ADVANTAGES AND DISADVANTAGES OF STUDYING ENGLISH NON-FORMALLY BY SCHOOL STUDENTS

Lukas Lepeškevičius[1], Rima Jasnauskaitė[2]

Mykolas Riomeris University[1], Kauno Kolegija/University of Applied Sciences[2]

Annotation. The article deals with the educational situation when students of the school of general education start studying English as a foreign language additionally, i.e. non-formally. Though English is a compulsory subject in their school curriculum, they subject themselves to two types of difficulties: the doubled learning load, learning time and number of assignments as well as unusual, peculiar and unaccustomed teaching/learning process or environment. The peculiarity of non-formal learning process is characterised by some specific features such as: peculiar environment; active participation; the method of learning from experience; open and informal communication; creation of non-competitive environment; application of a number of principles such as the principle of relevance, democracy, accessibility, individualization and the principle of free will. The problem of the research is what positive and negative aspects of non-formal studying of English as a foreign language are according to the experience of school students. The aim is to find out the advantages and disadvantages of non-formal learning of English as the form of additional studying. The methods applied in the research: the analysis of theoretical sources; the interview (semi-structured) and content analysis. The participants of the research: five school students who learn English non-formally after school.

The analysis of the results gained during the qualitative research proved the following: the advantages of non-formal English language learning comprises the following aspects according to the answers of the interview participants: (1) attractiveness of the activity, (2) safe learning environment, (3) individual teaching, (4) increased self-esteem, (5) effectiveness of the activity, (6) benefits of non-formal learning. The disadvantages of the non-formal English language learning comprise the following aspects: (1) lack of time (double workload, lots of homework, long sessions); (2) psychological tension; (3) unusual surroundings; (4) problems with non-formal time-table; (5) expensive activity (expensive teaching and expensive learning); (6) failure to satisfy individual demands. The amount of interview data referring to the advantages and disadvantages of non-formal learning of English revealed the fact that the interviewees were more at ease speaking about benefits than losses of this way of studying; consequently, they posses more positive than negative experience in learning English after school non-formally.

Key words: formal education, non-formal education, non-formal learning process, principles of teaching/learning process.

Introduction

English as a foreign language is a compulsory subject in the curriculum of the school of general education in Lithuania, i.e. it is studied formally. Still a considerable number of school students take the non-formal way of learning English supplementary after and outside school. The reasons of doing that are various: they wish to get better marks for their English knowledge and skills at school; they face the problem of insufficient understanding of the teaching process during school lessons; they need some additional training; they wish to get additional preparation for the exam or English is just their favourite subject. By taking that way of additional learning school students get into another different educational process and specific environment as non-formal education possesses several features that build up the peculiar character of the latter: peculiar environment; active participants in the process of education (learning); application of holistic principle in education; exploitation of the method of learning from experience; open and informal communication; creation of non-competitive environment; group-oriented education (learning); application of a number of principles such as the principle of relevance, of democracy, of accessibility, of individualization and the principle of free will.

However, studying the same subject in a double way, i.e. formally and non-formally, school students are to face certain difficulties and problems that occur due to the doubling of their learning time, double learning time table, increase in learning material amount and the number of assignments. So, **the problem question** that is raised in the article is what positive and negative aspects of non-formal studying of English as a foreign language are according to the experience of school students.

The subject of the paper is the peculiarities of the process of learning English non-formally by students of the school of general education.

The aim of the paper is to find out the advantages and disadvantages of non-formal learning of English as the form of additional studying.

The methods applied in the research:
- the analysis of theoretical sources;
- the interview (semi-structured) and content analysis.

The participants of the research: five school students who learn English non-formally after school were interviewed.

THE THEORETICAL DEFINITION OF THE CONCEPT NON-FORMAL LEARNING

The attention of the global society to non-formal education is not a new process; it had particularly strengthened at the end of 1950s. Starting with the 1970s such international bodies as the World Bank, United Nations Children's Fund (UNICEF), United States Agency for International Development (USAID) undertook research of non-formal education by means of financing multitude of projects aimed at analyzing peculiarities and potential of non-formal education by promoting scientific studies in this field (Žemaitytė, 2006 and 2007). However, looking back upon the development of the issue of non-formal learning in the policy of education in Lithuania it should be started with a number of documents legitimating and regulating this process: *Law on Education of the Republic of Lithuania (1991) where the term additional education was used; the new edition of Law on the Amendments of the Law on Education* (2003) where the concept of *additional education* was replaced by the term *non-formal education;* the term *non-formal education* is also retained in the *Law on the Amendments of the Law on Education* in 2011. Here the term *non-formal education* was defined as education under various programmes for meeting educational needs, improvement of qualification, and acquisition of additional competences.

The term of non-formal education applied in the young people educating and schooling context acquire slightly diverse shades of meaning. Here non-formal education of youth is understood as a purposeful activity which develops personal, social, and educational competences of a young person thus aiming to educate a well-developed personality, able to solve his/her problems responsibly and creatively and to participate actively in the life of the society *(Law on Bases of Youth Policy,* 2003; *Non-formal education in Lithuania,* 2012). Moreover, non-formal education of school children is referred to as a way of improving quality of life and leisure of pupils and the school has to take care of organization of appropriate extracurricular activities (i.e. non-formal education) (Barkevičienė, 2011).

However, non-formal (or sometimes informal) education is distinguished as a separate branch of non-formal education because during this process knowledge is acquired unconsciously, from own experience, whether good or bad. Such knowledge is undefined and only supplements other knowledge received during formal education. Scientists define informal education as education without any pre-existing purpose. It is education that is affected by the whole socio-cultural environment. Methods of non-formal education include excursions to libraries, exhibitions, museums, festivals, mass media (Vaivada, 2007). To ensure thorough development of physical, mental, and spiritual powers, create conditions for revealing of individuality of the child, etc. (Barkevičienė, 2011). The specific content of non-formal education is developed taking into account general aims of education as well as needs of each child and possibilities for satisfaction of those needs. The effect of non-formal education on socialization of a young person may be stronger than the influence of the mandatory schooling system, as such education is based on the principles of cooperation and free choice and offers more possibilities for actualization of knowledge offered or acquired at school (Žemaitytė, 2006 and 2007).

The significance of personal growth, as an aim of non-formal education, has recently been growing in many countries of the world, particularly. It is defined as educational programmes involving numerous learning practices, which are organized by various institutions. It involves a great variety of learning practices organized by leisure-oriented institutions. All forms are united by a single purpose – to achieve self-improvement and to overcome one's limitations. Personal improvement programmes represent a typical form of implementation of lifelong learning, as they satisfy the need for giving meaning to leisure and allow experiencing the fullness of life (Petraitytė, Lingytė, 2010).

Non-formal education is characterized by the lack of strict boundaries, but it has clear principles and functions. The objectives of non-formal education of school students include not only the satisfaction of needs for knowledge and education of the young, but also assisting them in integration and becoming active members of the society, as well as promoting public spirit, initiative, activity, and self-expression. Today the importance of the development of these competences is particularly emphasized; as these competences are much more effective in helping a young person to find his/her place in the dynamic global society, i.e. to apply his/her knowledge and skills in practice or to find a job.

Speaking about the principles of non-formal education, the following aspects of this process

should be highlighted. These principles are identified in the document known as *Conception of Non-Formal Education of Children* (2005):

- **Peculiar environment**. Non-formal education takes place in a peculiar environment characterized by certain autonomy (separateness) enabling people to experiment safely and to try themselves out without significant risk of harm to themselves and others.
- **Active participation in the process of education (learning).** People participating in non-formal education achieve results first and foremost thanks to their own activity. Activity is required for formulation and realization of own experiences; if necessary, artificial situations are created in order to provide new experiences; theoretical material is provided for active discussion.
- **Holistic principle.** This principle means a holistic approach to a person as well as to aims and methods of education; neither feelings nor intelligence, nor physiology is ignored; attention is given to a person, a group, and a theme alike. It is sought to relate the experiences provided in education with reality. In non-formal education emotional, physical, and intellectual methods ensuring holistic education of personality are combined.
- **Learning from experience.** The process of non-formal education is based on experience, which acquires meaning only when it is comprehended and realized. Thus, such experiences are discussed (reflection), conclusions are made (generalization), which are rendered meaningful if applied in life.
- **Open and informal communication.** Non-formal education is a secure process, in which a person can be him/herself, sharing life experiences, revealing his/her weaknesses without fear of making and admitting mistakes. This requires open and informal position of the educator.
- **Creation of non-competitive environment.** Non-formal educational activities are conducted in a space in which artificial competitive tensions are avoided. People are not compared to each other, but conditions for evaluation of own achievements are created.
- **Group-oriented education (learning).** In non-formal education a group serves as means, as a kind of model of a society. In groups people learn to solve interpersonal conflicts, make joint decisions, share work and responsibilities. When a person is in a group, individual learning is also intensified.

Some more principles of non-formal education are put forward in the *Conception of Non-Formal Education of Children* (2005); they characterize the peculiarities of non-formal education process from the point of view of pedagogical, psychological and methodical process management:

- **The principle of relevance.** The activities offered by non-formal education must be aimed at the development of social, cultural, personal, educational, professional, and other competences;
- **The principle of democracy.** Teachers, parents and children are equal creators of a joint educational process; all of then taking part in identification of their needs as a group as well as an individual;
- **The principle of accessibility.** All conditions for development of child's competences through a chosen activity are created. The activities and ways of learning offered are accessible to all children according to their age, education, and experience, regardless of their social class;
- **The principle of individualization.** The education here is individualized according to the competences necessary for a particular child, taking into account his/her personality, abilities, needs, and achievements;
- **The principle of free will.** Children choose a provider of educational services, the most appropriate activities for development of competences, participate in those activities on their own free will and without any forcing (Conception of Non-Formal Education of Children, 2005).

ANALYSIS AND RESULTS OF THE RESEARCH ON PECULIARITIES OF THE PROCESS OF LEARNING ENGLISH NON-FORMALLY AFTER SCHOOL

The investigation on the peculiarities of the process of learning English non-formally by school students after school and outside school was performed by applying the qualitative approach to the analysis of the issue. Five senior form students who possess the experience of learning English outsi-

de and after school were interviewed. The aim of the interview was to reveal individual experience by highlighting positive and negative aspects of this way of studying, the way that requires the interviewees to take a double load in English learning. The interviewees were encoded as Student A, Student B, Student C, Student D and Student E. The method of *content* analysis was applied for processing the data. This method helped to reveal the uniqueness and individuality of the information by treating every notional unit as meaningful and important. In this investigation the value of the statements forming every sub-category was calculated. That enabled both to reveal the structural content of a category and to identify the meaning, interrelation and weight of the parts of the sub-category forming it.

During the conversation the interviewer aimed to get answers to the following questions: (1) Is there any progress in English acquired by learning the language non-formally? (2) Are you satisfied with the results of non-formal learning? (3) What are the advantages of this way of learning? The answers given were split into meaningful units and given the sub-category labels. The sub-categories which were elucidated during the analysis of the answers on the advantages of non-formal English language learning were as follows: (1) attractiveness of the activity (14 statements), (2) safe learning environment (4 statements), (3) individual teaching (13 statements), (4) increased self-esteem (4 statements), (5) effectiveness of the activity (7 statements), (6) benefits of non-formal learning (8 statements) (see Table 1).

Table 1. The category of advantages of non-formal learning of English

Category	Sub-category	Sub-subcategory	Number of statements
Advantages of learning English non-formally	Attractiveness of the activity	Attractive activity	8
		Learning results	6
	Safe learning environment	A friendly environment	2
		Parity relations	1
		Psychological safety	1
	Individual teaching	Work in pairs	3
		Individual work	3
		Individual needs	2
		Differential activity	5
	Increased self-esteem	Self-confidence	1
		Better results in formal education	3
	The effectiveness of activity		7
	Benefits of non-formal learning	Negative experience in formal learning	4
		Positive non-formal learning experience	4

During the analysis of the investigation results the advantages of non-formal English language learning were identified. The students stated that non-formal English language learning is attractive and effective (14 statements), as the majority of the interrogated think that it is an attractive activity. While studying the English language in the non-formal way they also achieve better subject results. According to the students it is useful to study in that way, as:

'I think that non-formal learning is very necessary – I would not like to change anything. It would be good to study other subjects in non-formal way as well [...].' (Student E)

'For me this way of learning is very useful.' (Student E)

According to the number of analyzed statements the ratio between the ones considering the non-formal English language learning an attractive activity and the statements expressing the opinion that this way of learning gives better learning results the situation is as follows: 8 statements – attractive activity and 6 statements – better learning results. That indicates that the students start learning the English language in the non-formal way because here they could improve their studying results they refer to as insufficient in formal education context; also learning the English language in the non-formal way for them is pleasant.

The investigation indicated that the students feel safe studying the English language in the non-

formal way. 4 answers proved that the students feel free, they like such surroundings:

'I bravely speak with the tutor in English; do not fear to interfere with the teacher's precious lesson time […].' (Student C)

'First of all one can ask the tutor the things which you might not dare ask in the classroom – would be afraid of the attitude of classmates, their remarks which are not always tactful.' (Student B)

The participants of the investigation have emphasized that in non-formal surroundings they feel psychologically safe. One can perceive the fact that the relations of students and pedagogues during non-formal learning are parity-based. That enables the students to feel freer: informant C stated this thought by an obvious example from his experience *("I bravely speak [...] [...] do not fear [...])*. In formal surroundings the student does not experience such a feeling of safety.

The interviewees stated that during non-formal English language learning their demands are taken into consideration. The teacher takes into account the abilities of every student (15 answers). While studying individually the students increase their proficiency of the English language easier:

'While studying non-formally the teacher who teaches the English language divides her students into pairs according to the level of proficiency in English.' (Student B)

'I feel the great attention the teacher is paying to me, so I attempt to perform the tasks assigned by her as well as possible […].' (Student A)

'Besides a teacher teaching non-formally can assign tasks individually applied for every student.' (Student B)

During the analysis of the statements of the informants about the satisfaction of individual demands, it could be noticed that 3 of them stated that the work in pairs is more effective, 5 said that they were satisfied with the differentiated learning activity. The students are happy that their wishes and demands are taken into consideration.

The students learning the English language non-formally stated that their self-esteem while studying both in non-formal and formal surroundings has increased.

'Even at school my marks of the English language increased by 1.5 points in comparison to the evaluations in the past.' (Student C)

The interviewees emphasized that their evaluation of the English language competences at scho-

ol increased. That indicates the improved students' learning results, i.e. improvement of English language proficiency. According to the statements of informants, after non-formal English language learning they started to read English texts and write essays more successfully; that used to be difficult for them before.

During the analysis of the statements of informants about benefits the activity it could be noticed that 7 of statements indicated that the expression of the oral communication and the written language skills of the students have improved.

'It has become easier to write letters and essays of various characters in English. Self-confidence during the recital at school in English language lessons has appeared.' (Student C)

The analysis of interviewees' statements indicated that the schoolchildren who are learning non-formally start to understand the English language easier, i.e. that fact proved the increase of listening comprehension skills:

'Listening to the texts read in English language I started to perceive them much better.' (Student C)

After the analysis of the opinion of the interview participants on the experience of employment of English language skills one can arrive at a conclusion that non-formal learning of the English language enables the schoolchildren to perceive written and verbal information better.

The analysis of statements suggested by interview participants indicated that while studying the English language non-formally in pairs where the knowledge of both students is at a similar level, that learning is more effective than at school where there are a lot of students and they are at different language competence levels. Besides the teacher teaching the students non-formally has an opportunity to pay all the attention to one pair of students and it is impossible to watch every student in the classroom constantly; so the students which are not so conscious do not use the time of the lesson for really effective learning:

'At school in the classroom there are many students, so for the teacher it is impossible to watch every student constantly: so a wish to be lazy, to copy from the textbook and similar thoughts appears.' (Student A)

'Work in twos is significantly more effective than in the classroom in which there are twenty five students and the level of the students' knowledge is different.' (Student B)

So in order to reach proper English language results, following certain answers of the students to the questions given to them, the English language achievements will be higher when the teacher works only with a smaller number of students; then for both the teacher and the students the opportunity to pay all the attention to the effective work is ensured.

The next step in the investigation of one mere aspect of the issue was to establish the negative features of the non-formal English language learning. The participants of the interview were encouraged to reflect the formal and non-formal experience of the development of English skills. During the conversations the aim was set to obtain answers to the presented questions: (1) What are the disadvantages of non-formal English language teaching/learning? (2) What would you like to change in teaching/ learning non-formally? (3) In what way could the non-formal teaching/learning way be improved? On the basis of the answers of the students interviewed, the elements important for characterising the process of learning non-formally were distinguished. The category of the disadvantages of the non-formal English language learning was distinguished. The latter consisted of the following sub-categories: (1) lack of time (with the following sub-sub-categories: big workload, lots of homework, long sessions) (3 statements); (2) psychological tension (3 statements); (3) unusual surroundings (2 statements); (4) problems with non-formal time-table (1 statement); (5) expensive activity (with the sub-sub-categories: expensive teaching and expensive learning) (5 statements); (6) failure to satisfy individual demands (2 statements). The negative character of the activities of non-formal learning was discussed in 17 statements total (see Table 2).

Table 2. The category of disadvantages of learning English non-formally

Category	Sub-category	Sub-subcategory	Number of statements
Disadvantages of learning English non-formally	Lack of time	Large workloads	1
		Lots of homework	1
		Long lessons	1
	Psychological tension		3
	Unusual atmosphere		2
	Problems with non-formal timetable		1
	Expensive learning	Expensive lessons	4
		Expensive specialist	1
	Disregard of individual needs		2

During the interview the participants of the investigation revealed the weak sides and sides worth improving of English language studying in the non-formal way.

The sub-category of lack of time enabled to identify the sub-subcategory of big workloads. Both statements of this sub-subcategory illustrated the idea that the students learning the English language non-formally get overtired as they have to work both at school during English lessons and also after school at the tutor's.

'The drawback is the fact that I am a bit tired after lessons at school and having come to the tutor cannot work energetically.' (Student C)

Consequently, the additional English language learning, according to the interviewee, could not give much good for the health. The analysis of the interview data indicated that when the student studies the English language non-formally, the activity of developing the linguistic ability must be chosen and performed in such a way that it would create psychologically safe conditions and the learning individuals would be encouraged to participate in the lessons actively and full-bloodedly, i.e. the effect of emotional barriers should be brought to a minimum.

The statements on much homework of this sub-category indicated what should be improved in the organising of the work by the tutor. Naturally, the aim of the tutor is to achieve as good subject results as possible; however, the tutor ought to take into consideration the student's physical condition as well. The non-formal teacher should work effectively during the non-formal lesson and minimal homework ought to be assigned.

According to the statements falling into the third sub-subcategory of long sessions, it could be un-

derstood that at least not all the non-formal lessons of the English language ought to last one hour and a half. At school lessons continue for 45 minutes, so the schoolchildren are not used to longer lessons. The unaccustomed lesson time is referred to as one of disadvantages of non-formal studying.

On the basis of the presented above, one could arrive at a conclusion that the physical and mental powers of a student are not endless, so both the student and his tutor ought to plan the demands of individual teaching/learning process or teaching/learning time-table sensitively and flexibly.

The analysis of the statements obtained during the interviews enabled to distinguish a sub-category the statements of which describe the psychological tension experienced by the schoolchildren during non-formal English language lessons. The unusual beginning of non-formal learning is rather difficult psychologically. In the session of the tutor working at the same time with two students, according to one of the statements, the tutor sometimes communicates only with one student and the other experiences – in direct and figuratively – time spared vainly. Really the student is traumatized psychologically when he knows that in the case of his failure to do the home task the tutor can refuse to teach him English:

'If you fail to do the home tasks, the tutor will not accept you to these lessons. Maybe such big tutor's strictness shouldn't be necessary […].' (Student C)

According to the thoughts of the interview participants, school students told about the experienced psychological tension aiming to increase their English language proficiency and they indicated what is worth improving in the tutor's work. The tutor must also have psychological knowledge and experience of pedagogical work: he/she must penetrate into the mental state of every student and understand that psychological tension will not only assist in increasing the English language abilities of the student but also interferes with it most often.

During the interview the students revealed some more negativity of non-formal English language learning that is unusual surroundings in which at first students could feel uneasy and they have difficulties getting used to the surroundings quickly:

'For me the biggest shortcoming of studying this way is the fact that I must go to another school or home to the tutor, as at first I feel uneasy in the unusual surroundings and some time must pass till I get used to it.' (Student B)

The statement of an informant prompts a way out of this negative situation. Conditions for supplementary learning of the English language for the school students ought to be created in the school in which they study formally, i.e. in the surroundings they are used to, as at the time during which the students still feel uneasy in the surroundings unusual for him, it is difficult for them to study effectively.

Another sub-category is the problems of non-formal session timetable. An informant revealed one more negative fact of the non-formal English learning: for the student and tutor a complicated task appears how to coordinate the non-formal learning time.

'Another shortcoming for the tutor and me is the difficulty to coordinate the time of our work, as the timetables of the tutor and the student are different.' (Student B)

Really if the school students wishing to deepen their English language proficiency additionally had for that conditions in their school, for the tutors and schoolchildren it would be much simpler to coordinate the time of additional teaching and learning. The analysis of the data obtained during the interview revealed that striving towards successful English language proficiency expansion, some flexibility in planning the time of non-formal learning of this subject is necessary.

The statements of expensive learning sub-category raised one of the most burning problems of non-formal English language learning, i.e. payment for non-formal lessons. The schoolchildren do not have money of their own and not all the parents of pupils planning to improve their knowledge of the English language in the non-formal way have the financial means for that:

'And the third problem is money, as additional lessons, especially of English language cost quite a lot.' (Student B)

The next distinguished sub-subcategory is an expensive specialist. The informant plunged deeper into this problem: the student must pay especially expensively for the non-formal English language teaching when the tutor is a splendid specialist and both the students and their parents want that namely such a teacher should teach additionally; consequently, they expect very good results:

'I would think that the quality of non-formal teaching and learning depends on the tutor. When you want to study non-formally with a splendid

specialist, you must pay rather much for the additional lessons.' (Student B)

It seems due to the payment to the tutor, especially able to develop the English language abilities splendidly, quite a lot of people learning in the non-formal way experience material harm. Surely there are such students who cannot deepen their knowledge of English non-formally, as their parents do not have material opportunities for that.

There are participants of interview who stated that non-formal English language learning does not satisfy their expectations. The statements of the sub-category of failure to satisfy individual demands stated dissatisfaction with the fact that the tutor does not assign homework. Dissatisfaction that during non-formal learning of the English language technologies are not used is expressed as well:

'[...] shortcoming – no technologies are used.' (Student E)

So the students studying the English language non-formally want effective teaching and learning. Nowadays young people wish modern teaching methods as well.

To generalize the interview analysis results one can state that informants still consider non-formal English language learning necessary, effectively developing their English language abilities, as the majority of statements presented by the informants grounded the advantages of non-formal English language learning, and markedly fewer statements suggested by the participants revealed the shortcomings of the non-formal English language learning.

CONCLUSIONS

The conclusions of the research covering the outcomes of the analysis of the theoretical sources as well as the results of the empirical part contain the following outcome statements on the issue of the advantages and disadvantages of non-formal learning of English by students of the school of general education:

1. The analysis of reference sources allows defining the phenomenon of non-formal education; enables to identify the main features of the concept as well as the basic principles non-formal education is based on and the characteristics distinguishing non-formal and formal forms of education:

    1.1. Non-formal education of the youth is a purposeful activity which helps to develop personal, social and educational competences of an individual and acts as a tool for solving his/ her individual life problems.

    1.2. The conception of non-formal education states that this type of education is an alternative form to formal education; sometimes an additional element of formal education being different from non-formal education; however, participants in formal education have higher motivations, ready to master more difficult tasks and take challenges in learning.

    1.3. The main principles of non-formal education are identified as the ones the process is constructed on: (a) peculiar environment; (b) active participants in the process of education (learning); (c) holistic principle; (d) learning from experience; (e) open and informal communication; (f) creation of non-competitive environment; (g) group-oriented education (learning); (h) the principle of relevance; (j) the principle of democracy; (k) the principle of accessibility; (l) the principle of individualization; (m) the principle of free will.

2. The analysis of the results gained during the qualitative research allowed to draw the following conclusions on the issue of advantages and disadvantages of studying English non-formally by students of the school of general education highlighting the following aspects of the problem:

    2.1 The category of the advantages of non-formal English language learning comprises the following sub-categories according to the answers of the interview participants: (1) attractiveness of the activity, (2) safe learning environment, (3) individual teaching, (4) increased self-esteem, (5) effectiveness of the activity, (6) benefits of non-formal learning.

    2.2 The category of the disadvantages of the non-formal English language learning comprises the following sub-categories: (1) lack of time (double workload, lots of homework, long sessions); (2) psychological tension; (3) unusual surroundings; (4) problems with non-formal time-table; (5) expensive activity (expensive teaching and expensive learning); (6) failure to satisfy individual demands.

    2.3 The amount of interview data referring to the advantages and disadvantages of non-formal learning of English revealed the fact that the interviewees were more at ease speaking about benefits than losses of this way of studying; consequently, they posses more positive than negative experience in learning English after school non-formally.

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BENDROJO UGDYMO MOKYKLŲ MOKSLEIVIŲ NUOMONĖ APIE PRIVALUMUS IR TRŪKUMUS MOKANTIS ANGLŲ KALBOS NEFORMALIAI

Straipsnis analizuoja situaciją, kai bendrojo ugdymo mokyklų vyresniųjų klasių moksleiviai mokosi anglų kalbos neformaliai, t.y. po pamokų papildomai, nors šis dalykas yra privaloma jų mokyklinės ugdymo programos dalis. Priežastys, skatinančios moksleivius rinktis šį neformalų mokymosi būdą, yra įvairios: noras daugiau laiko skirti mėgstamam mokykliniam dalykui, pastangos eliminuoti dalyko žinių spragas ar noras geriau mokėti kalbą, gauti aukštesnius įvertinimus mokykloje bei sėkmingai išlaikyti šio dalyko egzaminą. Tokių priežasčių vedini moksleiviai ryžtasi savanoriškai padvigubinti mokymosi naštą, laiką, užduočių apimtis, kita vertus, jie patenka į du skirtingus ugdymo(si) procesus bei aplinkas. Tai gi straipsnio probleminis klausimas – kokius neformaliojo anglų kalbos mokymosi privalumus ir trūkumus gali išskirti bendrojo ugdymo mokyklų moksleiviai savo patirčių pagrindu. Straipsnio tikslas – atskleisti neformalaus anglų kalbos mokymosi privalumus ir trūkumus. Metodai taikyti: teorinių šaltinių analizė, interviu metodas bei kontentinė analizė.

Teoriniai šaltiniai, apibrėždami neformalaus ugdymo(si) vietą švietimo sistemoje, nurodo ne tik jo paskirtį, bet ir santykį su formaliuoju procesu. Neformalus ugdymas(is) yra tikslinga ir kryptinga veikla, kuri padeda ugdyti asmenybę, plėtoja jos socialines ir edukacines kompetencijas bei siekia sudaryti tokias sąlygas, kurios formuotų individo gebėjimus spręsti asmeninio gyvenimo problemas. Šis ugdymas yra alternatyvi formaliajam švietimui forma, turinti skirtingų bruožų lyginant su formaliuoju. Vyrauja nuomonė, kad formaliojo ugdymo proceso dalyviai pasižymi aukštesniu motyvacijos lygiu, yra pasirengę spręsti sudėtingesnes problemas ar priimti drąsesnius iššūkius nei neformaliojo mokymosi metu. Neformaliojo ugdymo charakteringi bruožai yra šie: specifinė aplinka, aktyvus proceso (besimokančiojo) dalyvavimas veiklose, holistinio principo taikymas, mokymasis iš patirties, atviras ir neformalus bendravimas, konkuruoti neverčiančios aplinkos sukūrimas, mokymasis kartu, aktualumo, demokratijos, prieinamumo, individualizavimo ir savanoriškumo principų taikymas mokymosi procese.

Tyrimo metu buvo taikytas interviu metodas. Interviu dalyvavo penki bendrojo ugdymo mokyklų vyresniųjų klasių moksleiviai, kurie mokosi anglų kalbą mokykloje, kaip privalomąjį dalyką, t.y. formaliai, bei studijuoja po pamokų papildomai neformaliai. Interviu dalyviai buvo prašomi įvardinti neformalaus ugdymo(si) stipriąsias ir problemines puses remiantis savo asmenine patirtimi. Interviu medžiaga buvo analizuojama taikant kontentinės analizės metodą, kuris padėjo išskirti reikšmines kategorijas ir jas sudarančias subkategorijas.

Tyrimo rezultatų analizė leido išskirti neformalaus anglų kalbos mokymosi privalumų kategoriją, kurią sudarė šios subkategorijos: veiklų patrauklumas, saugios mokymosi aplinkos, individualizuotas mokymas(is), išaugusi savigarba, veiklų veiksmingumas, mokymosi naudingumas. Neformalaus anglų kalbos mokymosi trūkumų kategoriją sudarė šie sudėtiniai elementai: laiko trūkumas (padidėjęs krūvis, išaugęs namų užduočių skaičius, ilgas mokymosi laikas), psichologinė įtampa, neįprasta aplinka, neformalių užsiėmimų tvarkaraščio problemos, mokymo(si) paslaugų kainos, individualių poreikių netenkinimo problemos.

Tačiau interviu metu gautų duomenų, atskleidžiančių neformalaus anglų kalbos mokymosi privalumus ir trūkumus, skirtingos apimtys leidžia prieiti prie išvados, kad interviu dalyviams buvo lengviau kalbėti apie naudą, kurią jie gauna mokydamiesi neformaliai, nei apie praradimus, ir galima teigti, kad moksleiviai besimokantys neformaliai yra įgavę daugiau teigiamos nei neigiamos patirties.