

جهات نظر معلمي اللغة الإنجليزية كلفة أجنبية حول استخدام الأساليب اللامنهجية في تحسين الأداء الشفهي لطلاب المدارس الثانوية العراقية

اروى حارث حسن العزاوي

أ.م. صبيحة حازم دحام

أ.م.د. عبد علي نايف حسن

جامعة بابل/ كلية التربية الأساسية

EFL Teachers' Points of View on Using Extracurricular Techniques in Enhancing Oral Performance of Iraqi Secondary School Students

Arwa Harith Hasan Al-Azzawi

Prof. Sabeeha Hamza Dehham

Prof. Abd Ali Nayeef Hassan

College of Basic Education, University of Babylon, Iraq.

arwa.hassan.h21bed57@student.uobabylon.edu.iq

Abstract

Now, in what is called the 'post-Covid-19 era', the educational institutions return to face-to-face education with a little mix with distance learning (blended learning), and the teachers resume teaching the 'textbooks materials' without the aid of the extra materials which students have used to use in learning language skills. This study tries to reduce this gap by addressing the following general question: "Are there any statistically significant differences in the Iraqi EFL teachers' points of view towards applying extracurricular activities in developing secondary school students' oral performance"?. The participants were 340 (235 females and 105 males) EFL teachers from the public schools in the Second Al-Karkh General Directorate of Education in Baghdad, Iraq, during the academic year 2021-22. In order to achieve the aims and answer the questions, the researchers prepared a questionnaire consisting of 28 items in its final form. The results revealed that EFL teachers have positive point of view toward applying extracurricular activities in developing secondary school students' oral performance.

Keywords: EFL Teachers, Extracurricular Techniques, Oral Performance.

المستخلص

الآن، في ما يسمى حقبة ما بعد كورونا -19، عادت المؤسسات التعليمية إلى التعليم وجهًا لوجه مع القليل من التعلم عن بعد (التعلم المدمج)، لقد أستأنف المعلمون تدريس الكتب المدرسية بدون مساعدة المواد الإضافية التي اعتاد الطلاب على استخدامها في تعلم المهارات اللغوية. تحاول هذه الدراسة تقليص هذه الفجوة من خلال الاجابة على السؤال العام "هل توجد فروق ذات دلالة إحصائية في وجهات نظر معلمي اللغة الإنجليزية كلفة أجنبية في العراق تجاه تطبيق الأنشطة اللامنهجية في تطوير الأداء الشفهي لطلاب المرحلة الثانوية"؟ كان المشاركون 340 (235 إناث و 105 ذكور) من معلمي اللغة الإنجليزية كلفة أجنبية من المدارس الحكومية في مديرية العامة لتربية الكرخ الثانية في بغداد، العراق، خلال العام الدراسي 2021-22. ولتحقيق الأهداف والإجابة على الأسئلة أعد الباحثون استبانة مكونة من 28 فقرة في شكلها النهائي. أظهرت النتائج أن معلمي اللغة

الإنجليزية كلغة أجنبية لديهم وجهة نظر إيجابية تجاه تطبيق الأنشطة اللامنهجية في تطوير الأداء الشفهي لطلاب المرحلة الثانوية.

الكلمات المفتاحية: مدرسو اللغة الإنجليزية كلغة أجنبية، الأساليب اللامنهجية، الأداء الشفهي.

1. Introduction

There are ready-made educational programs that consist of integrated materials and curricula to teach, for example, the skill of conversation and communication. These extra materials prove to be helpful and can develop students' language skills and performance; this has been approved by Thompson et al. (2013), Bahdi (2014), Díaz-Iso (2019), Sabirov (2019), and Lanier et al. (2021). It is evident that students miss an important helpful tool (aid) that facilitates their learning; thus, it is worth investigating EFL teachers' points of view on the things that the students most miss in using face-to-face- education. A need analysis was conducted by distributing an open question to the EFL teachers: "what are the most things that the students miss in learning the English language inside the classroom"? After analyzing EFL teachers' responses, it is found that 64% miss extracurricular activities, 19% miss online dictionaries, 12% miss online listening tasks, and 5% miss teamwork activities. To this end, it is worth investigating EFL Teachers' points of view on applying extracurricular activities to develop secondary-school students' oral performance.

This study aims to reveal the role of extra – curricular activities in enhancing EFL students' English language performance from the Iraqi EFL teachers' points of view on the application of the activities in developing secondary-school students' oral performance

Questions were formed to answer the questionnaire items as follows:

- 1- Are there any statistical significant differences in the Iraqi EFL teachers' points of view towards applying extra-curricular activities in developing secondary-school students' oral language performance?
- 2- Are there any statistical significant differences in the Iraqi EFL teachers' points of view towards applying extra-curricular activities in developing secondary-school students' oral language performance due to the gender variable?
- 3- Are there any statistical significant differences in the Iraqi EFL teachers' points of view towards applying extra-curricular activities in developing secondary-school students' oral language performance due to age variables?
- 4- Are there any statistical significant differences in the Iraqi EFL teachers' points of view towards applying extra-curricular activities in developing secondary-school students' oral language performance due to the years of experience variable?
- 5- Are there any statistical significant differences in the Iraqi EFL teachers' points of view towards applying extra-curricular activities in developing secondary-school students' oral language performance due to the qualification variable?

The study's outcomes will benefit the EFL teachers, curriculum designers, policymakers, and educators to pay attention to the significant features of the extracurricular activities in developing students' language skills. Also, it sheds light on the students' language ability and level. In addition, the outcomes will provide a good

opportunity for the teachers to encourage them to use extracurricular activities inside the classroom due to the flexibility and easiness of the activities.

The participants are the EFL teachers from Secondary schools of the Second Educational Directorate in Baghdad. The location of the schools is in the Al-Karkh area in Baghdad, Iraq. The study was conducted during the second semester of the academic year 2021-2022.

2. Theoretical Background and Related Previous Studies

Teaching English as a Foreign Language (TEFL) requires learners' exposure to the foreign language skills: reading, speaking, writing, and listening. The first and the final aim of acquiring such language skills is to achieve a high development of abilities to receive and produce the L2 either in oral or written form, i.e. achieving a good mastery of the productive and receptive skills. As far as speaking is concerned, it is regarded as a significant skill to be developed because it is necessary for displaying the language proficiency; learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking (Taddese, 2018 & Dehham, 2021).

Wallace (1978:98) stated that oral practice (speaking) becomes meaningful to students when they have to pay attention to what they are saying. Thus, the students can learn better how to require the ability to converse or to express their ideas fluently with precise vocabulary and excellent or acceptable pronunciation.

Brown and Yule (1983:13) refer to two main types of talk: "interactional" and "transactional". Interactional talk is concerned with maintaining social relationships, assumes shared knowledge between the speaker and the listener, and is primarily listener-oriented. A mainly transactional talk deals with conveying information; it is message-oriented and often involves more specific vocabulary. The message must be spelt out clearly since the speaker assumes that much less information is shared with the listener.

2.1 Extracurricular Activities 'ECA'

Extracurricular activities, also known as co-curricular activities, are activities that educational organizations in some parts of the world create for students. ECA may often believe in students to enhance social interaction, leadership, healthy recreation, self-discipline, and self-confidence. At higher levels of education, ECA participation may even translate into academic points. Although several studies have been conducted to assess the impact of ECAs on the all-round development of students (Broh, 2002; Darling et al., 2005; Marsh and Kleitman, 2002), however, no systematic effort has yet been made to look into the role of ECAs on various dimensions of achievement of students in a comprehensive manner.

Casinger (2010) stated how students initiated the emergence of the first athletic clubs in American colleges and stimulated the elaboration of the first athletic programs at university campuses. At that time, literary societies were declining by the turn of the twentieth century, and some educators felt that less desirable ECA were now distracting students from their curricular responsibilities. Intercollegiate athletics soon became the dominant element of ECA in most American colleges and high schools. However, he pointed out that there remained one more important part of student life in the United States during the ninetieth and early twentieth century: the school newspaper. It began following the Civil War and has carried through to today in high school and college community activities to develop well-rounded citizens.

2.2 ECA and Foreign Language Learning

The role of ECA very strongly depended on the method employed in language teaching. Hundreds of language teaching methods and approaches sprung to life in the last hundred years, such as the Direct Method, Audiolingual Method (Larsen-Freeman, 2000), Lexical Approach, Neurolinguistic Programming Competency-Based Language Teaching, Community Language Teaching, and others. Although ECA was utterly discarded in most of the descriptions of language teaching approaches and methods, I will describe below some techniques that are, in my opinion, conducive to ECA.

The Oral Approach and Situational Language Teaching originated in the 1920s-1930s in the works of British linguists Palmer and Hornby. In this approach, lexical and grammatical materials were specifically chosen for the lessons, and the language items were first presented orally and later in the written form; only the target language was spoken in the classroom; new language material was presented in situational context; lesson planning was emphasized, and different techniques were used to show and practice the lesson. (Nunan, 2004) ECA fits well with this approach, as ECA activities can be organized to follow the material studied in class.

Experiential Learning started in the eighties with the works of David Kolb and developed in the nineties by Kohonen and his followers (Nunan, 2004). In the classroom, Experiential Learning is seen as the transformation of knowledge within the learner rather than from the teacher to the learner; learners are encouraged to work in small groups and pairs; a holistic attitude to the subject matter is encouraged; intrinsic motivation is promoted; focus on process rather than on product (Nunan, 2004). In experiential learning, the teacher acts as a facilitator, and students get to manage their learning, and with this awareness, they are given some autonomy. Some recent works in this area developed the idea that the goal of language learning is reaching a communicative competence that achieves a desirable goal via engaging in intercultural communication, with the balance between external (learning environment) and internal (language learner and his beliefs, concepts, preferences, etc.) factors in language learning (Kohonen et al. 2000 & Dehham, 2015).

2.3 The Role of ECA in Language Teaching

Some other demonstrated benefits of ECA include enhancing social interaction, leadership, healthy recreation, self-discipline, and confidence (Astin, 1993), as well as an overall improvement in academic performance (Marsh and Kleitman, 2002). It is therefore not surprising that language-oriented ECAs have been successfully organized in most schools and universities all around the world, and proved to be an effective form of language instruction. It appears that the benefits of ECAs are particularly apparent in the following areas of language learning: learner motivation, materials development, cultural awareness, and language exposure.

2.4 ECA and Learner's Motivation

Extracurricular activities can also contribute to integrative motivation since positive attitudes towards the country and people of the target language positively impact language learning. ECAs can also play a role in building instrumental motivation, i.e., the aim to obtain something practical and valuable for a future career or personal life. Social skills development and language skills enhancement in the process of ECAs can help the participants change their lives or get better chances to succeed in life. (Crookes and Schmidt, 1991 & Dehham, 2018)

Book clubs, movie nights, and other types of ECAs allow learners to select media that matches their immediate interests and not those of curriculum planners. Already in the fifties, it was suggested that one of the ways to motivate younger

learners was to employ in language learning not only classical literature but modern bestsellers popular with youth. The same applies to watching films, reading authentic magazine articles, and listening to music: materials of higher relevance to learners are more motivating to them, and ECAs allow reflecting the interests of the learners since the learners are, in most cases, responsible for organizing ECAs (Al-Khayyat, 2021 a).

2.5 Learners' Attitudes to Extracurricular Activities

Very little research is available on the learners' attitudes to ECAs and their direct impact on language learning. One study conducted in Russia showed that language-related EC work in a university environment increased students' communicative skills and had a positive effect on their self-confidence. Another study claimed that ECAs do not guarantee a high level of language proficiency for their participants. Conversely, many students notice that experiences obtained in out-of-class language environments were more meaningful and educative than those obtained in the classroom (Druzhinina, 2009, Dehham, 2014, and Al-Khayyat, 2021 b).

2.6 Benefits of Extracurricular Activity Participation

When stating some of the benefits of participating in extracurricular activities, some believe this leads to positive youth development. What exactly is positive youth development? Morrissey (2005) describes positive youth development as encompassing five constructs: (1) competence in academic, social, and vocational areas; (2) confidence; (3) connection to family, community, and peers; (4) character; and (5) caring and compassion.

2.7 Previous Studies

Hamood (2020) investigated the EFL teachers' point of view on extracurricular activities and their effect on high school students' achievement and knowing the obstacles which prevent practicing such activities. The participants were 23 high school teachers and the teachers who are responsible for activities in different high school grades. A questionnaire was used to collect the data. The results revealed that the English language teachers have a negative point of view toward the implementation of extracurricular activities due to the actual participation of students in extracurricular activities being weak due to the routine of the activities and lack of diversity. The activities do not motivate students to participate in the oral speaking activities. (Dehham, 2013; Bairmani, 2022)

Ginosyan et al. (2019) investigated English language teachers' perceptions of the benefits of foundation program students' involvement in extracurricular activities from the who develop, lead and facilitate them at the Centre for Preparatory Studies of Sultan Qaboos University in Oman. It focuses on how teachers perceive the effects of extracurricular activities on students' language performance and the development of communicative competency. The participants were 33 teachers who teach the English language in the foundation program students at Sultan Qaboos University in Oman. A questionnaire and unstructured and semi-structured interviews were used to collect the data. The results revealed that the teachers' have positive points of view toward the extracurricular activities which play a valuable role in helping foundation program students adjust to higher education environments and function more easily in English. Also, there is no significant difference between the English language teachers' points of view due to gender and age. (Bairmani, Shreeb, & Dehham, S. H. (2021)

Yusof and Abugohar (2017) investigated teachers' attitudes towards the use of extracurricular activities (ECAs) in enhancing High School students' speaking skills in Saudi Arabia. The participants were 40 high school teachers. Questionnaires and semi-structured interviews were used to collect. The results revealed that the majority of EFL

teachers have positive attitudes towards ECAs. Also, there is no significant difference in teachers' attitudes towards the use of extracurricular activities due to gender, but there is a significant difference due to years of experience in the favor of fewer than 5 years.

3. Methodology

The sample of this study is 340 English language teachers (235 females and 105 males)

To come up with accurate results, the table below shows the results.

Table 3.1: The distribution of the sample due to the variables

Gender	Males	235
	Females	105
Ages	21-25	74
	26-30	56
	31-35	71
	36 and above	139
Years of Experience	Less than 5 years	96
	6-10 years	65
	11-15 years	80
	More than 16 years	99
Qualification	Bachelor	235
	High Diploma	30
	Master	57
	Ph.D.	18

3.1 Instrument

To collect the data of the study, a questionnaire was prepared. At the beginning of the questionnaire, the researcher puts an introductory letter for teachers to give them an idea about the subject of the study and the title of the thesis. She mentions that the responses of participants will be used for the purpose of the current study to collect adequate information. The researcher's information such as full name and phone number are put also at the beginning of the questionnaire to contact him if there is any inquiry from the respondents.

The first part in questionnaire includes personal information about the respondents. This part consists of four questions such as gender, age, years of experience, and qualification.

The second part of questionnaire consists of (19) items related to the teachers' perspectives about Extra-curricular activities. While the third part of questionnaire consists of (9) items related to the teachers' opinions of Extra-curricular activities to develop students' oral performance. There are five options for each item to be chosen by the respondents, i.e., Likert scale of five-points (Strongly agree, Agree, Neutral, Disagree, And Strongly disagree) is used here in this questionnaire, and the scale ranges from (5) to strongly agree to (1) for strongly disagree (see Appendix A).

3.1.1 Result of the First Question

To answer the first question, one sample test, P-value, and 95% confidence interval of differences were used. Table 1 shows the results.

Table 1: One-Sample Test, Test Value, paired Sample Test

One-Sample Statistics

N	Mean	Std. Deviation	Std. Error Mean
340	33.96	6.599	0.358

One-Sample Test- Test Value = 0

T	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
				Lower	Upper
94.885	339	0.000	33.959	33.25	34.66

Table 1 shows that the mean score is 33.96, with a standard deviation of 6.599. Due to this result, the P-value is 0.00 which is less than 0.05, and the mean difference of teachers' points of view who respond to the questionnaire items is 33.959, and the confidence interval does not include zero; its range is basically from 33 to rounding, all the way to 34.66, these result indicated a significant positive difference in the Iraqi EFL teachers' points of view towards applying extracurricular activities in developing secondary school students' oral performance.

3.1.2 Result of the Second Question

To answer the second question, Levene's Test for Equality of Variances and t-test for Equality of Means were used. Table 2 shows the results.

Table 2: Levene's Independent Sampling Test for Equality of Variances and t-test for Equality of Means.

Gender	N	Mean	Std. Deviation	Std. Error Mean
Female	235	34.10	6.322	0.412
Male	105	33.64	7.203	0.703

Levene's Test for Equality of Variances

	F	Sig.	T	Df	Sig. (2-tailed) P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	5.277	0.022	0.598	338	0.550	0.464	0.775	-1.061	1.989
Equal variances not assumed			0.569	178.50	0.570	0.464	0.815	-1.144	2.072

Table 2 shows that the mean score of the females is 34.10 and the mean score for the males is 33.64 with a standard deviation of 6.322 and 7.203 respectively, and as the F. value is 5.277, which is greater than the significance value of 0.05, this means there is equal variance assumed.

To reveal if there is a significant difference between males and females, we compared the t-value of 0.598 with the (2-tailed) value of 0.550 with the significance of 0.05, which was revealed to be greater than 0.05; thus, there is no significant difference. In addition, the confidence interval includes zero; its range is basically from -1.061 with rounding, all the way to 1.989, which indicates that there are no statistically significant differences in the Iraqi EFL teachers' points of view towards applying extra-curricular activities in developing secondary-school students' oral language performance due to males and the females variable.

3.1.3 Result of the Third Question

To answer the third question, a Tukey's test was used and two tables come out, the Post-hoc-tests which are labeled Multiple Comparisons, and the Test of Homogeneity of Variances which is labeled Levene Statistic (ANOVA) table. Table 3 shows the results.

Table 3: Test of Homogeneity of Variances of the Teachers' ages.

Test of Homogeneity of Variances					
	Levene Statistic	df1	df2	Sig.	
	24.778	3	336	0.000	

ANOVA					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1627.835	3	542.612	13.880	0.000
Within Groups	13135.589	336	39.094		
Total	14763.424	339			

Table 3 shows that there are statistically significant differences in the Iraqi EFL teachers' points of view towards applying extracurricular activities in developing secondary-school students' oral language performance due to the age variable, for the favor of the ages 36 and above.

3.1.4 Result of the Fourth Question

To answer the fourth question, Multiple Comparisons and the Test of Homogeneity of Variances labeled Levene Statistic (ANOVA) were used. Table 4 shows the results.

Table 4: Multiple Comparisons and the Test of Homogeneity of Variances of the Teachers' years of Experiences.

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Less than 5 years	96	32.04	8.165	0.833	30.39	33.70
6-10 years	65	32.83	7.006	0.869	31.09	34.57
11-15 years	80	34.45	5.993	0.670	33.12	35.78
More than 16 years	99	36.16	3.932	0.395	35.38	36.95
Total	340	33.96	6.599	0.358	33.25	34.66

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
19.905	3	336	0.000

ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	935.238	3	311.746	7.575	0.000
Within Groups	13828.186	336	41.155		
Total	14763.424	339			

Table 4 shows that the highest mean score is 36.16 for the experience year more than 16 years, and the lowest mean score is 32.04 for the experience years Less than 5 years. The Leven test value is 19.905 with a significant value of 0.000 which means that there is a significant difference between the years of experience in applying of extra-curriculum. The ANOVA test F. value is 7.575 with a significant value of 0.000 which is less than a 0.05 significant value. This means that there is a significant difference between the years of experience variable.

3.1.5 Result of the Fifth Question

To answer the tenth question Multiple Comparisons and the Test of Homogeneity of Variances labeled Levene Statistic (ANOVA) were used. Table 5 shows the results.

Table 5: Multiple Comparisons and the Test of Homogeneity of Variances of the Teachers' qualifications.

Qualification	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Bachelor	235	34.27	6.922	0.452	33.38	35.16
High Diploma	30	30.23	6.078	1.110	27.96	32.50
Master	57	35.16	5.277	0.699	33.76	36.56
Ph.D.	18	32.33	4.550	1.073	30.07	34.60
Total	340	33.96	6.599	0.358	33.25	34.66

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0.806	3	336	0.491

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	568.367	3	189.456	4.484	0.004
Within Groups	14195.056	336	42.247		
Total	14763.424	339			

Table 5 shows that the highest mean score is 35.16 for the Master's qualification, and the lowest mean score is 30.23 for the high diploma qualification. The Leven test value is 0.806 with a significant value of 0.491 which means that there is a significant difference between the teachers' qualifications for extra-curricular application

4. Results

This study aims to reveal Iraqi EFL teachers' points of view on applying extracurricular activities in developing secondary school students' oral language performance. The results showed that the teachers' points of view were varied due to several variables such as teachers' gender, ages, years of experience, and qualification. The results revealed the following:

1- EFL teachers have positive points of view toward applying extracurricular activities in developing secondary school students' oral performance.

This result can be attributed that using interested instructional methods helps learners smoothly engage in the learning process. Also, the EFL teachers' positive points of view on extracurricular activities are due to the multiple choices for teaching oral skills.

2- There are no statistically significant differences in the Iraqi EFL teachers' points of view towards applying extracurricular activities in developing secondary school students' oral language performance due to the gender (males and females) variable.

This result can be attributed to the fact that both the male and the female EFL teachers have benefited from the technology in providing extra activities in teaching the English language. In addition, the equalization in EFL teachers' points of view due to gender can be attributed to EFL teachers' beliefs in the teaching tools, instruments, and strategies.

3- There are statistically significant differences in the Iraqi EFL teachers' points of view towards applying extracurricular activities in developing secondary school students' oral performance in favor of the ages of 21-25 years.

4- The years of experience revealed to have an effect on EFL teachers' points of view toward applying extracurricular activities in developing secondary school students' oral performance for the favor of the years more than 16 years.

5- The results revealed a significant difference between the teachers' qualifications for extracurricular application in favor of the teacher with Bachelor's qualifications.

The result may be due to extracurricular activities, which require youth teachers who have energy and ambitions; the activities may include "student newspapers, musical performances, art shows, mock trials, debate competitions, and mathematics, robotics, and engineering teams and contests".

5. Conclusions

To sum up the results and the data analysis, the following main results have been reached:

- 1- The variance of variables of gender, age, years of experience, and qualification did not affect the EFL teachers' points of view toward applying extracurricular activities in teaching oral skills, the general points of view were positive.
- 2- Using extracurricular activities proves to be used more by young teachers (males and females). Their points of view are higher than the others teachers in using extracurricular activities in teaching the English language.
- 3- Concerning the long experience, the teachers who have experience of more than 16 years show positive points of view to use extracurricular activities in teaching the English language, but concerning teaching oral skills via extracurricular activities their level of perspective was neutral.

- 4- In general, applying extracurricular activities in teaching the English language in general and oral skills, in particular, have positive effects on students' language performance. The outcomes of this study are online with the outcomes of several studies conducted in this field.

Appendix A Teachers' Questionnaire

Teacher _____

Dear teacher

I am an M.A. student in the Department of English language at Babylon University, College of Basic Education. I intend to conduct a research entitled "Iraqi EFL Teachers' Perspectives Towards The Application of Extra-curricular Activities to Develop of Secondary-School Students' Oral Performance". Therefore, I designed a questionnaire as the first phase of my study. The information on this questionnaire will be used for research purposes only. Your cooperation in filling out the required information is highly appreciated. Your objective and truthful answers will help us get a realistic assessment of this experience.

Researcher:

Arwa Harith Hassan
Nayef Hassan

Supervised by:

Asst. Prof. Sabeeha Hamza Dehham Prof. Abd Ali

Part One: Personal Information

Please tick the appropriate choice (✓)

1. Gender	Female <input type="checkbox"/>	Male <input type="checkbox"/>		
2. Age	21– 25	26 - 30	31 –35	36 and above
3. Years of experience	<input type="checkbox"/> Less than 5 years.... <input type="checkbox"/> 6-10 years <input type="checkbox"/> 11-15 years ... <input type="checkbox"/> more than 16 years			
5 4. Qualification	<input type="checkbox"/> Bachelor <input type="checkbox"/> High Diploma <input type="checkbox"/> Master <input type="checkbox"/> Ph.D.			

Part Two: Teachers' Perspectives about Extra-curricular activities (ECA)

Please tick the appropriate choice (√)

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. The student is exposed to new and unique ideas , through the process of ECA.					
2. The student can express thoughts and feelings through ECA.					
3. ECA can help the student to express opinions freely					
4. ECA can help the students to present their ideas no matter how strange they are.					
5. ECA can improve students' language proficiency					
6. ECA can encourage different opinions among students through the topics covered					
7. The teacher can provide the students with activities such as poetry, story and others to develop their oral performance skills					
8. ECA can engage students with a specific topic to understand it well and talk about it before entering other topics					
9. ECA has a great effect on increasing student's motivation to communicate orally.					
10. ECA involves imagination, originality, flexibility, and freshness of ideas then expressing their thoughts orally.					
11. ECA increases the average of creative thinking					
12. ECA means students work and communicate with each other in groups to solve					

problems, each student can take his/her role to express opinions orally and more.					
13. ECA encourages discussion of social problems prevalent in society.					
14. ECA improves students' brainstorming and problem- solving.					
15. ECA encourages the students to break the silence and push them to participate in the class.					
16. ECA increases students' motivation to learn and acquire knowledge.					
17. ECA helps to strengthen students' relationship with the teacher and his colleagues.					
18. ECA increases students' acceptance of different students' opinions ,backgrounds and learning styles.					
19. ECA enhances students' communication and critical-thinking skills.					

Part Three: Teachers' Opinions of Extra-Curricular Activities (ECA) to Develop Students' Oral Performance

Please tick the appropriate choice (√)

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20- Giving students topics from real life to talk about may develop their oral performance skills.					
21- The use of multiple means of transmission to impart speaking skill by the teacher and his teaching and not just depending on provided in the book.					

22- Using the CLT method to develop their oral performance					
23- Student's general knowledge and reading literary books may improve their writing and speaking skills, not just relying on textbooks.					
24- Correcting students' mistakes when speaking can help them develop their oral performance through ECA.					
25- Encouraging students to participate inside and outside the class using foreign language to enhance their oral performance.					
26- Using charts, slides, visuals, and records to learn about students' skills and develop their oral performance.					
27- Encouraging students to read and listen to reports, short stories, magazines and books to develop their oral performance.					
28- Giving students topics of their choice to speak about may improve their oral performance.					

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