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Perspectives of Kurdish EFL University Students' Towards the Importance and Participation in English Language Extracurricular Activities

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ABSTRACT

English language extracurricular activities are helpful strategies in developing EFL students' English language proficiency and skills. This study aims to examine perceptions of Kurdish EFL university students about the roles and importance of participation in these activities for improving their English language proficiency and skills. This study is experimental and used survey questionnaires to take the participants' perspectives towards the importance of practicing and participation in English extracurricular activities, and to detect the participation frequency extent in these activities. The

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participants were 60 students in English language department/faculty of education from Charmo University. In addition, the data were analyzed via (SPSS) and weighted-mean. The findings in this study revealed that majority of the students had positive attitudes towards the importance of English extracurricular activities in improving their English language proficiency and skills. It was concluded that Kurdish EFL students could enhance their English language proficiency and skills through these activities outside their formal in-class curriculum.

Keywords; English language extracurricular activities, Kurdish EFL university students, English language proficiency, Kurdish EFL students' perspectives.

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المستخلص

تعد الأنشطة اللامنهجية باللغة الإنجليزية من الاستراتيجيات المفيدة في تطوير كفاءة ومهارات اللغة الإنجليزية لدى طلاب في قسم اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى دراسة تصورات طلاب الجامعات الأكراد الذين يدرسون اللغة الإنجليزية كلغة أجنبية حول أدوار وأهمية المشاركة في هذه الأنشطة لتحسين كفاءتهم ومهاراتهم في اللغة الإنجليزية. هذه الدراسة تجريبية واستخدمت استبيانات المسح لمعرفة وجهات نظر المشاركين تجاه أهمية ممارسة والمشاركة في الأنشطة اللامنهجية باللغة الإنجليزية، واكتشاف مدى تكرار المشاركة في هذه الأنشطة. كان المشاركون 60 طالبًا في قسم اللغة الإنجليزية / كلية التربية من جامعة شارمو. بالإضافة إلى ذلك، تم تحليل البيانات عبر SPSS والمتوسط المرجح. كشفت النتائج في هذه الدراسة أن غالبية الطلاب لديهم مواقف إيجابية تجاه أهمية الأنشطة اللامنهجية باللغة الإنجليزية في تحسين كفاءتهم ومهاراتهم في اللغة الإنجليزية. وخلصت إلى أن طلاب الجامعات الأكراد في قسم اللغة الإنجليزية يمكنهم تعزيز كفاءتهم ومهاراتهم في اللغة الإنجليزية من خلال هذه الأنشطة خارج مناهجهم الرسمية في الفصل الدراسي.

الكلمات الدالة : الأنشطة اللامنهجية للغة الإنجليزية، طلاب الجامعات الأكراد الذين يدرسون اللغة الإنجليزية كلغة أجنبية، إتقان اللغة الإنجليزية، وجهات نظر الطلاب الأكراد الذين يدرسون اللغة الإنجليزية كلغة أجنبية.

1. INTRODUCTION

The language proficiency of the majority of EFL students seems to be influenced by the exposure of English language which they engage in their extra time outside their formal classroom curriculum. The most prominent spare time English language learning activities include listening to music, watching English-speaking TV programs , films, playing video games, surfing English sites on the Internet, reading English books, newspapers and magazines (Sundqvist 2009a). Generally, extracurricular activities refer to the activities which occur out of the regular curriculum and schedule of a school (Soto, 2020). In addition, (Campbell, 1973) defines extracurricular activities as any educational activities which complement a regular course of the classroom instruction. Moreover, (Eccles, et al 2003) define extracurricular activities as these kinds of students' experiences that are not a plan of the academic curriculum, these activities have a crucial role in education and it is accepted that they are equal to the regular classes in improving students' skills.

Regarding the extracurricular activities in language education, (Kuh, 2007) mentions that participation in any type of language extracurricular activities can create a positive influence in learners' academic performance. In the opinion of (Campbell, 1973) majority of the colleges and universities in the world has plans and arrangements for language-extracurricular activities to improve that these activities are active and beneficial instruction language frameworks. While, in the past literature (Bialystok 1981) thought that out-of-class language exposure is useful for learners and found out that more language exposure to a target language via communicative environments can support student to work out their language tasks that are given to them and also this practical activity is very significant for fostering all language skills.

In reference with the role of extracurricular activities in EFL English as a foreign language education, (Pickard, 1996) defined extracurricular English language learning activities as any English-learning activities performed outside of normal class settings, such as reading English magazines, listening to English radio programs, and watching English movies and TV programs and also includes attending cramming programs. And also, (Park, 2015) thinks that extracurricular activities can provide an opportunity to English language learners to learn English language outside their classroom and participation in these activities assists the learners to experience new ways to improve their language skills. According to (Richards, 2015) the use of English face to face or via deploying social networks virtually can give more chances for practicing meaningful and authentic language rather than what is available in classrooms, this can be real not only for schools but also for university contexts where some of in-class activities seem lacking the authenticity and seen by the university students as non-real life activities. Besides that, (Navehebrahim & Ghani 2011) state that extracurricular activities such as

homework writing, debate team, journalism club, silence club, quiz team and school newspapers in educational contexts can be supplementary and helpful activities to improve students' knowledge in second language learning. Also, (Guo, 2011) states that "The out-of-class activity is intended to help students realize that although they are not in an English-speaking environment, but they are still surrounded by English".

Moreover, (Sundqvist, 2009b) revealed that participation of the learners in English language extramural activities which is another term for extracurricular activities leaves a positive effect on the students in terms of their oral proficiency and vocabulary learning competence. Significantly, (Knight, 2007) found out that using and practicing English Language out of the class can be helpful and beneficial to the in-class learning which is a basic part of learners' language acquiring process. According to (Hyland, 2004) out of class activities are considered very crucial and supposes that these activities are greatly involved teaching learning English as a second language.

1.1 Problem Statement

Kurdish EFL university students in English language departments of public universities in Kurdistan region mostly depend on their in-class formal curriculum of Iraq to develop their English language proficiency and skills although their formal curriculum is very important to study as they are required to study some books, course books and materials according to the formal classroom curriculum. But most of the students are not familiar with the informal contexts and out-of-class extracurricular language learning. Therefore, Kurdish EFL university students have little experience with English language extracurricular activities outside their classrooms for the purpose of improving their English language proficiency. Globally around the world many researches were conducted regarding the roles of English extracurricular activities in enhancing the EFL learners English language proficiency but locally inside Kurdistan region very few number of researches have been conducted regarding this topic. Therefore, the current study focuses on examining the perspectives of the Kurdish EFL university students towards the roles of English extracurricular activities in fostering their English language proficiency.

1.2 Research Aims

The current study aims to investigate the roles of extracurricular English language activities and strategies in developing the English language proficiency of Kurdish EFL university students via taking their perspectives. Beside this, the study also aims to determine the frequency extent participation of the activities. And also, this study examines the perspectives of Kurdish EFL university students about the importance and liability of participation in these kinds of English extracurricular activities for the purpose enhancing their English language proficiency and skills.

1.3 Research Questions

1. How are the perspectives of the Kurdish EFL university students towards participation in English language extracurricular activities?
2. What is the frequency extent of participation for each activity and the whole list of the activities by Kurdish EFL university students?

1.4 Significance of the Study

The findings of the current study are reflected with in two main sections. The theoretical section and the empirical section. Since there is a big gap in the literature regarding the roles of English language extracurricular activities in enhancing English language proficiency of Kurdish EFL university students in Kurdistan region's EFL context. Only few limited number of researches were conducted in the EFL context of Kurdistan region with reference to this topic. Therefore, the current study provides an extensive range aspects of this issue. The theoretical section provides an extensive and growing amount of research to the concepts of English language extracurricular activities. In addition, the theoretical part also illustrates the principles and forms of the English language extracurricular activities. In the empirical part it tries to contribute an effective framework and method to examine the perspectives and reflections of Kurdish EFL university students towards these activities in terms of their English language proficiency and skills improvement. And also to detect the participation frequency levels of these activities.

1.5 English Language Extracurricular Activities

As mentioned above the current study concentrates on the roles of English language extracurricular activities from the perspectives of Kurdish EFL students. This part identifies different and prominent types of the English language extracurricular activities. The types and categories of activities are adopted from the taxonomies of (Daukšaitė-Kolpakovienė, 2020), (Sundqvist, 2009) and (Hyland, 2004).

The most prominent types of the English language extracurricular which are included in the current study are 22 types they include reading, writing, listening and speaking related extracurricular activities, such as , Reading newspaper and magazines in English, Reading academic books and articles in English, Reading novels, comics and short stories in English, Writing e-mails in English, Writing diaries and personal writings in English, Writing English texts messages through social media chatting, Writing poems and short stories in English ,Doing text and written translation ,Writing texts, articles and blogs in English, Writing Posts and Comments on social media in English, Doing projects with friends in English, Watching TV programs, and YouTube videos in English, Watching English movies with sub titles, Watching English songs with written lyrics ,Listening to English songs Listening to radio programs in English, Listening to news in English, Talking to English native speakers online, Attending meetings ,conferences ,seminars, and debate panels which their language is English, Using English dictionary and English language learning apps on my mobile phone , Surfing on the internet, and playing English video games.

3. LITERATURE REVIEW

This section introduces English language extracurricular activities and also illustrates the role of English extracurricular activities in some previous studies in relation to their roles as supplementary out- of-class English language learning activities, strategies for improving EFL students' English language proficiency and skills. And also, there are discussions about theoretical backgrounds of the terms and principles of English extracurricular activities.

3.1 Extracurricular Activities in EFL Syllabus

In the literature there is an extensive argument in relation with the significance and roles of English language oriented extracurricular activities as (Moncrief, 2011, 107–108) says that “it can be generally agreed that there is no universally correct way to learn a language that can be seen as most suitable for every individual. Different students naturally develop and incorporate different ways of studying, thinking as well as encompassing different personalities. We as language teachers, however, are concerned with the methods and ways our students learn as well as the promotion of the development of their language skills overall. To this end, much is known about what goes inside a classroom setting, while little is known about how students learn languages outside the classroom”. In the past decades (Campbell, 1973) stated that many universities and schools in the world have designed and organized language-oriented extracurricular activities and verified that they are active forms of language instruction. While, (Hyland, 2004) suggested that out-of-class activities are remarkably basic since they are involved greatly to the ESL instruction. It is noticed that the involvement of students in any types of language oriented extracurricular activities can leave a positive effect on students’ academic performance (Kuh, 2007). Furthermore, (Sundqvist, 2009) concluded that generally participation of students in extramural or out-of-class English activities has makes a positive effect on their oral proficiency and vocabulary proficiency. More particularly, (knight, 2007) concluded that arranging and practicing English language outside the classroom through extracurricular activities is seen as beneficial supplementary way for in-class formal language learning ,which is considered as a significant part in learners’ language acquisition process. In addition, (Navehebrahim & Ghani 2011) thought that in educational and academic contexts the English language extracurricular activities such as homework writing, debate team, journalism club, silence club, quiz team and school newspapers can be helpful activities to enhance the students’ knowledge in second language learning and acquiring.

3.2 Extracurricular Activities’ Standards

Standards of extracurricular activities refers to a number of principles and guidelines that instructors and schools try to provide for the purpose of bringing success to students’ academic and social life, in regard with these principle a set of principles were developed by (Yildiz, 2016) as the followings;

1. It is proposed that the extracurricular activities are to be corresponding to the students’ ages and be appropriate to their intentions.
2. Participation in extracurricular activities should provide chances for the students express themselves and practicing peer observation to learn from mistakes.
3. Financial matters like sponsoring and funding should be considered in arranging extracurricular activities, for instance providing clothes, preparing a stage for plays.
4. Extracurricular activities should be arranged according to the students’ needs and preferences in the colleges and schools. This can be done via conducting surveys.
5. It is basic to consider the students’ individual differences, since the students are from different environments, economic statuses, traditions and careers and also they may have different abilities.

6. Actual performance is more significant than expectable results predicted to achieve during a long semester.
7. A complete and accurate plan should be arranged for performing extracurricular activities. The plan should consider the time, management, types of the activities, teachers' observation and students' motivation and needs.
8. Team cooperation and group work are main essentials of doing extracurricular activities, since enhancing language skills and abilities is difficult to do solely. For example speaking skill could be improved through debate, role-play and topic presentation.
9. One of the principles is related to the school boards and the administration of schools and colleges, as they should have intentions to develop extracurricular activity programs unless it will be impracticable to arrange activities before consultation and regular meetings.
10. Extracurricular activities can be educational if they could develop students' intelligent compliance, leadership, citizenship and creative qualities.

3.3 Related Studies

In this section some studies were discussed about the topic of perspectives of EFL students on the roles and importance of English extracurricular activities for developing EFL students' English language proficiency and skills.

- 3.3.1 Bala (2020) conducted a study on the impact of outside classroom extracurricular activities on EFL university students' English language proficiency. The study took the perspectives of 87 EFL student from a private university in Erbil city. The results of the study indicated that students participated in the activities for leisure and entertainment such as watching movies, videos and internet surfing. The study results also showed that these activities left a positive impact on the students' English language proficiency in terms of their language improvement.
- 3.3.2 Alquraan & AbuSeileek (2020) conducted an experimental study on the effect of using extracurricular activities on the 9th grade EFL students' speaking skill. The study took the perspectives of 40 EFL students from King Abdullah School for Excellence at Irbid Directorate of Education, in Jordan, during the first semester of the academic year 2019/2020. The data collection tools of this study were survey questionnaires to examine the perceptions of the EFL students about the effect of using extracurricular activities in developing their English language speaking skills. The results of the showed that students using and engaging extracurricular activities are useful and enjoying to enhance their English speaking skills and abilities.
- 3.3.3 Armita (2019) did a study about students' perception towards English club extracurricular activities in practicing speaking at SMA N 02 Kaur. The study aimed to investigate the of 22 EFL students about English club extracurricular activities in practicing and enhancing their speaking skill and to examine their

speaking abilities. The study used applied descriptive qualitative method. To conduct the study survey Questionnaire instrument was used to take the students beliefs and attitudes. The results of the study indicated that students had positive perceptions towards English club extracurricular activities in fostering their speaking skills. And also the result of the study showed that majority of students perceived that English club extracurricular activities are useful for students in practicing and fostering their English language speaking abilities and skills.

- 3.3.4 WU (2012) carried out a study regarded the beliefs of Chinese speaking ESL students about out-of –class English language learning in Hong Kong. The study took the perceptions of 324 EFL students as participants of the study. The finding of the study revealed that students responded positively in their attitudes about the extracurricular learning activities such as watching films and television, reading, listening to English songs, music and radio channels, formal learning and practicing speaking with others. The student participants also indicated that participating in and practicing these activities are beneficial for improving their English language proficiency.

4. METHODOLOGY

4.1 Research Design

An experimental design was used in this study as the experimentation is meant to have a controlled context to discover the effect of an intervention and experimental methods are designed to discover the effect of something on something else (Hyland, 2016: 9). The participants of this study were a group of 60 Kurdish EFL students from English department in Charmo University. The participants were randomly assigned to the group, when individuals are randomly assigned to groups, the procedure is called a true experiment (Creswell, 2009; 146) and (Nunan, 1992; 41). The student participants of the group aged between 18 to 25 years with female majority. The students of the participant group were studying in the fourth semester in English department.

The data collection tool of the study was survey questionnaires for collecting the quantitative data, Survey studies are done for the purpose describing the characteristics of a population via examining the samples of that group and the major data collecting method in surveys is using questionnaires (Dornyei, 2007:101). The close-ended questions of the questionnaires contains attitudinal questions types, attitudinal questions are used to find out what people think, covering attitudes, opinions, beliefs, interests and values(Dornyei, 2007:102). In designing of the questionnaires multi-item scale types were used such as numerical rating scales and multiple choice, some forms of questionnaires were administrated to the participants such as multiple-choice item scale (Dornyei, 2007:106).

The quantitative data were obtained via the survey method from participant group to know their perceptions about the effectiveness of engaging in extracurricular English language activities on their proficiency level development and their extent of practice of these activities outside their classroom. As the present study was based on experimental design procedures like conducting questionnaire surveys. Therefore, the framework

which was explored in this study is related to sequential explanatory design (Creswell, et al, 2003). Mainly, the quantitative method was used to measure and examine the perceptions of Kurdish EFL university students about the roles of English language extracurricular activities outside their classroom in developing their English language proficiency levels.

4.2 Participants

The participants of the study were 60 Kurdish EFL university students from English language department, faculty of education in Charmo University/ 2022-2023 academic year. The students' first language is Kurdish language. They aged between 18 to 25 years from both genders males and females. They were randomly selected to participate in this study (Cohen et al., 2007: 275). The participants were homogeneous in terms of their English language level (Mackey and Gass, 2005; 150) as they were studying in the same class in 2022-2023 academic year.

4.3 Instruments

In the current study survey questionnaire instrument was used for the purpose of collecting quantitative and qualitative data. The items in survey questionnaire were designed by the researcher from academic resources (Cohen et al., 2007: 414) & (Hyland, 2016: 118). The main data collection method was doing surveys. The survey questionnaires were used to take the perspectives of Kurdish EFL university students examine their perspectives on the roles and importance of engaging in English extracurricular activities on their English language proficiency improvement and to detect the activities participation frequency levels. The attitudinal questionnaires with closed-ended questions were administrated to the participants (Dornyei, 2007; 101). The questionnaires were multi-item scale types such as numerical rating scales and multiple choice scale (Dornyei, 2007:106).

4.4 Data Collection and Analysis

The current study used quantitative data collection method mainly to collect the necessary data. The data were obtained from the survey questionnaires which were distributed via printed paper sheets to the participants. The survey questionnaire contained two sections first section was a multiple choice question with four multiple options and the second part of the questionnaire form was a question with 22 items in form of rating scale and Likert scale format(see Appendix 1). The Survey studies are done for the purpose describing the characteristics of a population via examining the samples of that group and the major data collecting method in surveys is using questionnaires (Dornyei, 2007:101). The 'gain scores' in questionnaires were measured to examine the participants' perceptions and to find out the participation frequency extents of English extracurricular activities (Dornyei, 2007: 118).

4.5 Statistical Analysis

To analyze the collected data, the Statistical Package of Social Sciences (SPSS) and weighted-mean analysis were used to perform the data analysis of the current study. And certain statistical equations were utilized such as sample t-test analysis to examine the students' perceptions and to find out the participation frequency levels of English

extracurricular activities by the students. And also the weighted –mean analysis was also performed to find the most and the least practiced kind of the activities. In addition, the percentage mean analysis was used to examine the participants’ perceptions towards the importance participation in English language extracurricular activities for the purpose of fostering their English language proficiency and skills.

5.DISSISSION OF RESULTS

In the previous section two research questions were raised to examine the perspectives of Kurdish EFL university students towards the importance of participation in English language extracurricular activities and to find out the extent rate participation for the whole types of the English extracurricular activities.

5.1 The Answer of Research Question 1:

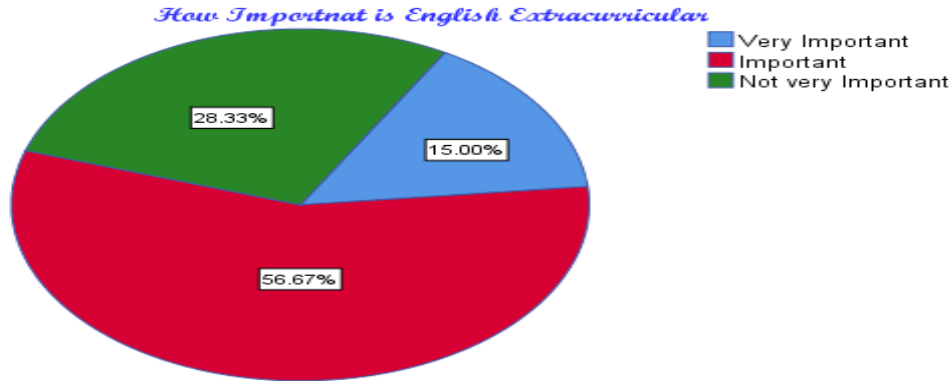
How are the perspectives of Kurdish EFL university students towards participation in English language extracurricular activities?

The results in table 4.1 show the students’ perspectives towards the importance of engagement and participation in the activities as it is disclosed that a number of students think very positively in favor of the extracurricular activities as 9 students responded as very important which means 15% percent of them, and 34 students responded as important which means 56 % percent of them think positively and finally 17 students responded as not important which means 28% percent of them. The comparison of the measured results indicates that the majority of the students have a positive attitude towards the participation and practicing English language extracurricular activities outside their classrooms and they see these activities as beneficial strategies to foster their English language proficiency, see pie chart 4.2.

Table (4.1) perspectives of the students about the importance of participation in English language extracurricular activities

How important is participation in English language extracurricular activities?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Important	9	15.0	15.0	15.0
	Important	34	56.7	56.7	71.7
	Not very Important	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

Pie chart (4.2) percentage means of students’ responses about the importance of participation in English language extracurricular activities



5.2 The Answer of Research Question 2:

What is the frequency extent of participation for each activity and the whole list of the activities by Kurdish EFL university students?

To test the hypothesis that to what level of frequency extent Kurdish EFL university students participate and practice English extracurricular activities outside their classrooms. The results In table 4.3 show how frequently the students of the first group participate in English language extracurricular activities, to perform this a sample t-test was conducted, It was found that the first group’s mean score is (M = 62.66) and the standard deviation is (SD = 24.61) which is bigger than the test value (i.e. hypothesized mean= 44). The result of the t-test is (t=4.15) and the P Value is (p < 0.0005), suggesting that Kurdish EFL university students in the first group have high level of participation in the English extracurricular activities.

Table (4.3) descriptive statistics and the results of one sample t-test for first group of

One-Sample Test								
How frequently do you participate in the English language extracurricular activities	Test Value = 44							
	Mean	Std. Deviation	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
							Lower	Upper
62.66	24.61	4.15	29	.0005	18.66	9.47	27.85	

Kurdish EFL university students

5.3 Participation Frequency Extents of English Extracurricular Activities

To find out the participation frequency extents of English extracurricular activities by the students, a weighted mean method was explored in to know the participation extent level of each particular activity. As each activity has its own weighted mean value and each activity was considered as one item in the list contained 22 items (activities). The numbered values in the weighted mean analysis show the level of participation frequency

Item	Items (activities)	Weighted mean
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each activity practiced by Kurdish EFL university students see table 4.4.

from these results it was revealed that NO (20, 13, 12 and 21) items(activities) have got the highest value which is 3 points , it suggests that these activities are the most explored by the students and they are highly effective activities while NO (14,10,3,15,2,5,22,11and 8) items (activities) have got a medium value which 2 points that means medium participation of activities by the students and they are normally effective activities. In the same list some items like NO (9,4,17,1,16,18,19 and 7) have got the lowest value which is only 1 point that means these activities are least practiced by Kurdish EFL university students and they are less effective activities.

Table 4.4 participation frequency extents of 22 items (activities)

20	I use a English dictionary and English language learning apps on my mobile phone	3.2
13	I watch English movies with sub titles	3.2
12	I watch TV programs, and YouTube videos in English	3.1
21	I surf on the internet	3.0
6	I write English texts messages through social media chatting	2.7
14	I watch English songs with written lyrics	2.4
10	I write posts and comments on social media in English	2.4
3	I read novels, comics and short stories in English	2.3
15	I listen to English songs	2.2
2	I read academic books and articles in English	2.1
5	I write diaries and personal writings in English	2.1
22	I play video games in English	2.1
11	I do projects with friends in English	2.1
8	I do text and written translation	2.0
9	I write texts, articles and blogs in English	1.8
4	I write e-mails in English	1.7
17	I listen to news in English	1.7
1	I read newspaper and magazines in English	1.6
16	I listen to radio programs in English	1.6
18	I talk to English native speakers online	1.3
19	I attend meetings ,conferences ,seminars, and debate panels which their language is English	1.3
7	I write poems and short stories in English	1.2

6. DISCUSSION

In this study qualitative and quantitative data were collected via doing a questionnaire survey and the questionnaire forms were administrated to the participants via printed paper sheets (appendix 1). The questionnaire survey instrument was to examine the student's perceptions and to check the students' participation frequency level in the English extracurricular activities.

In the current study Kurdish EFL students participated for the purpose investigating their attitudes and perceptions towards the roles and effects of a range of English language extracurricular activities in terms their importance and advantages in improving their English language proficiency and skills. And another aim of this study is to check and examine the participation frequency levels and extents of the aforementioned English extracurricular activities by Kurdish EFL students.

The students' attitudes were taken to account about these activities which are namely include 22 types activities related to the four skill of English language including (reading, writing, listening and speaking) skills. The reading skill related activities include

(Reading newspaper and magazines in English, Reading academic books and articles in English, Reading novels, comics and short stories in English). The listening related activities include (Watching English TV programs, and YouTube English videos, Watching English movies with sub titles, Watching English songs with written lyrics, listening to English songs listening to English radio programs, listening to news in English). Speaking skill related activities include (Talking to English native speakers online, Attending meetings, conferences, seminars, and debate panels which their language is English). Writing skill related activities like (Writing e-mails in English, Writing diaries and personal writings in English, Writing English texts messages through social media chatting, Writing poems and short stories in English ,Doing text and written translation ,Writing texts, articles and blogs in English, Writing Posts and Comments on social media in English) and some other activates like (Doing projects with friends in English, Using English dictionary and English language learning apps on my mobile phone , Surfing on the internet, and playing English video games).

This study revealed that students generally have appositive attitudes towards the importance and impacts of these activities in developing their English language proficiency and skills. the result of this study is similar to the results of studies of (WU 2012), (Bala (2020), (Armita, 2019) and (Alquraan & AbuSeileek, 2020) who conducted studies from different parts of the globe regarded the same issue in the current study, the EFL students' perspectives and attitudes about the importance, advantages and effectiveness of English extracurricular and out of class activities in developing the EFL learners' English language proficiency and skills. The results of these studies generally gave similar findings as the current study's finding, in which the majority of the EFL students had positive attitudes towards the role and effectiveness of these English extracurricular activities in improving their English language proficiency and skills.

7. CONCLUSION

In conclusion, the findings of the current study disclosed that Kurdish EFL university students think positively towards the importance and effectiveness of participation in and practicing these English extracurricular activities. Since, the results of examining the perceptions of Kurdish EFL university students were in favor of the importance and practicing of English extracurricular activities outside their classrooms apart from their formal in-class curriculum. As they believe that these activates can help and scaffold them in enhancing their English language proficiency and skills. At the same time the findings of the current study revealed that some of these English extracurricular activities are more practiced and explored by the students in comparison to some other activities. According to the weighted mean analysis results some types of these English extracurricular activities were ranked highly in terms of their participation frequency levels. Furthermore, the attitudes of the participants verified the importance of engaging in and practicing various kinds of English extracurricular activities and strategies since they can produce a positive and beneficial effect in their English language proficiency level. And also, these activities were supposed to be significant and helpful for developing the in-class formal English language learning as well. Regarding the perspectives of Kurdish EFL university students towards English extracurricular activities there is a huge gap in the investigations' literature considering the roles of

English language extracurricular activities in their contexts, as very few number of investigations were carried out concerning this issue. Therefore, the current article suggests further studies to be conducted for examining Kurdish EFL students' perspectives towards the roles of English extracurricular activities in creating motivation and learner autonomy for Kurdish EFL learners.

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APPENDEIXIS

Appendix (1)

1. **How important is English language extracurricular in your daily life outside the classroom?**
 - A. **Very important:** I use it frequently every day in many contexts
 - B. **Important:** I often use it in different situations
 - C. **Not very important:** I only use it occasionally
 - D. **Not important at all:** I never use it outside the classroom.
2. How frequently do you carry out (participate in) the following English language activities for improving your English? Please tick only one option.

	Language activities	Very often (4)	Often (3)	Sometimes (2)	Rarely (1)	Never (0)
1	I read newspaper and magazines in English					
2	I read academic books and articles in English					
3	I read novels, comics and short stories in English					
4	I write e-mails in English					

5	I write diaries and personal writings in English					
6	I write English texts messages through social media chatting.					
7	I write poems and short stories in English					
8	I do text and written translation					
9	I write texts, articles and blogs in English.					
10	I write Posts and Comments on social media in English					
11	I do projects with friends in English					
12	I watch TV programs, and YouTube videos in English					
13	I watch English movies with sub titles.					
14	I watch English songs with written lyrics					
15	I listen to English songs					
16	I listen to radio programs in English					
17	I listen to news in English					
18	I talk to English native speakers online					
19	I attend meetings ,conferences ,seminars, and debate panels which their language is English					
20	I use a English dictionary and English language learning apps on my mobile phone					
21	I Surf on the internet					
22	I play video games in English					