This success can be gained via extracurricular activities which can be a significant tool for devoted teachers who seek for different techniques and platforms to teach their EFL or ESL learners. As Dörnyei, (2001) argues "what we need is quality rather than quantity. A few well-chosen strategies that suit both to you and your learners might take you beyond the threshold of the 'good enough motivator', creating an overall positive motivational climate in the classroom. Some of the most motivating teachers often relying on a few basic techniques!".

2. Embedded Extracurricular Activities in the Steps of Aim-Based Education

Here is the time to demonstrate the power of extracurricular activities in the steps of aim-based education from one perspective.

Imagine the target then describe it well to the learners: Educators formally teach learners according to given curriculum and whatever they teach, the outcomes must be mentioned or handed in paper beforehand clearly. The consequences of their target which are related to social, material, and professional (vocational) fields ought to be known successfully as soon as learners complete the education. It is a fact that Japanese people know the effect of the atomic bomb from the live examples of history and they make the new generation notice it by advertising or celebrating it on the arranged day. Like in the example, we should demonstrate the results of the targeted process with examples to the learners. In order to draw the students' attention, we might tell a joke or enrich our speech with visual materials according to the level of the learners. By this way, the education will be enjoyable for students. For example, conversational cards which are easy to find in the internet world, really effective and available to spot the aim as an extracurricular activity. Within describing the aim using the body language and mimics, language teachers must be serious and persuasive. Though, this issue is an obligatory factor for language teachers. Notably, body language and mimics have crucial roles in communications and learning language (Proverbio et al., 2014). We can continue describing the aim with other examples to make our hypothesis clearer. For example, if we say, 'Dear students. Our target is both to learn the language and to be beneficial for humanity'. This statement is true due to aim based education, yet something is missing. Somehow, our aim sentence is not clear enough. Addition to the preceding sentence, we can say that "If we want an educated, literate, multilingual and beneficial generation, first of all, we are supposed to learn languages". Hence, we see that the use and order of the words are substantial.

Have the students figure out the aim clearly and get the success raising the target bar higher and higher: Concerning well comprehension, retrieved statements can be utilized to strengthen the education. But there is a detail for language teachers to consider which is to avoid any emotional approaches because students who are anxious and upset may not open their receivers (Kort, Reilly & Picard, 2001). In this point, we may start our speech with the question of how we can learn a language easily. In this context, it is useful to use metaphors. For example; 'a word is something like a snowball.' When we leave it from the top of the mountain, it rolls down and gets very big. Hence, a word is like the base of a language. The more words you know, the better comprehension you will have, and comprehension will increase and will be maintained by extracurricular crossword solving and extra reading activities at school. Additionally, to teach a foreign language, a language school should keep the passing regulation grade bar for learners more than sixty-nine out of one hundred during they are having formative and summative assessment. To this reality, students will have a goal to reach. There is an anonymous saying that supports our idea: 'If you hit the target, put the target higher.'

Have students confirm the required aim by frequent repetition using different data: Some language teachers allege that repetition a new word twenty times in writing help a learner to keep vocabulary in memory for a long term. For repetition, it is beneficial to use tongue twisters which are used for a functional aim to practise pronunciation. Tongue twisters may be handy for foreign students of English to build their accent, and quotation memorization activities for students even in beginner or elementary

levels as well. For example; ‘I cannot can a can without a can, can you can a can without a can?’, ‘Repetition is the mother of learning language.’ and ‘you cannot teach an old man a new trick.’ are good examples to memorize.

As these proverbs are usually common in all languages, they can be used for both ESL and EFL students. Children learn to talk with the constant repetition of sentences and words (Güneş, 2003). As human beings, all we need is to be reminded about some required things because human beings are always exposed to memory problems.

To make learners not to change the target, motivate them by using variety of words or approaches: Some citations can assist the language teachers in teaching to students to emphasize the meaning of the aim. Language education contributes to qualification, socialization and subjectification by means of aim (Biesta, 2009). Another persuading sentence that I usually say is ‘being a philologist may not be in your faith but it might be a target for you to do your best of the best’. The word philologist is embedded here because we are talking about the language learners. Moreover, language teachers may work on the success map (Willis & Willis, 2013) to compare previous test results as formative and final tests as summative assessment by means of oral or written exams which are conducted periodically. In the end, to motivate the learners, language teachers should remember to give students some extracurricular activity incentives because of their achievement according the results of the examinations like educational trips, sights-seeing, picnics etc...

Implementing sketches and role-plays to emphasize the importance of the aim: In this point, PBL or project based assignments might support us. Project means design, imagination and planning. Hence, we can give project assignments to students in order to strengthen their target (Erdem & Akkoyunlu, 2002). Sometimes incentives and promotions are effective in students’ life. For instance, the topic of ‘smoking spread among young adults’ can be acted in a sketch (Sepe, Ling & Glantz, 2002). The contrary perspective helps language teachers make students see the truth and motivate because topics that are presented will interest them very much. As it is said before, motivation recalls and strengthens the aim.

Using stimulating phrases to encourage the learners to speak the language: It is a great pleasure for any learners to speak a language fluently. Teachers may use some stimulating phrases in class such as ‘I am not speaking English but I am living English, I wish I had spoken English like a native speaker fluently, all languages can be a passport to both a providing career and an occasion to experience different cultures and last, if you have two languages you are considered as two men and in such a way it increases in proportion’.

Finally, instead of restricting the students with the academic curriculum language, teachers should strive to expand their ideas and challenges to teach students aim-based education with extracurricular activities. For instance, language teachers should explain and demonstrate clear examples of the usage of languages and positive consequences on all over the world. Additionally, language teachers might give information to students about English spoken countries and their conversational English with samples.

3. Methodology

In the first part of the study, four illuminating questions were asked to language teachers that needed qualitative comments. This survey questions were distributed and asked to more than eighty people to get response from five different countries. Among eighty, only fifty of them in which thirty were male and twenty were female language teachers responded to given questions properly. The aim of the study was to determine the accuracy of questions. According to the responds, participants' thoughts were expressed in such ways as:

Q1. What can the educators do if they want to make students internalize the aim?

The purpose of the education should be described well by means of explaining success and fail in practical life and students should be informed with written documents that include the aim process and teacher should give confidence to students with his/her decisive stance as well.

Q2. What can the teachers do if the learners show liability to forget the aim?

Backdated evaluations are to be assessed with the help of the examinations and can be compared with the present situations. The purpose could be repeated by another person but not the same one because constant repetition of the aim might be boredom for learners.

Q3. How can be the aim and incentive imposed and conducted together?

Providing self-reliance is the keystone for students by preparing and presenting the projects about their favorite topics and organizing attractive extracurricular activities like trips, picnics and changing places. Moreover, students should be given a piece of advice about being steady seeing that he/she studies little.

Q4. Is it enough itself to know the aim to be well-motivated?

All of the language teachers agree that knowing the aim is not enough itself. In addition, the following phrase is expressed by the students. 'I cannot focus on the topic, I am behind of the others.' Hence, instead of reminding the aim, benefits of the purpose can be listed by teachers.

In the second part of the study (the sample is shown in appendix) twelve questions were asked to determine the significance of the aim-based education and its intrinsic dynamics with the relation of motivation to twenty four students including 15 male and 9 female, between the age of 18 and 22 as the learners of English language at Ishik University Sulaimani Preparatory School. Evaluation is demonstrated by means of descriptive statistics that includes and confirms the accuracy of the evaluation with the help of standard deviation and mean analysis.

4. Findings and Discussion

According to data analysis if the table is assessed due to motivational aspect from question 7 to 12, it shows a successful result as the standard deviation is less than 2.3. Also it supports the correlation between motivation and target. According to mean data, students' own idea and concept of target seems

more important in the questions of 4-6. Meanwhile, questions from 1 to 3 express the teachers' effectiveness in the process of aim describing.

Table 1: Descriptive Statistics Relating to Aim-based Education

	Minimum	Maximum	Mean	Std. Deviation
teachers' effectiveness 1	1.00	4.00	1.7917	.88363
teachers' effectiveness 2	1.00	5.00	1.9167	1.05981
teachers' effectiveness 3	1.00	3.00	1.7917	.58823
students' reaching the target 4	1.00	3.00	2.2083	.77903
students' reaching the target 5	1.00	2.00	1.5000	.51075
students' reaching the target 6	1.00	4.00	1.6250	.76967
motivation7	1.00	4.00	1.6667	.76139
motivation8	1.00	4.00	1.7917	.83297
motivation9	1.00	4.00	1.8333	1.04950
motivation10	1.00	3.00	1.6250	.76967
motivation11	1.00	2.00	1.3750	.49454
motivation12	1.00	2.00	1.1667	.38069

5. Conclusion

If we analyze the four comments above in order, it gives a similar inference with our hypothesis. Looking from the teacher's perspective it is vital to observe and evaluate students' interests and participation and performance for the lesson and keep the students under control with individual approach (Saleh & Kim, 2009). As we look from the point of students, they are supposed to be diligent and insistent for learning languages. These are the basis for education but following steps are much more necessary for teachers and students. According to two various researches done and conducted, teachers should pay attention to the description of the aim. Moreover, teachers should keep the students awake and motivated by means of curricular and extracurricular activities. In addition, teachers should provide

confidence for learners and assess them in an appropriate manner. Last but not least, all of these methods should be followed in the scope of certain steps which were explained in the paper.

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Appendix

Dear Learners.

As Ishik University Language Prep School lecturers, we are trying to do our best to teach you English language with different methods and approaches. We believe that aim-based education is vital in a student's learning pace. Therefore, to get reliable and valid data, we would like you to answer the given survey statements with your own opinion without anyone's direction. The collected data will be used in language teaching. If something is not clear, feel free to ask your lecturer.

1. Lecturers give clear instructions to us what and how to do the tasks.
 Strongly agree Agree Neutral Disagree Strongly disagree
2. The target is given to us clearly at the beginning of the lesson.
 Strongly agree Agree Neutral Disagree Strongly disagree
3. Lecturers often remind us what we need to absorb from the course.
 Strongly agree Agree Neutral Disagree Strongly disagree
4. We reach the expected target at the end of each unit during the course.
 Strongly agree Agree Neutral Disagree Strongly disagree
5. I am aware of my aim in English language education.
 Strongly agree Agree Neutral Disagree Strongly disagree
6. I reach my aim when I work in pairs or groups in language education.
 Strongly agree Agree Neutral Disagree Strongly disagree
7. Lecturers' the way they teach is one of the significant factors for me to reach my aim.
 Strongly agree Agree Neutral Disagree Strongly disagree
8. I appreciate the praises our lecturers give us when we reach the target.
 Strongly agree Agree Neutral Disagree Strongly disagree
9. Revising my quiz or achievement results motivate me to do better.
 Strongly agree Agree Neutral Disagree Strongly disagree
10. Lecturers' being one of us assists me in learning English language quickly and better.
 Strongly agree Agree Neutral Disagree Strongly disagree
11. It is motivating to do language oriented extracurricular activities in learning process.
 Strongly agree Agree Neutral Disagree Strongly disagree
12. It is a good idea to have picnics and sightseeing to get motivated frequently.
 Strongly agree Agree Neutral Disagree Strongly disagree