

For citation:

Googol, Nasim and Armat, Mahnaz (2012) The Effect of Academic vs. Non-academic Extra-curricular Activities on EFL Learners' Creative Writing. In: Reinelt, R. (ed.) (2012) *Foreign Language Teaching and New Media - What have they Gained?* Rudolf Reinelt Research Laboratory EU Matsuyama, Japan, p. 99 - 103.

THE EFFECT OF ACADEMIC EXTRA-CURRICULAR ACTIVITY VS. NON-ACADEMIC EXTRA-CURRICULAR ACTIVITY ON IRANIAN EFL LEARNERS' CREATIVE WRITING

By
Nasim Googol
Mahnaz Armat

INTRODUCTION

- Overview
- Statement of the Problem
- Purpose of the Study
- Significance of the Study
- Theoretical Framework
- Research Questions

OVERVIEW

- ◉ The significance of extra-curricular activities
- ◉ Types of extra-curricular activities

STATEMENT OF THE PROBLEM

- ◉ Lack of research on 'The effect of extra-curricular activities on linguistic skills'
- ◉ Creativity in Writing

PURPOSE OF THE STUDY

- ◉ The significance of home work writing, participation in sports & applying writing strategies
- ◉ Investigation of affective issues

SIGNIFICANCE OF THE STUDY

- The focus of language institutes on creative writing
- The proportion of time for out of school activities



Giving useful Information to:

- ❖ ELT curriculum designers
- ❖ Syllabus designers
- ❖ ELT practitioners

THEORETICAL FRAMEWORK

- Sheperd (1996)
- Shin(2004)

RESEARCH QUESTIONS

1. Does homework writing as an academic extra-curricular activity affect creative writing of EFL learners?
2. Does participation in sports as non-academic extra-curricular activities affect creative writing of EFL learners?
3. Does teaching of creative writing strategies affect creative writing of EFL learners?

REVIEW OF THE RELATED LITERATURE

- Extra curricular activities in EFL/ESL context: Marsh (1992), Marsh & Kleitman(2002)
- Social effect of extra curricular activities: McNeal(1995)
- Involvement in non-academic extra-curricular activities: Broh (2002)

METHODOLOGY

METHODOLOGY

- PARTICIPANTS
- INSTRUMENTATION
- PROCEDURE
- DESIGN

PARTICIPANTS

- ◉ 80 fourth-grade female students of Iranmehr primary school
 - Criteria for selection: YLE test & GPA
- ◉ 4 groups of 20s : three experimental groups and one control group

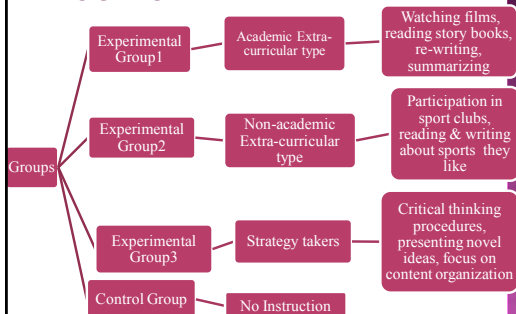
INSTRUMENTATION

- Standard YLE reading and writing test as pre-test
- Test of Writing
- Students' portfolios and diaries
- SPSS version 18

PROCEDURE

- ◉ YLE standard test of writing and reading : Pre & post test
- ◉ Selected ones : Three experimental groups and one control group
- ◉ The treatment : 4 months, 2 sessions in each week, each session 90 minutes
- ◉ Similar instruction for all groups but treatment for experimental groups
- ◉ Considering validity and reliability of the research

PROCEDURE



DESIGN

- ◉ Quasi-experimental method
- ◉ Analysis of 4 types of post-test score: ANOVA
- ◉ Comparison of pre-test and post-test within one group: t-Test
- ◉ Inter-rater reliability: Correlation

DATA ANALYSIS

DATA ANALYSIS

Table 1: One-Way ANOVA Pretest of Creative Writing by Groups

	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	267.634	3	89.211	2.129	.103
Within Groups	3183.988	76	41.895		
Total	3451.622	79			

DATA ANALYSIS

Table 1 : One-Way ANOVA Creative Writing by Groups (post-test)

	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Groups	3421.234	3	1140.411	10.989	.000
Within Groups	7886.738	76	103.773		
Total	11307.972	79			

PAIRED-SAMPLES T-TEST PRETEST AND POST TEST OF HOMEWORK TAKERS

Table 1: Paired-Samples T-Test Pretest and Posttest of Homework Takers

Paired Differences					T	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
8.85000	7.86414	1.75848	5.16947	12.53053	5.033	19	.000

PAIRED-SAMPLES T-TEST PRETEST & POSTTEST OF SPORTS TAKERS

Table 3: Paired-Samples T-Test Pretest and Posttest of Sports Takers

Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
6.47500	2.12426	.47500	5.48081	7.46919	13.632	19	.000

PAIRED-SAMPLES T-TEST PRETEST & POSTTEST OF STRATEGIES TAKERS

Table 5: Paired-Samples T-Test Pretest and Posttest of Strategies Takers

Paired Differences					T	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
			Lower	Upper			
16.72500	14.36596	3.21233	10.00152	23.44848	5.207	19	.000

CONCLUSION

HYPOTHESES

- H1. Dealing with homework writing as an academic extra-curricular activity does NOT affect creative writing of EFL learners.
- H2. Taking part in sports as a non-academic extra-curricular activity does NOT affect creative writing of EFL learners.
- H3. Teaching creative writing strategies to the EFL learners does NOT affect their creative writing.
-

CONCLUSION

Rejecting or Supporting
Hypotheses?

CONCLUSION

- H1: T-value of 5.03(P = .000<.05)
- H2: T-value of 13.63(P= .000<.05)
- H3: T-value of 5.20(P = .000<.05)

THANK YOU