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Exploring the Impact of Extracurricular Activities on EFL Students' Communicative Competence.

A Case Study of ENSB Third-year Students.

A Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements for a Secondary School English Language Teacher's Diploma

Submitted by:

LOUNICI Ines
NEHAD Amel

Supervised by:

Mr. DAHACHE Djaffar

Board of Examiners

Dr. Khadidja Laterach	ENSB	Chairwoman
Mr. Mohammed Larbi-Daouadji	ENSB	Examiner
Mr. Djaffar Dahache	ENSB	Supervisor

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List of abbreviations

ENSB: École Normale Supérieure de Bouzareah.

EFL: English as a Foreign Language.

ECAs: Extracurricular activities.

APS: Activités Para-scolaires

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Abstract

This research study investigates the role of extracurricular activities (ECAs, henceforth), particularly English clubs, in the development of communicative competence among third-year students at the École Normale Supérieure de Bouzareah (ENSB) in Algeria. Through a comprehensive literature review and the implementation of both questionnaire and interviews for data collection, the study delves into students' perceptions, familiarity, and experiences with ECAs, aiming to provide a detailed understanding of their significance in language learning and development.

The findings revealed a notable lack of awareness and understanding of ECAs among students, particularly regarding their relevance to language learning. While a significant percentage of students engage in ECAs related to the English language, such as book clubs and debate teams, a substantial portion remains uninvolved, primarily due to perceived time constraints and a lack of awareness about the benefits of ECAs for holistic language development. However, among those participating in ECAs, there is a recognition of their holistic impact on communicative competence, including the development of soft skills, communicative abilities, and engaging in a supportive learning environment. English club presidents highlight the importance of promoting ECAs for comprehensive language development and note a need for increased awareness and establishment of such activities, particularly in regions where they are not well-established. Extracurricular activities, particularly outside the capital, are notably lacking in Algeria.

The study concludes that participation in ECAs significantly contributes to the development of communicative competence among EFL students, bridging the gap between theory and practice and fostering essential interpersonal skills. Efforts to promote sensitivity and encourage participation in ECAs are crucial for maximizing their benefits and ensuring comprehensive language development among students. Implications of the study include insights for future research endeavors and educational practices, particularly in understanding the dynamics and impact of specific ECAs, such as English clubs, on language learning and development. The study's unique context of ENSB students in Algeria adds depth to the findings, contributing valuable insights to the broader literature on language education and extracurricular activities.

Keywords: *Extracurricular activities, communicative competence, perception, involvement and impact.*

Résumé

Ce travail de recherche examine le rôle des activités parascolaires (APS, désormais), en particulier les clubs d'anglais, qui renforcent le développement de la compétence de communication chez les étudiants de troisième année de l'École Normale Supérieure de Bouzareah (ENSB), Algérie. À travers une revue de la littérature complète et la mise en œuvre d'un questionnaire et d'entretiens pour la collecte de données, l'étude explore les perceptions, la familiarité et les expériences des étudiants avec les APS, visant à fournir une compréhension détaillée de leur importance dans l'apprentissage et le développement linguistique.

Les résultats révèlent une profonde incompréhension de l'importance des APS parmi les étudiants, en particulier concernant leur pertinence pour l'apprentissage des langues. Bien qu'un pourcentage significatif d'étudiants participe à des APS liées à la langue anglaise, tel que les clubs de lecture et des équipes de débat, une partie substantielle reste non impliquée, principalement en raison de contraintes de temps perçues et d'un manque de sensibilisation aux bénéfices des APS pour le développement linguistique holistique. Cependant, parmi ceux qui participent aux APS, il y a une reconnaissance de leur impact holistique sur la compétence communicative, y compris le développement des compétences non techniques, des capacités communicatives et d'un environnement d'apprentissage favorable. Les présidents de clubs d'anglais soulignent l'importance de promouvoir les APS pour un développement linguistique complet et notent un besoin accru de sensibilisation et d'établissement de telles activités, en particulier dans les régions où elles ne sont pas bien établies. En Algérie, il y a un manque d'activités parascolaires, surtout en dehors de la capitale.

L'étude conclut que la participation aux APS contribue de manière significative au développement de la compétence communicative chez les étudiants d'anglais comme langue étrangère, comblant le fossé entre la théorie et la pratique et favorisant des compétences interpersonnelles essentielles. Les efforts pour promouvoir la sensibilisation et encourager la participation aux APS sont cruciaux pour maximiser leurs bénéfices et assurer un développement linguistique complet chez les étudiants. Les implications de l'étude incluent des perspectives pour de futures recherches et pratiques éducatives, en particulier pour comprendre la dynamique et l'impact de certaines APS, comme les clubs d'anglais, sur l'apprentissage et le développement linguistique. Le contexte unique des étudiants de l'ENSB en Algérie ajoute de la profondeur aux résultats, apportant des

perspectives précieuses à la littérature plus large sur l'éducation linguistique et les activités parascolaires.

Mots-clés : Activités para-scolaires, compétence communicative, perception, implication et impact.

ملخص البحث

هذه الدراسة البحثية تستكشف دور الأنشطة الاصفية، وب خاصة الأندية الإنجليزية، في تطوير الكفاءة الاتصالية طلاب السنة الثالثة في المدرسة العليا للأساتذة بوزراعة في الجزائر. من خلال استعراض شامل للأدبيات

وتنفيذ استبيان ومقابلات لجمع البيانات، تقوم الدراسة بتحليل تصورات الطلاب، ومدى معرفتهم، وتجاربهم مع الأنشطة الاصفية، بهدف توفير فهم مفصل لأهميتها في تعلم اللغة وتطويرها.

تكشف النتائج عن فجوة ملحوظة في الوعي والفهم لأنشطة الاصفية بين الطلاب، وخاصة فيما يتعلق بأهميتها في تعلم اللغة. بينما يشارك نسبة كبيرة من الطلاب في الأنشطة الاصفية ذات الصلة باللغة الإنجليزية، مثل أندية الكتب وفرق النقاش، فإن نسبة كبيرة لا تشارك، وذلك بشكل رئيسي بسبب قيود الوقت المتضورة ونقص الوعي بفوائد الأنشطة الاصفية للتطوير اللغوي الشامل. ومع ذلك، بين الذين يشاركون في الأنشطة الاصفية، هناك إدراك لتأثيرها الشامل على الكفاءة الاتصالية، بما في ذلك تطوير المهارات الناعمة والقدرة على التواصل، وتوفير بيئة تعليمية داعمة. يبرز رؤساء الأندية الإنجليزية أهمية تعزيز الأنشطة الاصفية لتطوير اللغة بشكل شامل ويلاحظون الحاجة إلى زيادة الوعي وتأسيس مثل هذه الأنشطة، خاصة في المناطق التي لم يتم تأسيسها بشكل جيد، في الجزائر حيث يفتقر هناك إلى الأنشطة الاصفية خاصة خارج العاصمة.

تلخص الدراسة إلى أن المشاركة في الأنشطة الاصفية تسهم بشكل كبير في تطوير الكفاءة الاتصالية بين طلاب اللغة الإنجليزية كلغة أجنبية، وتعزز التواصل بين النظرية والتطبيق وتعزز المهارات الشخصية الأساسية. تشير الجهود المبذولة لتعزيز الوعي وتشجيع المشاركة في الأنشطة الاصفية إلى أهميتها في تحقيق الفوائد القصوى وضمان التطور اللغوي الشامل بين الطلاب. وتشمل الآثار المستقبلية للدراسة رؤى للجهود البحثية المستقبلية والممارسات التعليمية، وخاصة في فهم ديناميات وتأثير الأنشطة الاصفية الخاصة، مثل الأندية الإنجليزية، في تعلم اللغة وتطويرها. يضيف السياق الفريد لطلاب المدرسة العليا للأساتذة في الجزائر عمّا إلى النتائج، مساهمًا في تقييم رؤى قيمة إلى الأدبيات الأوسع حول التعليم اللغوي والأنشطة الاصفية.

الكلمات المفتاحية: الأنشطة الاصفية، الكفاءة الاتصالية، التصور، المشاركة والتأثير

Declaration

We, Ines Lounici and Amel Nehad, students at ENSB, solemnly declare that this thesis is the result of our own work. It does not include any material that has already been submitted for another degree or certification at this or other institutions.

Date and Signature : 29/06/2024

Ines Lounici : 

Amel Nehad : 

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General Introduction

Learning a language is far from merely sitting in a chair and being spoon-fed by the teacher. It involves encompassing all its aspects and thinking in that language without limitations or guidelines. English is widely regarded as a dynamic language, prized for its adaptability, which cultivates creativity, passion, and proficiency in learners. As stated by Ashworth and Saxton (1990), "*competence is a wide concept which embodies the ability to transfer skills and knowledge to new situations within the occupational area. It encompasses organization and planning of work, innovation and coping with non-routine activities*". Being a competent learner is more than learning the technical skills; it implies the flexibility, the creativity, and ability for the strategic thinking.

Moreover, as an EFL learner, a student must learn how to articulate their emotions and feel comfortable expressing their thoughts in that second language. The ultimate goal is to become able to express their thoughts to others, rather than merely achieving a good mark in exams. In the traditional perspective there is a limited exposure, students encounter the language only in the classroom and then forget about it and they become disconnected from it since they do not work on developing it for the sake of learning or the love of language but rather out of obligation. Once a student steps out of the classroom, they often do not get to practice the language, especially in non-English speaking countries where exposure is very limited. This is one reason among others why extracurricular activities should be introduced EFL learning. These activities provide students with opportunities beyond the classroom to immerse themselves in the language and culture. Whether it is joining language clubs, participating in debate teams, or engaging in cultural events, ECAs offer avenues for continuous language practice and real-world application. Students reinforce theoretical learning from class by applying it practically in extracurricular activities (ECAs). Limited class time prevents individualized English practice, but ECAs provide students with opportunities to repeat and apply language skills (Yildiz, 2015). Through these activities, students not only refine their language skills but also gain a deeper understanding of the language in context. Benson, (2001), stated that extracurricular activities (ECAs) empower students to assume responsibility for their foreign language learning, aligning with the principles of learner autonomy. Several studies confirmed the importance of autonomy in English learning, Zarrinabadi, Lou, and Shirzad, (2021), study emphasizes how autonomy-supportive learning environments can play a critical role in helping language learners develop growth mindsets. Additionally, ECAs foster a sense of

community among language learners, creating a supportive environment where students feel encouraged to take risks and communicate freely without having second thoughts or fears. Massoni,(2011), confirms that extracurricular activities expose students to diverse social circles. Each club or sport represents a unique community, allowing students to connect with individuals who share similar backgrounds and interests. This broadens their social network, often leading to friendships with peers they might not interact with under usual circumstances. To sum up, extracurricular activities play a crucial role in enhancing the EFL learning experience, enabling students to become confident and proficient communicators in English.

• Statement of the Problem

Pedagogically speaking, there is a growing awareness and use of extracurricular activities in language learning especially in the last few years, English learning platforms have become more widespread specifically in foreign countries and there has been growing recognition of the importance of extracurricular activities in education leading to its increased usage and integration into language learning. However, in the Algerian context it is true that the concept of ECAs in education is recently introduced; students and even teachers are not paying attention to the opportunities that ECA provide them to improve their language skills. In other words, there is a lack of familiarity and awareness regarding ECA as multiple studies confirmed that there is insufficient research on these activities. EFL learners face a major difficulty which is real-life practice of the language, especially in a non-English speaking country. For second language learners, it is important to seek out real-life opportunities for practice and immersion. A large number of students struggle and face challenges when it comes to communicating in a specific language and one effective way to overcome this struggle is be completely immersed in the language and real-life practice. Hyland, (1993), suggests that creating immersive learning environments outside traditional classrooms can effectively promote communicative language use by captivating students' interests and reducing the constraints of formal education settings. (As cited in Pereira et al. 2013).

A similar study was conducted at Ouargla University in (2014), but from a totally different approach and perspective. While this previous study explored the relationship between ECAs and oral performance among a sample of third-year LMD students, our study takes a distinct perspective. Instead of focusing on oral proficiency on its own, we

focused on the communicative competence as a whole and how authentic language practice such as extracurricular activities can help develop students' communicative competence. Our research delves into the perspectives and beliefs of ENSB students regarding ECA and we dive deeper into the practices of specific extracurricular activities such as English clubs. We shed light not only on the student's experiences but also on English clubs' presidents since they have expertise with ECA, and to delve deeper into the type of activities implemented within ECA and the purpose behind each. Among the various ways to improve your English holistic development today; is to join an English Club, which is generally a designated opportunity for students who want to learn and engage more in English with their classmates as an additional activity and language exposure outside the classroom (Azoua, 2020; Khikmiah, 2011). This deep exploration of the phenomena of ECA offers a unique contribution to the understanding of extracurricular activities impact on communicative competence.

• **The significance of the Study**

This study has a significant importance as it targets a common problem that is faced by English as a Foreign Language Algerian university students in general. It highlights the challenge of communicative competence among these students particularly ENSB third-year students, attributing it to the lack of exposure to English outside of the classroom and the insufficient awareness and emphasis on ECA. Understanding how participation in extracurricular activities can enhance students' communicative competence is essential. By emphasizing this understanding, the study highlights the significance of encouraging EFL students to be engaged in extracurricular activities. Additionally, our study invites educators to prioritize and support student involvement in such activities.

• **The Aim of the Study**

The aim of this study is to investigate whether EFL Algerian students, specifically third-year English Language students at ENSB in particular, participate in extracurricular activities and to assess the impact of these activities on their communicative competence. Additionally, this study is conducted because of the observed gap in research regarding the impact of extracurricular activities on the communicative competence of EFL students, particularly within the Algerian context. There is a noticeable lack of in-depth exploration into how extracurricular involvement influences language development among third-year

students at ENSB. This gap necessitates investigation to understand the perspectives and experiences of these students concerning their engagement in extracurricular activities and its effects on their communicative competence.

Also, the researchers' interest in ECAs and the topic stems from the exploration of English clubs on the internet and the interest grew further after our participation in a discussion meeting. The researchers admired how English clubs' activities facilitated interaction with peers and classmates and created a comforting environment for language learning. the researchers observed how English clubs helped function and communicate effectively with others. Participating in the English speaking clubs helped them realize the importance of effective communication and functioning within a group. Thus, our purpose is to investigate more the effect of ECAs, notably English clubs, on improving participants' communicative competence. According to Rivers (1973) communicative competence is synonymous to "spontaneous expression" (p. 26), which means an ability to express oneself spontaneously and automatically in any interactive situation, As cited by Ahmed (2023). This perspective resonates with the researcher's interest, as they recognize the importance of spontaneity and ease of expression in effective communication.

Moreover, the relevance of this research extends to the role of future teachers. As future educators, it is essential to overcome the fear of public speaking and acquire flexibility, creativity, and fully developed communicative competence. Ineffective communication slows down interaction with students and Interrupts the learning process. By promoting autonomy and authentic language use, ECA not only enhances language skills but also fosters a supportive environment for effective communication and learning.

The study aims to investigate the impact of extracurricular activities on communicative competence. Therefore, it is naturally approached through the use of a qualitative research method.

The research questions are outlined as follows:

- **RQ1:** What are the perceptions of ENSB EFL students regarding the significance of ECA?
- **RQ2:** What are the experiences and perspectives of ENSB EFL students regarding their participation in ECAs?

- **RQ3:** What impact such types of activities have specifically on third-year ENSB students?

• Research Structure

This research is structured to encompass various essential components, it is composed of an introduction, three chapters and a general conclusion. Beginning with a general introduction section presenting the background of the study and identifying the research gap and problem, moving to the reason behind conducting the research and the addition that it can provide for English language learning especially in the English department of the teacher training school (ENSB). The first chapter is the literature review which entails key elements of the topic and the previous literature conducted by different researchers. The following chapter is the methodology which presents the foundational ground and the steps of the presented research, the selected approach, design, instruments and samples. The third and last chapter is a collection of data analysis, presentation and interpretation of the findings, this chapter explores the various themes and patterns identified from the third-year ENSB students' responses and English clubs presidents and this chapter also focuses on a summary and discussion of the findings. At the end, the researchers point out the different limitations encountered along the research study journey. Lastly, there is a general conclusion which sets forth a summary to the findings and an answer to the research problem. Concluding with the implication of the study and main recommendations for both future researcher and learners.

Conclusion

This introduction sheds light on the purpose behind conducting this study and the research gap identified through observation of the impact of in a specific setting. Recognizing the importance of extracurricular activities in shaping individuals' communicative competence, the researchers delved into existing literature to explore this causal relationship. By examining key concepts, theories, previous findings, and research in this field, we aimed to uncover deeper insights into how participation in extracurricular activities influences students' communicative skills.

Chapter one

Literature Review

Introduction

This chapter dives into several aspects of extracurricular activities (ECAs, henceforth) and their considerable impact on education. The review opens with a comprehensive analysis of the concept of extracurricular activities. This involves defining ECAs according to different academics and following their historical development before focusing on their crucial function in education. The review investigates the effects of ECAs on students' academic achievement, collecting perspectives from teachers as well as learners. The literature review then broadens its scope to include contemporary technology and education, focusing on the function of social media in improving English language learning, with a particular emphasis on local Algerian English Language Clubs to provide tangible examples and illustrations. A great deal is devoted to uncovering the varied impact of these clubs in developing students' communicative competence, addressing core concepts and models such as Chomsky's, Hymes', and Canal and Swan's models. In short, the objective of this review is to provide a complete knowledge of the complex link between extracurricular activities, social media, and language learning, with a focus on their aggregate impact on education and communicative competence in particular.

1.1. The concept of Extracurricular Activities

Extracurricular activities (ECAs) are voluntary, non-academic activities performed by students outside of the typical classroom curriculum. Sports, clubs, the arts, and community service are examples of activities that can fall under this classification. ECAs are often started by students or faculty and offer possibilities for personal growth, skill development, and social interaction. They are valued for providing an education that is more extensive and contributes to students' development beyond standard academic instruction.

1.1.1. Scholars' Definitions

Extracurricular activities do not have a clear definition in the literature that everyone agrees on (Bartkus, Nemelka, Nemelka, & Gardner, 2012). However, according to Enachescu (2019) These activities include activities that complement normal learning practices (as cited in Albayrak & Şener, 2021). As stated by Keser et al. (2011), Extracurricular activities happen after and during school, both inside and outside school buildings. While there isn't much research on these activities, some studies suggest they, along with the classroom atmosphere and school environment, can have a good effect in creating active citizens which can be better than what a traditional setting can offer (p.812). Extracurricular activities are defined as "part of the non-formal curriculum and range from visits to different settings and institutions,

school exchanges, voluntary work, and student organizations to student clubs and projects outside the school. They may take place after and during school programs and both in and out of school buildings" as cited in Bartkus et al., 2012, p. 812). Therefore, as the prefix "extra" implies, extracurricular activities are not part of the curriculum or classroom activities they go beyond them. (Bartkus, Nemelka, Nemelka, & Gardner, 2012).

Extracurricular activities are considered as optional work that takes place outside of regular school hours. This demonstrates their clear divergence from the usual curriculum. This distinction indicates that extracurricular activities operate on their own, allowing students to select activities outside of the formal curriculum, resulting in an expanded and diverse educational experience. Mahoney and Cairns (1997), stated: "*Extracurricular activities differ from standard courses in school because they are optional, ungraded, and are usually conducted outside the school day in school facilities*" (p. 241).

1.1.2. Historical Overview of Extracurricular Activities

Extracurricular activities originated in the 19th century in the United States as additional and extra practices to the regular academic program. At Harvard University and Yale University, the most well-known activities were literacy and debate clubs. (Massoni, 2011).

Furthermore, American schools' students were the first to engage in athletic and sports clubs (Casinger, J. (2010)). As these clubs quickly became popular. However, literacy clubs began to decline. During World War I, schools started adding different activities such as journalism clubs and student-run newspapers (Casinger, J. (2010)), which also have become popular. Several public high schools and grade schools had clubs for various interests. Today about 1 in 4 students are involved in academic clubs (Sadker & Zittleman, 2010.) as cited by Freeman (2017).

Over the past thirty years, student extracurricular activities have remained important in education. Long, Buser, and Jackson (1977) reported that 70% of high school students surveyed felt that participation in extracurricular activities was more important than earning high grades or having a car. As student extracurricular activities flourished as a means for student growth and social acceptance, Castle (1986) noted that the National Association for Secondary School Principals (NASSP) offered support of these activity programs through publications, training sessions, and leadership seminars. Currently, NASSP continues to endorse the positive impact of extracurricular activities on students' overall development, as cited by Freeman (2017).

1.1.3. The role of Extracurricular Activities in Education

Extracurricular activities occur outside the scheduled timetable and are distinct from in-curricular activities due to their voluntary nature. These extracurricular activities are initiated by either staff or students and may be associated with a student's study subject, culture or sport-based (Clegg et al., 2010; Milner et al., 2016). Extracurricular activities, because they are optional and take place outside of regular school hours, contribute distinctive features to the overall learning experience and help shape the educational process. Milner et al. (2016) stated, "*Extra-curricular activities play in developing employability skills, It was found that extracurricular activities were significantly correlated with other employability related aspects of student experience and viewed positively by students in terms of CV development and enhancing employability*" (p. 13). Rubin et al. (2002) confirmed that "One intuitive notion is that extracurricular activities are a place where students look to utilize, and perhaps refine and develop, their interpersonal skills" (p. 441). Furthermore, According to Fredricks and Eccles (2006), participation in activities can be linked to positive academic outcomes, such as improved grades, test scores, increased school engagement, and heightened educational aspirations, with a significant emphasis on the role of activity involvement.

Still, it's important to point out that extreme involvement in extracurricular activities may result in educational fatigue and significantly impact a student's well-being thanks to extra pressure and time requirements. Thompson (2008) further confirmed this when stating "*The level of commitment is much more important than the specific activity*" (p.10), Not only can over-scheduling impact academics and level of commitment, it can also impact the student emotionally and physically which could lead to stress, fatigue and bum-out, as cited by Wilson (2009)

1.1.4. The Effects of Extracurricular Activities on Student's Academic Performance

Many studies investigated how extracurricular activities affect the growth of students, highlighting their huge effect on academic success, attitudes, and motivation to learn the English language. Extracurricular activities have a positive link with high school performance and this is what was repeatedly shown by these studies. Milner et al. (2016) suggest that extracurricular activities (ECA) play a crucial role in integrating remote learners into their educational institutions, breaking the cycle of isolation and neglect. Similarly, Preedy et al. (2020) advocate for viewing ECAs more broadly as supportive tools for personal

development, employability, and social and community engagement, as ECA has a huge value for entrepreneurial learning.

Participating in extracurricular activities is connected to academic success, and this connection is linked to lower rates of problematic behaviour and students leaving school early especially, students who are more actively engaged in these programs. (Arip & Yusof, 2002; Hattie, 2008 as cited in Al-Mamun et al, 2014). That is to say, Participation in extracurricular activities not only boosts academic performance but also contributes to establishing a more positive and supportive atmosphere at school by decreasing behavioural issues and dropout rates. Additionally, (Marsh 1992 as cited in Yildiz, 2016) claims that “extracurricular activities will lead learners to higher educational success and help students to get better grades in the examinations”. Furthermore, involvement in ECAs is linked to positive psychological effects, including an improved sense of self-worth and a reduced incidence of depressive symptoms (Fredricks & Eccles, 2006).

Extracurricular activities expose students to diverse social circles. Each club or sport represents a unique community, allowing students to connect with individuals who share similar backgrounds and interests. This broadens their social network, often leading to friendships with peers they might not interact with under usual circumstances (Massoni, 2011). Also, specifically, extracurricular clubs like the Science News Club, Debate Club, and Business Club extend beyond offering basic entertainment. They provide substantial chances for students to enhance advanced skills like analyzing information, evaluating ideas, solving complex problems, and fostering critical thinking abilities (Fayaz et al .2020)

Students reinforce theoretical learning from class by applying it practically in extracurricular activities (ECAs). Limited class time prevents individualized English practice, but ECAs provide students with opportunities to repeat and apply language skills (Yildiz, 2015). Therefore, extracurricular activities (ECAs) empower students to assume responsibility for their foreign language learning, aligning with the principles of learner autonomy (Benson, 2001 as cited in Talal, 2020). Getting involved in extracurricular activities may also have a negative impact on the participants. Reeves (2008) declared *“Parents and teachers might fear that when students become too busy with non-academic activities, they will lose their focus on schoolwork”* (p.87). Attending various club activities and meetings may distract the students from school and cut into homework time. When students get overscheduled, they might lose control over the school life and face difficulty to balance things, which may lead to spending less time studying and preparing for class.

Parents and teachers are concerned for several reasons. First, if students have too many extracurricular activities, they may not have enough time for homework, raising concerns about the quality of their education. Second, being overscheduled requires students to devote a significant amount of time to diverse activities, which might exhaust them and make them less productive in both their hobbies and schoolwork.

These potential negative effects of specific extracurricular activities underline the significance of balanced and constructive participation. If a coach displays inappropriate conduct or club members engage in excluding behaviours, it can have a negative influence not just on the entire experience but also on the well-being of individuals. Additionally, becoming too invested and planning every moment of free time in many activities can lead to burnout, tiredness, and decreased enjoyment. Striking a balance and maintaining a healthy, inclusive environment in extracurricular activities is critical for encouraging pleasant experiences and academic success. Nandita Mishra, et al. (2023) discovered notable findings that show that extracurricular and co-curricular activities improve academic and social activities. Students participating in extracurricular activities have better experiential learning.

Participating in extracurricular activities helps in character development and social skill development. Apart from developing communication skills and team spirit, students learn task-oriented roles and relationship-oriented roles. As Christison, C. (2013) Confirmed, while these activities promote team cohesiveness and collaboration and make the students independent and confident. Well-structured engaging extracurricular activities are effective in developing holistic individuals with industry readiness as cited by Nandita Mishra, et al. (2023).

In higher education, teachers must equip the students with real-life skills that can help them overcome challenges, enhance their confidence and make them step them out of their comfort zone. When a student learns to be autonomous, they will be able to critically think in order to solve problems and overcome challenges, therefore as a teacher, focus shouldn't be made on facts and theories but rather practical skills.

Academic leaders must aim to educate students with a multitude of disciplined learning experiences, for their holistic (physical, intellectual, emotional, social & spiritual) development.

Engaging in activities beyond regular studies, like clubs or sports, can boost both grades and social skills, according to a study by Nandita Mishra, et al. (2023). Education extends

beyond the chains of textbooks; engaging in extracurricular activities enables students to enhance their communication, teamwork, and leadership abilities. Studies underscore that thoughtfully structured and enjoyable extracurricular activities foster individuals who are equipped for real-world challenges and adept at independent learning. This encompasses not only academic advancement but also the cultivation of traits such as independence and confidence.

Higher education should emphasize more than just subjects. The purpose is to teach pupils life skills, emotional intelligence, and values. Skilled teachers guide students not only academically, but also emotionally and socially. The goal is to provide a balanced curriculum that educates learners not only academically but also emotionally, socially, and spiritually. Academic leaders are encouraged to offer a variety of learning experiences to assist students develop in all aspects of their lives. The goal is for students to be not only intelligent but also confident and responsible leaders who contribute constructively to society.

1.1.5. Teachers and students' attitudes towards extracurricular activities

Teachers, with their powerful personalities, have an essential function in shaping students' perspectives and decisions about participating in extracurricular activities. Their support and active participation can help to create a pleasant environment and promote the idea that extracurricular activities are an integral part of a well-rounded education. However, a lack of support from teachers may dampen students' excitement for these activities.

Similarly, students' views on extracurricular activities are critical in influencing the success and positive effects of ECAs. Enthusiastic engagement not only fosters personal growth but also enhances social skills, and leadership traits, and contributes to a well-rounded education.

The relationship between how teachers and students perceive extracurricular activities has a significant impact on their effectiveness in education. Simply said, knowing these attitudes enhances the overall school experience by making extracurricular activities more enjoyable and beneficial to everyone involved.

1.1.6 Teachers' attitudes

The way teachers perceive extracurricular activities (ECAs) has a significant impact on how students learn and grow as individuals. Extracurricular activities (ECAs) encompass a broad spectrum of interests, such as clubs, athletics, the arts, and community service efforts. These activities allow children to develop important life skills, participate in significant learning experiences, and form relationships outside of the classroom. However, teachers' adoption and

support for ECAs vary widely based on various factors, including institutional policies, individual attitudes, and pragmatic considerations. Exploring instructors' perspectives on ECAs is crucial for identifying participation obstacles, enhancing program efficacy, and fostering student engagement and well-being.

According to Amara (2021), the perspectives of teachers regarding extracurricular activities (ECAs) in facilitating the learning of English as a foreign language were positive, according to the findings of his study. The participating teachers perceived extracurricular activities as highly beneficial for language acquisition. The most commonly reported activities included competitions, games, debates, conferences, and workshops. These activities were recognized as effective in enhancing language proficiency and positively influencing various aspects of learning, such as self-confidence, communication skills, motivation, social skills, and cultural awareness related to the target language. However, despite the acknowledged benefits, teachers also identified several obstacles of ECAs. The primary obstacle reported was the lack of time flexibility, as ECAs are not formally integrated into the curriculum, resulting in limited time allocated for English language instruction in educational institutions. Additionally, teachers expressed concerns about students' heavy workload from school assignments and homework, which may delay their participation in extracurricular language activities (Amara, 2021).

Furthermore, Gibbs (2000) highlights the fact that EL teachers frequently focus their attention on assignments, assessments, and other in-class activities while giving ECAs little to no attention. *"It is significant that in most course descriptions what teachers do in class is described while what students do out of class is not - it is simply not planned in the same way or to the same extent. These teachers were only planning half their course and were leaving the other half to chance"*. (Gibbs, 2000, p. 2) Gibbs suggests that educators miss out on the enormous opportunity that extracurricular activities (ECAs) present to enhance the learning process when they concentrate only on in-class activities and assessments. Teachers who fail to prepare for ECAs essentially leave half of the course material up to chance and unplanned. This oversight restricts the chances that pupils will engage in meaningful learning outside of the classroom. Essentially, if ECAs are not incorporated into lesson plans, students will be deprived of important opportunities for enrichment and growth outside of the classroom.

1.1.7 Students' attitudes

Hamadameen and Najim (2020) researched “The Impact of English Club Activities on EFL Students’ Communicative Skills” whose main aims are to determine how English club participation affects students’ competence and to change their attitudes regarding the impact of English club activities. A questionnaire was used as a tool to collect data from (63) students at different stages at the English Department at the College of Basic Education, Salahaddin University. The findings revealed that the majority of students agreed that their English competence significantly improved through participation in the English Clubs and they showed keen interest in becoming members of the English Club due to the various activities offered during each session, which differed from the regular classroom activities, and a positive attitude towards the atmosphere created by this club. (Hamadameen & Najim. 2020)

Another study entitled “Positive Impact of Extracurricular Activities on University Students in Lahore, Pakistan “was performed by Rafiullah et al. (2017). This study seeks to investigate the beneficial effects of extracurricular activities on university students in Lahore, Pakistan. The researchers employed a cross-sectional survey method for data collection. They distributed a self-administered questionnaire to 200 students, using convenient random sampling. The findings suggest that participating in extracurricular activities has a remarkable impact on students and their academic performance, and many participants expressed strong agreement that involvement in extracurricular activities enhances students’ self-concept compared to those who do not participate. (Rafiullah et al. 2017).

1.2. The Role of social media in enhancing English language learning

In recent times, the adoption of social media platforms for language learning has gained considerable attention due to their widespread appeal and accessibility among students (Ismail & Shafie, 2019; Manca, 2019). Educators are increasingly embracing innovative teaching strategies by integrating social media platforms to enrich the teaching and learning of English language (Stone & Logan, 2018) as cited by (Lim et al,2023). By utilizing social media platforms to motivate students, educators can cultivate a more engaging and interactive learning experience, ultimately enhancing students' English language acquisition.

Social media offer some valuable resources for learning English language as it gives learner access to native speakers, educational channels and the ability to communicate with others. Researchers have explored both the benefits and challenges of using social media for English learning. In recent years, research on the use of social media in English language learning has

gained popularity, since social media usage has grown significantly. Research found that the different social media platforms like YOUTUBE, FACEBOOK and INSTAGRAM serve as an effective educational tool. They enhance student's skills and proficiency (Amalia, 2023; Ariantini et al., 2021) as cited by (Lim et al., 2023).

In Malaysia, a study found that using visuals such as images and videos helped students grasp information more easily from textual information. Hasin & Khalid M. Nasir, 2021; Anthony Pragasam & Nurainil, 2023). Other research from various sources has also shown that social media can boost English learning in many ways. It helps with the four language skills, vocabulary and communication skills (Abdalgane, 2022; Muftah, 2023; Sidgi, 2021) as cited by (Lim et al, 2023).

As stated by Sulaiman et al. (2018), “the definition of a ‘classroom’ is on a dynamic transition, from a traditional mode to a more independent, student-centred process that could help to further maximise the students’ potentials. Current generation of students have greater access to education and limitless knowledge as they are currently exposed to the very best of technology advancement that could benefit them as proactive learners. The four major language skills; listening, reading, reading and writing, are constantly being taught through the usage of social media, directly or indirectly” (p. 42).

Social media applications offer valuable platform for interaction between classmates and peers, fostering learning opportunities as well as a vast exposure to new vocabulary. This research highlights the various ways social media can be included into the study of English language. Moreover, they offer various resources and opportunities for language learners, varying from fostering authentic discussions to enriching vocabulary development and cultural awareness. When integrating social media into language learning contexts, instructors must consider digital literacy, privacy, and acceptable online behaviour. Furthermore, Social-media can be used as a tool to enhance Second Language Acquisition (SLA), according to a study by Hamadeh (2020), as both students and teachers have shown an interest in integrating it into the classroom. Social media modernizes the educational process by providing dynamic communication and educational aspects.

In terms of language development, social media helps English language learners gain new vocabulary and expressions to improve their writing skills. In addition, students who use social media responsibly report higher writing motivation, stronger comprehension of audience and authorship, and increased writing proficiency (Al-Jarrah et al., 2019).

Furthermore, according to Siddiqui and Singh (2016), social media has ingrained itself into everyone's daily routine as a result of technological advancements. It implies that youngsters, particularly students, use social media in the same way as adults do. These days, social media serves as students' Wikipedia, and how they utilize it is supposed to enhance their skills and ultimately improve their academic performance (Akram, 2017).

Unfortunately, students' motivation to studying is less because of the increased usage of social media. However, students who should be utilizing social media in a beneficial manner often utilize it to fulfill their need for entertainment rather than to learn (Muthui & Sirera, 2017). Social media addiction causes students to spend hours on their mobile phone, neglecting all responsibilities or homework. Not only that, Oguguo et al. (2020) claimed that low learning outcomes in recent times are associated with rapid technological advances. On the other hand, studies by Altam (2020) and Thaariq (2020) argued that academic achievement is attained by permitting students to use social media to interact, share, and exchange information and ideas with their teachers and classmates respectively.

1.2.1 Social media as a communication tool

The presence of social media facilitates interaction for its users. As Akram (2017) confirmed, billions worldwide use social media primarily in order to establish relationships with new people and exchange information. Various platforms like WhatsApp, Facebook, YouTube, Instagram, Twitter, and Google serve this purpose (Oguguo et al., 2020). The diverse applications offered by social media make it convenient and easier for students to connect with peers and teachers. Furthermore, the multiple of features available facilitates communication beyond textual exchanges, allowing for the sharing of images, photos, and videos (Baruah, 2021). This technological advancement encourages students to rely on social media for interaction and self-expression (Joo & Teng, 2017). Consequently, social media offers students numerous avenues to foster a sense of community, social connectedness, and relationships with teachers.

Regarding the benefits of integrating social media into teaching, Bosch (2009) highlights its role in facilitating real-time communication between students and teachers, ensuring instant feedback. Moreover Browning et al. (2011), expand on the advantages of social media within educational contexts, emphasising on its role in fostering dynamic discussions among students, facilitating the sharing of various learning materials, and providing a platform for teachers to engage with students even outside the educational hours. Altam (2020) emphasizes

that students find social media appealing because it provides them with a wide range of engaging and innovative learning experiences that capture their interest.

1.3 English Language Clubs (ELCs)

It is a school club or society that embodies a group of individuals sharing common interests, structured with a constitution, regulations, and student leadership, committed to realizing shared aspirations and fostering personal development, as outlined by Mobin (1999). Moreover, the English club is “a group of people, Club Members, who meet regularly to practice speaking, listening, reading, and writing in English” (Malu & Smedley, 2018). Also (Elnadeef & Abdala, 2019) defines it as a group of people who share a common interest in English and who meet up frequently and do activities together. However, (UMAR, 2016) considered English club as an additional learning program for students, added to their usual English classes. English language clubs involve various activities such as skits, interviews, role-plays, guest speakers, debates and conversations (Malu, 2018).

One major principle for an effective English club is to be “participant-centered”. That is to say, the activities, discussions, and learning experiences designed in the club should meet the needs, interests of its members (Elnadeef & Abdala, 2019). Another crucial principle is” to make it fun and give learners more freedom”. In other words, the club ought to incorporate enjoyable activities where participants can have fun while practicing their language skills. Adding to that, providing learners with more freedom allows them to express themselves, and explore the language in their own way. (As cited in Khorsheed et al., 2019).

According to various researchers, English clubs are attributed with several key objectives. These include:

1. Giving students the chance to improve their English skills, specifically their ability to effectively communicate in English (Octaberlina & Muslimin, 2022).
2. Providing chances for learners to practice English in a relaxed, welcoming atmosphere and expand their social circle (Hamadameen & Najim, 2020).
3. Helping students to easily develop motivation and excitement for learning English (Octaberlina & Muslimin, 2022).
4. Fostering a positive attitude towards English language learning (Elnadeef & Abdala, 2019).

5. Offering opportunities to enhance or improve students' listening and speaking abilities in contexts that resemble everyday life. (Octaberlina & Muslimin, 2022).

1.3.1. Major Algerian Clubs

According to Umar (2016) English club is an additional learning program for students, added to their usual English classes. Student-run English clubs in Algeria have developed into active groups that communicate and plan events on social media. These groups provide extra educational opportunities outside of the traditional classroom, giving students the chance to improve other critical skills including communication competence. Along with enhancing their English language skills, participants also gain crucial interpersonal and leadership skills through a variety of activities like presentations, language games, and debates. These groups' collaborative style fosters cultural interchange and active participation, enhancing the educational experience and building a strong sense of community among students. Among the various Algerian English clubs, there are: @thehivespeakingclub @project.initiative.usthb , @englishspeakers , @americancorneroran , @pathos.ps , @excellenceclubhec , @waticlub , @super_learner_ , @goldenteacherclub , and @ventalks.

1.3.2. The role of ELC in developing students' communicative Competence.

According to Hyland (1993), academic clubs such as the English Language Club (ELC) are beneficial resources in schools, especially when they are run in a way that promotes active language conversation. Hyland suggests that creating immersive learning environments outside traditional classrooms can effectively promote communicative language use by captivating students' interests and reducing the constraints of formal education settings. (As cited in Pereira et al 2013). ELCs, operating within students' co-curricular activities, provide opportunities for students to engage in language-focused endeavors beyond traditional classroom settings. These clubs offer a platform for students to participate in activities such as games and group work, which may not be feasible within regular academic contexts. Through these experiences, students cultivate essential teamwork skills, preparing them for real-world scenarios where collaboration with individuals from diverse backgrounds and personalities is inevitable. This exposure fosters the development of communicative competence, a vital skill for navigating future academic and professional environments, where group work, presentations, and collaborative projects are common place. (Payne & Whittaker, 2000)

Among the various ways to improve your English holistic development today; is to join an English Club, which is generally a designated opportunity for students who want to learn and engage more in English with their classmates as an additional activity and language exposure outside the classroom (Azoua, 2020; Khikmiah, 2011). An English club functions as a community language learning (CLL) platform that aims at enhancing the student's language skills through engaging in learner-centred activities and sharing knowledge within a group in order to encourage interaction. This approach involves students actively engaging in their own learning with other peers which can foster communication (Nurhasanah, 2015). (As cited in Octaberlina & Muslimin, 2022).

English language clubs offer a dynamic setting for students to enhance their communication skills. Joining an English Club enables students to engage in language-focused activities outside of regular classroom settings, fostering active interaction with their classmates. The community language learning (CLL) approach used in these clubs emphasizes collaborative language training and familiarization, assisting students in improving their language skills through interactive and authentic communication situations.

1.4. Defining Competence

Competence is a broad concept that involves more than just having the necessary skills and knowledge for a particular job. It also includes the ability to adapt those skills and knowledge to different situations within the same occupational area. This means being able to handle new tasks, solve problems in a creative way, and effectively manage your task. Competence also includes qualities like organization, planning, innovation, and the ability to handle new activities and challenges. Additionally, it involves personal effectiveness, such as communication skills, teamwork, and the ability to interact positively with people and various soft skills. Ashworth and Saxton (1990), define competence as: "*a wide concept which embodies the ability to transfer skills and knowledge to new situations within the occupational area. It encompasses organization and planning of work, innovation and coping with non-routine activities. It includes those qualities of personal effectiveness that are required in the workplace to deal with co-workers, managers and customers*" (p. 8-9).

1.4.1. Defining Communication

Communication can happen in different situations or setting, ranging from private conversation to vast public platforms such as the Internet. Despite this variation, all kinds of

communication have the same key components. These include sender transmitting information, a conveyed message, and a person receiving the message. According to Canale (as cited in Walean, 2004, p. 12) communication is considered as “exchange and negotiation of information between at Least two individuals though the use of verbal and non-verbal symbols, oral and written/visual modes, and production and comprehension process”. Meanwhile, Velentzas & Broni (2014) defined it “ as any act by which one person gives to or receives from another person information about that person’s needs, desires, perceptions, knowledge, or affective state”(p. 107). Additionally, Helay (as cited in Walean, 2004, p.12) emphasized that information “is never permanently worked out nor fixed but is constantly changing and qualified by further information, contents of communication, choice of language forms, and non-verbal behaviour”. Communication is also a means of transmitting ideas to others which can be done through verbal and non-verbal communication (Asrar et al., 2018). However, effective communication demands a mutual understanding facilitated by a shared language or means of comprehension between the sender and recipient (Velentzas & Broni, 2014).

1.4.2. Defining Communicative Competence (CC)

The concept of communicative competence is central to language learning, yet its definition and components remain subject to debate. While some scholars interpret communicative competence solely as language knowledge, others take a broader perspective, defining it as a comprehensive skill set encompassing both language proficiency and performance. Chomsky (1965) introduced a distinction between competence and performance as he stated "we thus make a fundamental distinction between competence (the speaker-hearer's knowledge of his language) and performance (the actual use of language in concrete situations) (p.04). Chomsky's definition of linguistic theory, which focused narrowly on well-formed sentences, laid the foundation for Hymes (1972) to introduce the concept of communicative competence which goes beyond well-formed sentences. Hymes emphasized the importance of using language appropriately within specific contexts, shifting the emphasis from solely grammatical correctness to effective communication within real-world situations. "Hymes (1972) introduced the term ‘communicative competence’ to refer to both ‘the tacit knowledge’ of the language and ‘the ability to use it’ for communication. This definition indicates his perception of communicative competence as a broad term that includes all skills and abilities required for communication. Furthermore, Savignon (1972) viewed communicative competence as “the ability to function in a truly communicative setting” (p.

8), and Rivers (1973) considered communicative competence as a synonym of “spontaneous expression” (p. 26), which means an ability to express oneself spontaneously and automatically in any interactive situation, as cited by Ahmed (2023).

1.5. Models of Communicative Competence

Language is more than just grammar and words. It is an ongoing relationship between what we know about language and how we use it in everyday situations. Scholars such as Chomsky, Hymes, Canal, and Swan have created models to explain this complicated relationship. Each model provides a unique viewpoint on how we learn, understand, and apply language in various social and cultural contexts. This part will deal with the key concepts of these models and how they contribute to our understanding of effective communication in a variety of language contexts.

1.5.1. Chomsky’s Model

Chomsky's model of communicative competence is traced back to his distinction between what we know about language (competence) and how we use that knowledge in real situations (performance). According to Chomsky (1965), competence is our mental ability to understand and create grammatically correct sentences, while performance is how we actually use language, which may not always reflect our full competence. This distinction focuses mainly on grammar and how well-formed sentences are constructed. Competence is an aspect of our mental capacity underlying our use of language. To conclude, linguistic competence, according to Chomsky, is our mental capacity for understanding and producing grammatically correct sentences, while performance is how we actually use language, which might not always match up perfectly with our competence.

1.5.2 Hymes’s Model

In contrast to Chomsky's definition of linguistic competence, Hymes advocates for communicative competence, which involves both grammatical correctness and appropriateness in specific socio-cultural contexts. He emphasizes the significance of comprehending and employing language that takes into account social and situational factors in addition to grammatical norms, thus uniting linguistic and communication abilities into a unified concept. According to Hymes (1976), “One would think a theory of competence in linguistics would refer to the ability of persons to use language. That is indeed the sense in which I myself use the term: ‘linguistic competence’ is taken to refer to the actual abilities of persons. In Chomsky’s use, and much psycholinguistics, ‘competence’ is defined as that part

of ability which consists of knowledge; that part of knowledge which consists of grammar; and that part of grammar which is amenable to the formalized, referentially limited, model. Actual abilities are secondary to internal considerations of simplicity and conformity. Definite persons are abstracted from in behalf of a postulated ideal speaker-hearer. This is the anthropology of Feuerbach, so to speak, not the sociology of Marx. Like the definition of 'speech community', the definition of 'competence' is used, not to get at social life, but to set it aside". (p.232). In this passage, Hymes opposed Chomsky's concept of linguistic competence. Hymes argues that Chomsky's definition focuses too narrowly on theoretical aspects of language, such as grammar knowledge, while neglecting the broader context of actual language use by individuals in diverse social and cultural settings. Hymes suggests that this approach oversimplifies the complexity of language and fails to account for the sociocultural aspects of communication.

Hymes (1972) has rejected the strong version of competence for language that Chomsky (1965) adopted—where this competence is equivalent to grammatical competence—and suggested a theory of competence that encompasses a language user's understanding of, (and ability for use of) rules of language use in a specific context. The actual theory of communicative competence that he suggests is comprised of knowledge (and abilities) of four types:

1. Whether (and to what degree) something is officially possible;
2. Whether (and to what degree) something is doable in virtue of the means of implementation available;
3. Whether (and to what degree) something is suitable (adequate, happy, successful) in relation to the context and setting in which it is used and evaluated;
4. Whether (and to what degree) something is in effectively done, actually performed, and what its doing entails (Hymes 1972:281, his emphasis (as cited by canal & swain,1980)

1.5.3 Canale and Swain s' Model

Canal and Swain's (1980) pioneering theoretical model was the first to offer a comprehensive understanding of the various components of language, in line with Hymes' concept of communicative competence, which was partially concerned with second language

instruction, Canale and Swain argue that linguistic competence is an integral aspect of communicative competence. Their model outlines four competencies within the realm of communicative competence, grammatical competence, sociolinguistic competence, strategic competence, and discourse competence. Grammatical competence focuses on the accurate use of grammar to convey literal meanings of utterances. Sociolinguistic competence involves understanding and interpreting utterances within specific sociocultural contexts, considering factors like setting, roles of participants, and interaction norms. Strategic competence entails using verbal and nonverbal communication strategies to overcome breakdowns in communication due to performance variables or insufficient competence. Discourse competence addresses the cohesion and coherence of groups of utterances, focusing on their effective organization and structure in extended communication beyond individual utterances. Canale and Swain's framework integrates insights from various scholars to provide a comprehensive understanding of communicative competence in language learning and use. (p.30)

1.6 Communicative Competence and Autonomy

The research conducted by Zarrinabadi, Lou, and Shirzad (2021) highlights that students are more likely to support growth in language-mindsets, feel more competent, and be more willing to speak when they believe that their learning environment supports their autonomy. These findings demonstrate the critical role that autonomy support has in influencing students' perspectives on language acquisition and the development of their general language competency. The study also emphasizes how autonomy-supportive learning environments can play a critical role in helping language learners develop growth mindsets. Teachers may foster a mindset that welcomes challenges and sees mistakes as chances for growth in their students by giving them a sense of agency and autonomy in their learning processes. This will eventually result in more resilient and motivated language learners. (Zarrinabadi et al., 2021). In summary, it is clear that autonomy support—especially when learning English as a second language—plays a critical role in determining the course of language acquisition. The results underscore the complex relationship between autonomy support and the growth of communicative competence, highlighting the critical role that educators play in fostering supportive learning settings where students feel empowered to take charge of their education. Teachers can create a mindset that motivates students to actively participate in language learning activities, rise to challenges, and persevere through setbacks by encouraging autonomy-supportive practices.

Conclusion

This review explored the way extracurricular activities (ECAs) and social media influence language learning and communicative competence in education. We addressed the history and significance of ECAs in education, demonstrating their impact on students' academic achievement and general development. We also looked at how social media, particularly platforms like Algerian English Language Clubs, may help students improve their language and communication skills. Drawing on linguistic theories such as Chomsky's and Hymes', we highlighted the larger dimensions of language development beyond grammatical proficiency. This review focuses on the interconnection of ECAs, technology, and language acquisition in comprehensive education. Moving forward, it is critical to investigate new methods that use ECAs and technology to help students develop communicative competence for success in a varied world community.

Chapter two

Research Design and Methodology

Introduction

The current study aims to investigate the impact of extracurricular activities on EFL students' communicative competence by raising awareness among both teachers and students regarding their importance in developing communicative competence and encouraging the utilization of such activities both inside and outside the school. The main purpose of a case study is to examine the phenomenon of extracurricular activities in detail and in depth within its real-life context among third-year ENSB students and the club's presidents.

This chapter includes the selected research design and approach, the targeted population, the instruments used for data collection, and the methods of data analysis.

This study aims to address the following questions:

1. What are the perceptions of ENSB EFL STUDENTS regarding the significance of ECAs?
2. What are the experiences and perspectives of ENSB EFL students regarding their participation in ECAs?
3. What impact such type of activities have specifically on third-year ENSB students?

2.1 Research Approach and Design

The following study utilizes a qualitative approach to examine the impact of extracurricular activities on reinforcing the communicative competence of EFL learners. Creswel (2018) defines "*Qualitative research as a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions ... making interpretations of the meaning of the data*". Given the instruments used to collect data are of a descriptive nature, it makes the qualitative approach suitable to gather insights on the experiences of the population with the extracurricular activities and analyze their belief on their impact on refining their communicative competence. This was achieved through distributing questionnaires to English Language Third-Year ENSB students and conducting interviews with university club founders. A case study design was employed to explore whether students engaged in extracurricular activities demonstrated improved communicative

competence. "Case Studies are a qualitative design in which the researcher explores in depth a program, event, activity, process, or one or more individuals" (Creswell, 2014, p. 241). In this case, researchers collected detailed information using a variety of data collection procedures such as questionnaires and interviews. To explore the extent of familiarity with ECAs in the Algerian context, a questionnaire was administered to third-year students at ENSB to assess their awareness of the valuable opportunities offered by ECAs. especially for communicative competence. The questionnaire was designed to gather in depth insights from ENSB students and to see their experiences or observations of ECAs. Selecting third-year ENSB students for the case study is ideal due to their academic maturity and flexibility. These students have acquired substantial theoretical experience, enabling them to engage deeply with the questionnaire and provide insightful feedback. Moreover, a second instrument for data collection was used which is the interview and on a different sample which is the English clubs presidents, the purpose behind choosing this sample is to further investigate ECA's impact on students and the chosen clubs were mentioned by third year ENSB students in the questionnaire, the interviewees confirmed that ECAS awareness is lacking a lot In Algeria and especially ENSB, the findings showed that ENSB students are not familiar with the notion of voluntary work as confirmed by golden teacher club's president. Also, the findings of the questionnaire highlighted that the amount of students who are not involved in ECA is around 53% which is very high taking into consideration that it is a small case study, some students acknowledge the various opportunities provided by ECAs but they don't take the further step to engage, and some other are not even aware of the impact that ECAs have on holistic language development as the interviewee of English speakers club stated that some participants come to join the club but only to have fun, they are not aware of what can ECA provide. As stated by Keser et al. (2011), Extracurricular activities happen after and during school, both inside and outside school buildings. While there isn't much research on these activities, some studies suggest they, along with the classroom atmosphere and school environment, can have a good effect in creating active citizens which can be better than what a traditional setting can offer (p.812).

The findings of the study suggest that more attention should be directed to ECAs especially in the Algerian context and in non-English speaking countries. EFL learners need authentic language practice and a safe environment where they can show their full performance and use language in context.

2.2 Participants

This study contains two samples of the population which required two sampling techniques: purposive and snowball. First, the researchers designed a questionnaire. As a second step, they needed to contact the targeted population: the third-year students. Fortunately, the researchers had a friend who was a third-year student. Consequently, they reached out to her and explained the need to connect with her classmates. Eventually, this student, who readily volunteered as the first participant, facilitated a meeting between the researchers and the required number of third-year participants at ENSB. During this meeting, the researchers distributed 20 printed questionnaires they had prepared. Out of 20, only 09 answered. For this reason, it was essential to switch to an online alternative, Google Forms. The researchers emailed the third-year responsible delegate for all groups the online questionnaire. This delegate, in turn, emailed it to the rest of the third-year EFL ENSB students, creating a snowball effect by circulating the questionnaire around in all third-year groups. The researchers received 08 answers, making it a total of 17 responses. McCombes defines "Snowball sampling as a method used to recruit participants via other participants. The number of people you have access to "snowballs" as you get in contact with more people. The downside here is also representativeness, as you have no way of knowing how representative your sample is due to the reliance on participants recruiting others" (McCombes, 2019).

More data was needed from the side of club founders for their expertise in ECA and their outlook on their impact on the communicative competence of their members. The researchers selected the founders of 3 English clubs, the English speakers club, WATI club, and Golden Teacher club, to be interviewed which was conducted online using social media platforms which is the Google Meet. This makes the target purposive. "This type of sampling, also known as judgment sampling, involves the researcher using their expertise to select a sample that is most useful to the purposes of the research. It is often used in qualitative research, where the researcher wants to gain detailed knowledge about a specific phenomenon rather than make statistical inferences, or where the population is very small and specific" (McCombes, 2019).

In this study, the researchers chose third-year ENSB students as the sample of the study to obtain data and English club presidents to dive deeper into the

phenomenon. Both participants were asked for consent and permission beforehand and they were given sufficient time to answer. Due to the participants' busy schedules and many responsibilities, the researcher could not conduct the research at the Teacher Training school of Bouzareah and collect the questionnaire directly from the students or even conduct a real-life interview with the club presidents. Therefore, the researchers resorted to online questionnaire and interviews. This way, the participants had enough flexibility and time to provide insights without obstacles.

2.3. Research Instruments

For the present study the first selected instrument is the questionnaire. It was designed using google forms and submitted to third-year ENSB students via email and messenger. Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers (Brown 2001). The reason behind choosing online questionnaire is because it facilitates things for the students. Without having to be physically present at school, they can answer the questions freely only by using their mobiles. Google forms was convenient since it ensured an organized flow of the data and minimized any risk of data loss or confusion.

The reason behind using the online questionnaire is to explore how extracurricular activities affect the student's communicative competence. The primary extracurricular activity that was put into focus is the English clubs. The questionnaire was divided into three sections each section focused on a specific aspect. The first section tackled student's familiarity with extracurricular activities and their involvement. It also explores the participant's understanding of the term ECA and whether they are familiar with it or not. The first section also contained only open-ended questions in order to allow students to express their free form answers so they do not feel restricted. Secondly, the following section of the questionnaire investigates how extracurricular activities are important for certain category. This section included a mixture of open-ended questions and a close-ended one in order to check the type of extracurricular activities that students usually engage in. Finally, the last section of the questionnaire focuses on the impact that extracurricular activities have on the student.

Furthermore, the participants were reached through snowball sampling of third year ENSB students. The questionnaire was submitted to 20 students at first, at the ENSB. However, only 9 students responded in the due time. Therefore, the researchers had to come up with an alternative and make a google form in order to facilitate the process for the students, round 8 students answered the online form. Nonetheless, since it is a qualitative research, the sample size tend to be small because the focus is on the depth of the responses rather than the quantity. The 17 participants willingly completed their questionnaire via google forms after seeking their permission and consent. And they had enough space to share their experiences and thoughts regarding to subject matter.

Moreover, the second instrument used to further collect data is the interview. Based on the participants' answers on the questionnaire, the researchers were able to identify the main English clubs that third-year ENSB students usually engage in. To delve deeper into the topic through purposive sampling, the researchers selected three club presidents for interviews. These interviews were conducted using Google Meet after obtaining the consent and permission of each interviewee.

2.4. Methods of data analysis

After completing the data collection phase and the collection of 17 responses on the questionnaire it was high time to embark on the analysis phase. the first step was to read the questionnaire multiple times and familiarize ourselves with the answers in order to align it with the research questions and seek to answer them in the data analysis phase. Each response of the questionnaire was read attentively in order to identify student's familiarity and involvement in extracurricular activities.

The chosen approach of the present study analysis is thematic analysis. is a method of “*identifying, analyzing, and reporting patterns (themes) within data*” (Braun & Clarke, 2006) It is described as a descriptive method that reduces the data in a flexible way that dovetails with other data analysis methods (Vaismoradi, Turunen,& Bondas, 2013). This approach as chosen because it offers a deep exploration of the data about how extracurricular activities affect students in various ways. Thematic analysis uncovers underlying patterns, meanings and perspectives which offers richness to the research study.

First, the data from the questionnaire was organized and secured in an offline file in order to ensure a good management of the collected data. also, printed copies of the questionnaire were saved by the researchers. Second, after collecting the data and

organizing it the researcher started coding and classifying the codes into themes. In order to analyse the data the researchers relied on pattern coding. Pattern coding is a qualitative data analysis technique used to identify recurring themes, patterns, or categories.

Second, after analysing the data from the questionnaire, we extracted that the main English clubs that students usually engage in, and an interview was conducted on three of the club presidents in order to dive deeper into the richness of the phenomenon. And semi-structured interview was conducted through google meet, it was recorded, transcribed and then we started extracting the main emergent themes and patterns of the data.

In our research, we took a thoughtful approach to understand our research, especially how we categorized our data. From there, we identified recurring themes, which helped us give context to the information we collected. Finally, we analysed these themes to draw meaningful conclusions and insights from our study.

Conclusion

In this chapter, we outlined the methodology used in this study. We described the research approach and design, the selection of participants, the instruments and procedures for data collection, as well as the methods for data analysis and interpretation. This overview of the chosen methodology in our research sets the stage for the next chapter, where we will analyze, present, and interpret the participants' experiences, thoughts, and perspectives regarding extracurricular activities and their potential impact on EFL learner

Chapter Three

Data Analysis, Presentation, and Interpretation of the Findings

Introduction

This chapter delves into the presentation, interpretation, and discussion of the findings derived from the qualitative data collected through two instruments; the questionnaire and the interview. The data collected is on the impact of ECA on students' communicative competence. This chapter aims at providing a comprehensive understanding of students' perceptions of ECA, their involvement in these activities and its impact. The latter is going to be achieved through a thorough analysis of the data and identifying the major themes that are relevant to the research questions. The analysis is presented and conducted by the use of thematic analysis and Microsoft Excel software program in order to count and visualize the data collected from the questionnaire. Also, in order to offer validity to the data the actual quotes of the students will be presented and referred to by their chronological number.

3.1 Part One: Questionnaire's responses analysis

3.1.1 The perception of third-year ENSB students on the significance of extracurricular activities

The questions aimed to investigate the perspectives and beliefs of third year ENSB students on ECA, particularly, whether they are familiar or not with it and hold a specific attitude towards extracurricular activities. The first and second questions from the questionnaire can answer this research question.

Q1: As an EFL student, what do you believe is the most effective approach in learning English language?

The first question from the questionnaire served as a preliminary question in order to extract the most effective approaches to learn English as a foreign language according to third year ENSB students and the most emerging themes were about communication and interaction, the four language skills, mixture of fun activities, and immersive learning.

Participants:17		frequency	percentage
Options	The four language skills	7	41,1%
	communication	6	35,3%
	Immersive learning	2	11,8%
	Mixture of fun activities	1	5,9%

	Other (the direct approach)	1	5,9%
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Table 1. *Most effective approach in learning English language*

As represented in the table above that the majority of students (41,1%) believe that the most effective approach in learning a language is to engage in activities that promote the four language skills which are listening, speaking, reading and writing. Less than half of the students (35,3%) stated that language is learnt best through communication and few of them (11,8%) said that learning English language should be through immersive learning. However, only (5,9%) said that best approach is to learn English through a mixture of fun activities to make the learning more enjoyable and the other (5,9%) said “the direct approach”.

A visual representation of the most effective approach in learning English language, obtained from the participants answers is provided in figure 01.

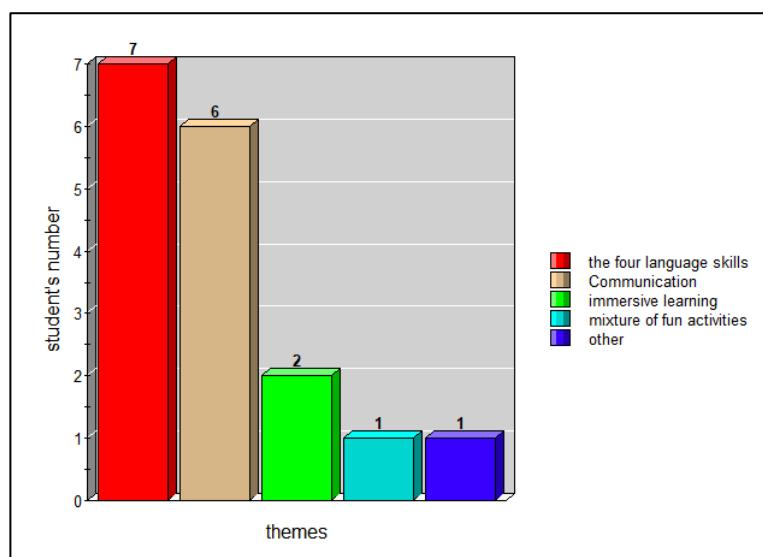


Figure 1. *Student's point of view on the most effective approach for learning*

The responses to the first question in the questionnaire provided some valuable insight in terms of the most effective approach of learning English for ENSB third year students, the answers serve as a lead in to the first research question regarding student's perception of extracurricular activities.

According to the bar chart, the predominant theme chosen by 07 participants emphasizes that English language can be learned effectively through practicing all four language skills. The participants highlighted the importance of practicing listening, speaking, reading and writing. For instance, **S13** highlighted: “*In my opinion, the most effective way is to practice the four skills, listening, speaking, writing and reading at the same time stressing on the important foundational subjects like grammar, vocabulary and being exposed to native speakers through movies.*” And **S3** said: “*I believe Speaking is the most effective approach to learn English language.*”

As mentioned in the literature review; The more active an individual is with these activities (ECA), the greater the likelihood that they will develop their skills (Rubin et al., 2002). As ECA provide practical opportunities for students to enhance their language skills. For instance, book clubs to improve reading and writing and English clubs to promote speaking to peers as well as listening to different stories. These activities offer dynamic opportunities for holistic skills development.

Furthermore, the second emergent theme is communication, 06 students out of 17 highlighted that engaging in real-life conversation allow them to learn English effectively. **S10** said: “*for me I believe that the most effective approach in learning English language is the communicative approach which focuses on improving communicative skills*” and **S11** highlighted: “*In my opinion, the most effective approach in learning the English language is communicative language teaching as learners get involved in interactions in English and engage in meaningful tests, role plays and authentic language use*”. Engaging in authentic communication provides learners with valuable chances to experience the language in its natural context and develop essential communication skills. This theme highlights how students perceive communication as a crucial learning approach.

Besides, **S5** stated that if the language activities are varied, that would create a fun environment to learn the language as stated in the bar chart, mixture of fun activities, which indicates that students are seeking diversity and the implementation of various approaches in order to avoid boredom and enjoy the learning process. For instance, **S5** said: “*I think the most effective approach would be to set the environment for the students, if they won't like what you're presenting, they won't follow you. Hence a good lesson plan with a wide variety of engaging activities is definitely the most effective and fun way to learn English*”. This theme represents extracurricular activities since it involves immersing

the learner in various activities such as clubs that hold debates, discussions and games. Extracurricular clubs like the Science News Club, Debate Club, and Business Club extend beyond offering basic entertainment. They provide substantial chances for students to enhance advanced skills like analysing information, evaluating ideas, solving complex problems, and fostering critical thinking abilities (Fayaz et al .2020)

Furthermore, extracurricular activities can also offer an immersive learning of the language which is another theme mentioned by 2 participants as an effective approach to acquire the language. Some ECA involve student's exposure to natives in order to promote effective language learning. For example, **S9** stated: "*Personally, immersing yourself in the language is the most effective way*" and **S12** said: "*I think that immersion learning is the most effective approach when you surround yourself with the language as possible. for example, learning in a country where English is spoken*". As defined by Mahoney & Cairns (1997), they are activities that the students engage in outside the school hours in order to expose and immerse himself / herself in the language.

To conclude, the mentioned themes on the first research question, indirectly offer the students perception on extracurricular activities, all students mentioned specific criterion that can be found in ECA. That indicates that the students are not familiar with the exact term. However, they acknowledge that the specific criterion play a significant role in language learning.

Q2: In your opinion, what do Extra-curricular Activities refer to?

The second question from the questionnaire also answers the first research question about student's perception on the significance of ECA. This question required the students to provide their own definition of extracurricular activities, after doing the word cloud to the 17 student's responses, some main words emerged from them which are:

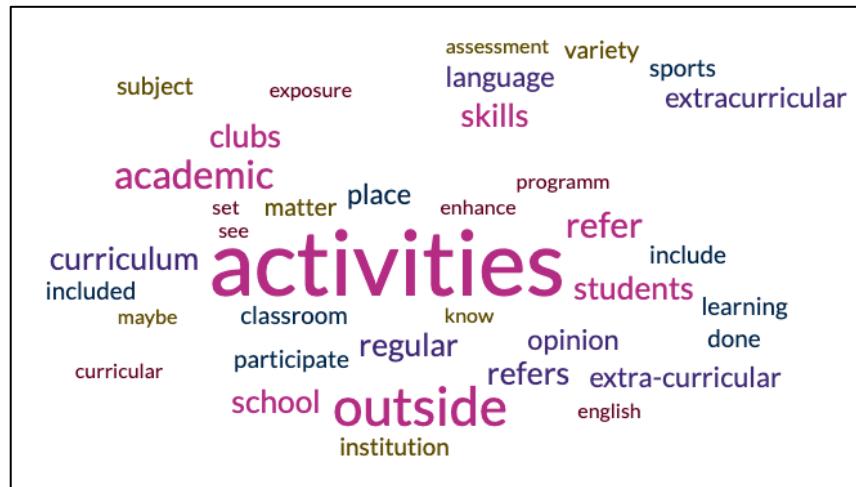


Figure 2. Student's definitions of extracurricular activities

The common words that almost all 17 participants mentioned are that extracurricular activities are: activities outside of academic curriculum or classroom. As shown in figure 2 above, the prominence of words such as “activity”, “outside”, “academic”, and “curriculum” visually emphasizes the essence of extracurricular activities that take place beyond the traditional classroom setting. In accordance, **S9** reported, “*Extra-curricular activities are activities that students participate in outside of their regular academic curriculum*”. They can include sports, clubs, arts, volunteering, or any other organized activity that enhances their skills and interests beyond the classroom. And **S12** further emphasized, “*In my opinion, extra-curricular activities reflect activities that take place outside of the regular academic curriculum of a school or educational institutions*”.

Therefore, according to the student's definitions, many participants stated that ECA are activities that are held outside of the school hours to provide the student's a deeper exposure of the English language. As these activities, according to the respondents, improve many skills and give students great opportunities to widen their horizons and have an enjoyable and fun time. Preedy et al. (2020) advocate for viewing ECAs more broadly as supportive tools for personal development, employability, and social and community engagement. Indeed, as one of the participants mentioned that ECA help foster student's learning capacity and other communicative skills.

Besides, the world cloud shows other words like “enhance”, “learning”, “skills”, “variety” and “exposure”. The word cloud highlights the holistic nature of ECA as perceived by students. These terms collectively emphasize how ECA help enhancing skills, explore new knowledge and gain exposure to real-world setting. The participants

expressed a strong belief that extracurricular activities offer the students a variety of activities that give them valuable opportunities to explore diverse interests outside the classroom and they noted how engaging in ECA can help enhancing various language skills. For example, **S3** said: “*Activities that are done after school to enhance some skills*”, and **S14** also stated: “*Activities that students undertake outside of the scheduled lessons and those activities are not often included directly into their grades they can be counted as a way of enhancing skills of communication, public speaking and group work*”. As a matter of fact, ECA programs and meetings are considered a stress relief for students and a chance to widen their perspectives. According to Fredricks and Eccles (2006) the involvement in ECA is linked to positive psychological effects, including an improved sense of self-worth and a reduced incidence of depressive symptoms. These activities offer a change of pace and routines as students take a break from academic pressure, allowing them to focus on something enjoyable and personally fulfilling.

Additionally, the main themes of the participants’ definitions vary from how ECA improve various language skills and offer them an exposure outside the traditional setting of an academic institution.

Lastly, based on the analysis of the first and second questions from the questionnaire a collective understanding among participants revealed that ECA are considered an effective approach for EFL learning, as they play a vital role in skill development, communication abilities and enjoyment

The answers highlighted the significance of extracurricular activities for third year ENSB students because the majority of the respondents acknowledged the value of ECA in learning English as a foreign language, since students expand the language exposure this would permit some various opportunities for holistic language development. Students might not know the exact terminology of “ECA” but they know the effective way to learn a language and it is through authentic language practice.

3.1.2. Student’s involvement in extracurricular activities

The aim of this section is to explore whether ENSB students participate in extracurricular activities and the motives behind participating or not, since according to them, the respondents perceive ECA as an effective approach for learning English as a foreign language. The third, fourth, seventh and eighth questions from the questionnaire can answer this research question.

Q3: Could you state the reasons that influenced you to participate or not participate in extra-curricular activities?

The answers to the third question from the questionnaire showcased student's motives behind their involvement in ECA. Out of the respondents who answered the questionnaire stated that they would engage in extracurricular activities because of their strong love and passion for learning English, since according to the answers, students view ECA as a chance to develop the four language skills, socialize and have a fun experience. Therefore, the main motive behind participating is students deep love for the language and the way ECA play a significant role in enhancing their skills. Some of the answers that state the motives behind participation are:

Participants: 17		frequency	percentage
Options			
Participants: 17	interests and passion	7	41,2%
	skills	6	35,3%
	Busy schedule	3	17,6%
	Other	1	5,9%

Table 2. Motives behind ECA involvement/ non-involvement

As represented in the table above that the majority of students (41,2%) answered that their interests and passion towards the English language pushed them to participate in ECA. Less than half of the students (35,3%) stated that they joined ECA mainly to enhance their skills and few of them (17,6%) said that they cannot participate in ECA because they have a busy schedule. However, the rest (5,9%) have not mentioned any motives.

A visual representation of the motives behind ECA involvement, obtained from the participants' answers is provided in figure 03.

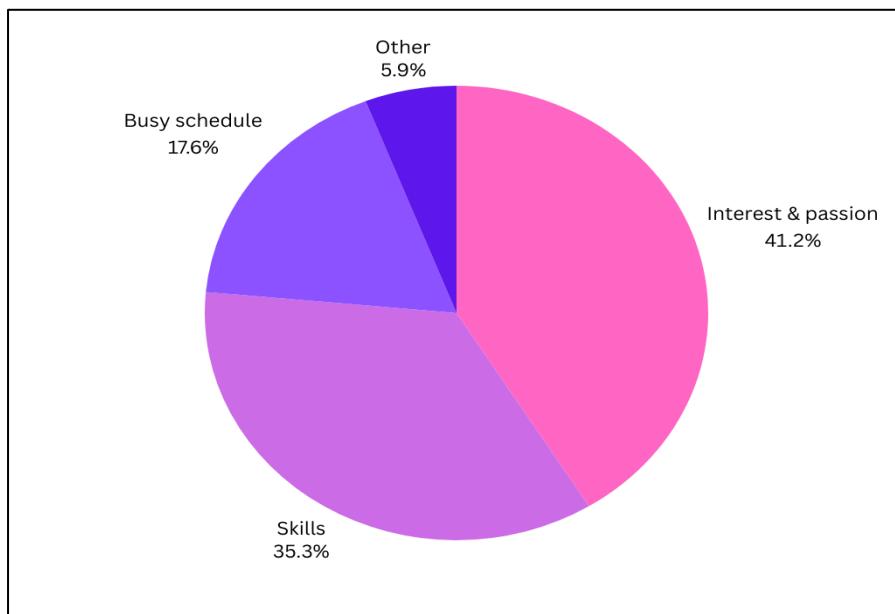


Figure 3. Student's motives behind ECA involvement/ non-involvement

According to ENSB students' answers, the main emergent theme behind the reason that pushed them to participate in ECA is their interest and passion, 41.2% of students described how their love for English motivated them to explore the various extracurricular activities that provide language exposure. In accordance, **S15** reported: "*passion towards a subject a keen interest influence me to participate in extracurricular activities.*" And **S11** also stated: "*The reasons that influenced me to participate in extracurricular activities are: 1. I have an interest and passion for the subject matter...*". Overall, interest and passion serve as a powerful motive for participation in ECA, as students like pursuing their passion outside the classroom.

This is the main emergent theme because clearly, students enjoy ECA as they provide a comforting and supporting environment. When students engage in these activities, they genuinely enjoy them therefore they feel eager to invest more time and efforts. Moreover, participation in ECA is totally voluntary that is why students view them as a stress reliever and a way to entertain themselves leading to great skill development and personal growth.

The second theme is related to skills, statistics showed that 35.3% of students stated that they would participate in ECA because they are aware that ECA help in holistic skill development. For instance, **S10** reported: "*the reasons that influenced me to participate in these activities are: enhancing personal skills like leadership, teamwork and improve my English speaking skills*" and **S8** said: "*In order to enhance my target language and*

improve my capacities and skills on this language." The students reported that ECA play a major role in skill development -, varying from the four language skills of speaking listening, reading and writing to soft skills and communication skills. Engaging in diverse activities outside the classroom provides students with opportunities to acquire a wide range of skills. These skills can include leadership, teamwork, communication, time management and creativity.

In contrast to the previous motives 17,6% of participants stated that the reason behind not participating in ECA is their busy schedule. As some ENSB students stated that their program is too saturated and they cannot balance between the classroom and ECA. **S05** said: "*I wanted to participate in a club recently, however I realized it actually takes time and dedication and effort to stay updated and plan, which is great but for me I couldn't do it right now because I already have some much on my plate and I wanted to focus my attention on improving my studies and English skills for the meantime.*" And **S2** said: "*I cannot participate because of the busy schedule*"

Some students may find it challenging to participate in ECA due to their busy school program. Academic responsibilities, such as homework, school attendance and exams can take a significant amount of student's time and energy leaving limited room for additional commitments. ECA involves attending regular meetings, practices and events which can be consuming for some students since it requires extra responsibilities in addition to school work. Extracurricular activities require students to manage their time effectively to balance between them and their academic studies, therefore, some students just prefer to avoid ECA despite the fact that they serve in holistic language development.

This aligns with the literature review since according to Reeves (2008) declared "Parents and teachers might fear that when students become too busy with non-academic activities, they will lose their focus on schoolwork" (p.87). Attending various club activities and meetings may distract the students from school and cut into homework time. When students get overscheduled, they might lose control over the school life and face difficulty to balance things, which may lead to spending less time studying and preparing for class.

Furthermore, 5,9% of students stated that they would not participate in ECA because some members of the group are not equal or fair and for them, they find certain subjects held in the club meetings to be boring and uninteresting. As **S13** reported: "*Reasons to not participate (-):1. Members of the group not being equal (always a hierarchical system)*

2. *The clubs are centered on uninteresting subjects (self-development theories or unproductive meetings where people talk with no aim or purpose)*
3. *The time is not always suitable for the meeting (we have to skip classes)"*

In conclusion, the participant's decision to engage in ECA varies between their personal interests, the pursuit of skill development and time constraints. For many students ECA serves as a chance to explore their passion beyond the traditional setting of a classroom and help them find a purpose and a chance for self-discovery. For EFL learners ECA offer a valuable opportunity to enhance their language skills in a supportive and engaging environment. Whether by joining English club, book clubs or cultural events and festivals. ECA provide immersive experience that complement formal language instruction. However, student's busy academic schedule often poses an obstacle, making it challenging for students to allocate time and energy for extracurricular activities.

Q4: Which of the following Extra-curricular Activities type have you participated in?

The fourth question from the questionnaire was presented in order to see what type of activities ENSB students usually engage in. It was a multiple-choice question where students had the option to choose between book clubs, debate teams, cultural events and festivals and English clubs and they had the option to select more than one extracurricular activity. According to participants answer's this is the degree of involvement in each activity

Total number :17		frequency
Options	Book clubs	10
	English clubs	09
	Debate teams	07
	Cultural events and festivals	03

Table 3. Student's frequency of involvement in ECA

According to the table above the participants selected more than one activity and (10) of the participants selected the book clubs as a major activity that they engage in. the second most selected activity is the English clubs (9) which followed by debate teams chosen by (7) participants. However, very few (3) chose cultural events and festivals.

A visual representation of the extracurricular activities that students mostly engage in, obtained from the participants answers is provided in figure 04.

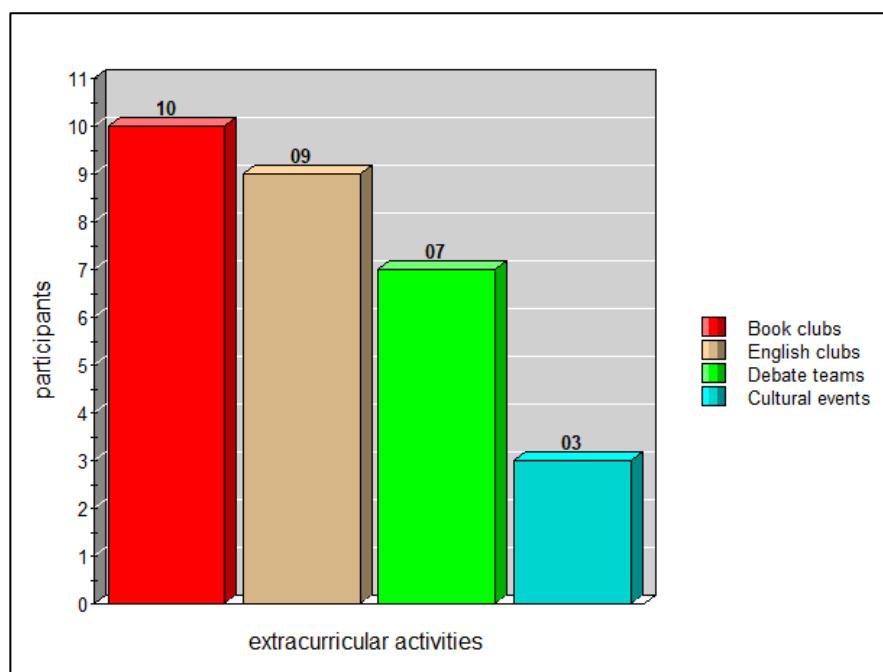


Figure 4. Student's frequency involvement in ECA

Out of the respondents who participated in the questionnaire, they provided the different extracurricular activities that they are involved in, many stated more than one activity in the multiple-choice question mentioned in the questionnaire. Therefore, As presented in the figure 04 the main activity that ENSB students are involved in are book clubs, it was chosen by 10 participants. It is a club where a group of people regularly meet to discuss books they have read, in order to extract the main themes, to improve literary analysis and engage in fruitful conversations with others. The second emergent activity is English clubs where 9 participants out of 17 are involved in. as justified in the literature review, English club is a school club or society that embodies a group of individuals sharing common interests, structured with a constitution, regulations, and student leadership, committed to

realizing shared aspirations and fostering personal development, as outlined by Mobin (1999).

Moreover, 07 participants are involved in debate teams, their meetings involve a group of individuals who engage in structured discussions known as debates and each member of the teams prepare valuable arguments in order to defend their perspective on a subject matter. Lastly, the fourth selected activity is cultural events and festivals, only three students out of 17 were involved in. They are organized occasions that celebrate and present different aspects of a particular culture or community.

In this question, students selected the most activities that they are involved in, and some students chose more than one which showcases their degree of involvement in ECA. Generally, and according to the literature review, book clubs and debate teams are activities that are also held in English clubs, therefore, in our study we shed more light on English clubs despite the fact that the most activity that ENSB students are involved in is book club. English language clubs involve various activities such as skits, interviews, role-plays, guest speakers, debates and conversations, (Malu, 2018). Thus, it is considered an activity that involves various practices that help in holistic language development targeting several language skills. By participating in a variety of activities students can not only excel academically but also develop various skills such as teamwork, leadership, time management and communication. However, according to student's answers, three participants out of seventeen mentioned that they do not engage in any extracurricular activities. For instance, **S4** said: "*It didn't! I don't have enough experience with extracurricular activities.*" And **S01** reported: "*I've never been to such activities ...*". The reason behind this can differ from having a busy schedule to not knowing the impact that extracurricular activities hold. As some participants may have the belief that extracurricular activities are not efficient for language development or they are just a waste of time and energy. Additionally, participants may choose to not participate for the lack of their awareness of the crucial role that ECA play in holistic language development. Since it is not uncommon for students to prioritize passing exams and getting good grades over truly developing their language skills. Learning English as a foreign language requires consistent practice, immersion and genuine interest in improving.

Q7: Could you share any thoughts or experiences related to English club meetings, whether personal or observed?

Furthermore, despite the fact that the seventh question of the questionnaire answers the third research question of how did English clubs specifically affect ENSB students. Many participants either mentioned that they were never involved in them or they were. Therefore, it can answer the second and present the student's degree of involvement in English clubs

Total number: 17		Frequency	Percentage
Options	Involved	8	47%
	Non- involved	9	53%

Table 4. Student's level of involvement in English clubs

In Q7, the purpose was to identify student's experiences within English clubs. However, the (53%) participants expressed their lack of involvement in such extracurricular activity and (47%) stated they are involved and proceeded to share their experience.

A visual representation of the participants' involvement in English clubs, obtained from the participants' answers is provided in figure 05 below.

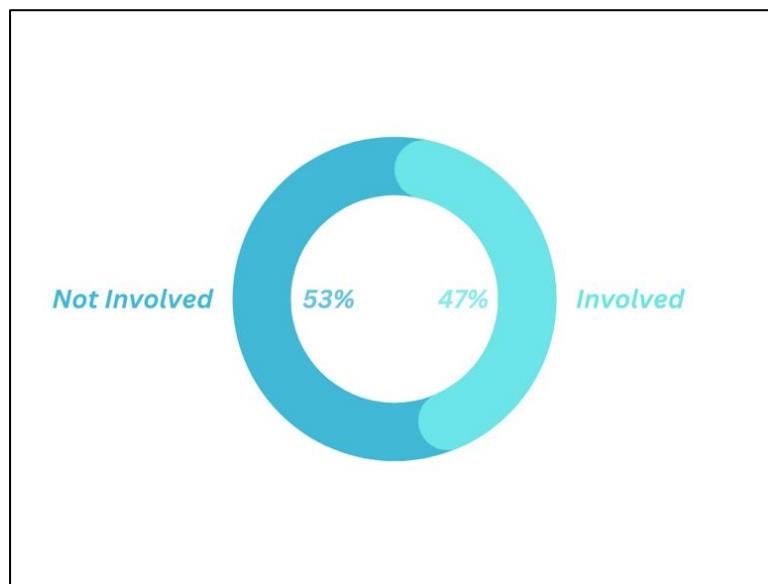


Figure 5. Students' degree of involvement in English clubs

The seventh question proposed to the participants aimed to share any thoughts or experiences related to English clubs since it is the second activity that was highly chosen by participants according to question four. Nonetheless, 53 % of the participants said that they never attended and that they do not have any personal experience. Yet, five participants shared their own observation about the English clubs whether through a friend or an online platform which are going to be added up to the impact that ECA have on third year ENSB students.

Similarly, in the eighth question students were asked to purpose some names of local English clubs and also the same 53 % participants said that they never heard of any, which indicates a lack of awareness or familiarity with the existence of such clubs in their local area and a disinterest in pursuing additional language learning outside of formal educational setting.

While 47% participation in English clubs might seem like a substantial portion, it is important to consider the potential impact and opportunities missed by the remaining 53% who do not participate. In educational settings, participation in extracurricular activities like English clubs can offer valuable opportunities for language practice, communication and personal development. Therefore, the fact that nearly half of the students are not taking advantage of these opportunities suggests a huge lack of awareness from third year ENSB students.

Q8: Could you mention some English clubs that you are familiar with?

In the eighth question from the questionnaire, students were asked to mention the main local English clubs that they are familiar with, the main emergent answers are:

Total number: 17, with options to tick more than 1 answer.		Frequency
Answers		
	Golden teacher club	4
	The hive club	4
	The English speakers club	3
	WATI club	2
	Other (not familiar with any)	6

Table 5. Student's familiarity with English clubs

As represented in the table above 4 participants are familiar with golden teach club as a local extracurricular activity that it is held in ENSB. Similarly, (4) other participants chose the hive club which is located in Blida. And 3 chose the English speakers club. Furthermore, few mentioned the WATI club (2). However, the majority of the participants (6) mentioned that they are not familiar with any extracurricular activity.

The 47 % of participants whom are involved in English clubs as an extracurricular activity mentioned different names of local Algerian clubs such as the Golden Teacher club (04) that is held in the pre-service teacher training school (ENSB), the English Speakers club (03) in USTHB university, the WATI club (02) in Bouzareah university and the Hive club (04) which is held in Blida. The fact that participants mentioned different clubs highlight the range of options available for students to engage in language-related activities. With such a variety of options available students can engage in various beneficial activities which are held by these clubs such as debates, conversation and writings. Therefore, this variety of activities is a great chance for students to learn English in different ways that best suit their interests.

To summarize, the responses suggests that there is a good rate of participation in general, with only three out of seventeen reporting no participation in any extracurricular activity, mainly because of their busy schedule as they stated that they cannot divide time between the busy school program and a voluntary activity. Notably, English clubs emerged as the second popular activity that respondents engage in. However, the degree of involvement is seemingly small, 47% of participants is rather a small portion, taking into consideration that 17 participants is a small-scale study. And in Q8 six participants mentioned that they are not familiar with any extracurricular activity. Therefore, awareness ought to be raised by highlighting the positive impact of English clubs on language skills. It is crucial to ensure that the 53% of student to become aware of the opportunities available to them through English clubs. These clubs offer not just language practice but also a supportive community for students to engage with their peers who share similar interests. Also, these clubs hold meetings where they engage in debates, books discussion and even culture related topics. Thus, this club is holistic, encompassing a wide range of activities and interests.

3.1.3. The Impact of ECA on EFL Learners' Communicative Competence

The aim of this section is to identify and explore the major impacts that ECA have on third year ENSB students' communicative competence based on their shared experiences and motives behind joining different extracurricular activities such as English clubs and debate teams. The fifth, sixth, seventh, and ninth question of the questionnaire can answer this research problem. The **Q5** asks: What motives encouraged you to take part in the Extra-curricular activities you mentioned above ?, and **Q6** asks: Could you describe in few words your experiences with extra-curricular activities that helped you develop your communicative competence?, and **Q7** asks: Could you share any thoughts or experiences related to English club meetings, whether personal or observed?, and lastly **Q9** asks: Could you state a few advantages you have experienced as an outcome of being involved in extracurricular activities?.

The four questions from the questionnaire shared five themes that the majority of the respondents agreed on

Theme	Description	Example quotes
Supportive environment	Many participants stated that they experienced much support and fun when they attended some English club's meeting, saying that they shared mutual respect and cultural understanding.	S12 said: " <i>The festivals make me love the solidarity between people.</i> " S16 reported: " <i>What motivated or encourage me to participate in such activities is that me as an EFL student like learning English in a fun way and not only from academic resources</i> "
Overcoming public speaking anxiety	The respondents frequently mentioned how English clubs and ECA in general helped them overcome their shyness and fear of public speaking.	S1 said: " <i>Personally, I've never been to one but from observing them through online videos I can tell that these kinds of meetings are interesting and aim to help students with their speaking skills like to speak more freely and get over fear of speaking the language</i> "

		S12 stated: " <i>I observed that those clubs help people to reduce their anxiety when they speak</i> "
Soft skills	The participants mentioned a variation of soft skills improvement as an impact that ECA had on them, including leadership, teamwork, time management and critical thinking.	S10 said: " <i>Provided me with valuable opportunities that developed my speaking, listening, confidence, critical thinking and more.</i> " S10 also said: " <i>I became more punctual and disciplined</i> " S12 said: " <i>extracurricular activities helped me develop new skills like leadership, teamwork and time management...</i> "
Communicative skills	Many stated that thanks to ECA they became able to express themselves and deliver their ideas as well as engaging in conversation with peers and socializing.	S8 said: " <i>It's fascinating to hear diverse perspectives and engage in discussions on various topics</i> " S5 said: " <i>Certainly, so I became a better speaker, a logical thinker, my ideas are now more organized than before. I am able to engage in any discussion</i> "

Table 6. The impact of ECA on EFL learners' communicative competence

The respondents expressed their experiences regarding ECA participation and they stated that these four themes as the main impact that extracurricular activities had on them:

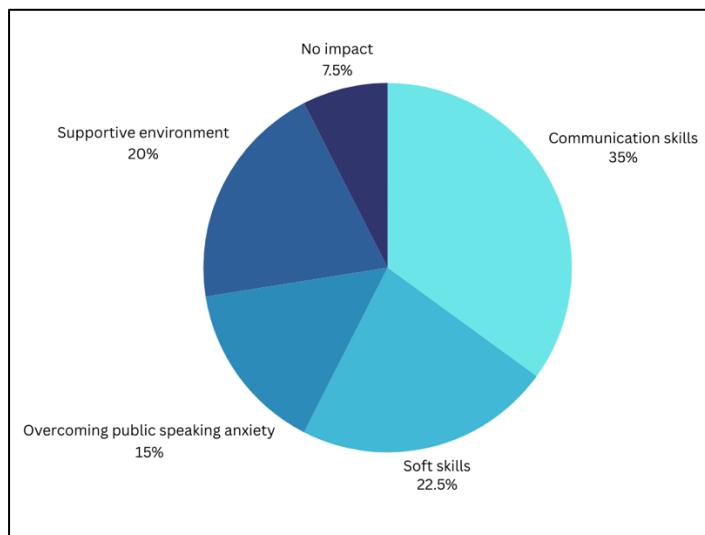


Figure 6. Emergent themes regarding the impact of ECA on EFL learners' CC

As visualized in figure 07, it implies that communication skills are the most emergent theme according to the participants' answers. 35% of students stated that thanks to extracurricular activities they became able to interact more freely with others, express and receive ideas. Participating in ECA significantly enhances communication skills, through activities such as debates, games and public speaking events, it helps students develop confidence and proficiency in articulating their ideas in front of an audience. For instance, S17 reported: "*Extracurricular activities helped me in improving my communicative competence by meeting a lot of strangers, my experience was like moving from an introvert person to a person who communicates easily*". Engaging with peers and people in these activities fosters interpersonal skills like active listening, empathy and even raises the student's confidence.

Moreover, s14 said: "*learning a language is not only limited to academic studies a person should engage him/herself in a more realistic events where the language takes place in an indirect way*". To effectively learn a language, students need to engage in realistic situations that can be encountered in ECA. When a student attends their activity, he/she is put in a practical situation where they must communicate and interact with others using the target language. As justified in literature, extracurricular activities expose students to diverse social circles. Each club or sport represents a unique community, allowing students to connect with individuals who share similar backgrounds and interests. This broadens their social network, often leading to friendships with peers they might not

interact with under usual circumstances (Massoni, 2011). ECA allow students to engage in authentic language use enabling them to develop their speaking, listening and even their soft skills. As illustrated in figure 07, 22.5% of participants mentioned that engaging in ECA helped them develop various soft skills. Through participating in English clubs, debate teams and book clubs, students can acquire various essential skills beyond academic knowledge. **S12** said: “*extracurricular activities helped me develop new skills like leadership, teamwork*

and time management... ”. Extracurricular activities are essential in developing teamwork, leadership and time management skills among participants. Firstly, since English club meeting involve engaging with many EFL learners in group activities, the students will be able to develop his/her teamwork skills because it requires the participants to work together towards common goals. Through these experiences, participants learn the importance of mutual respect, cooperation and communication, eventually through this authentic experience; they will be able to strengthen their teamwork abilities. Furthermore, ECA can also provide EFL learners with leadership opportunities, students can learn how to make decisions and guide others towards achieving shared objectives. Moreover, ECA can also help develop time management skills as **S10** said: “*I became more punctual and disciplined”.* Participating in ECA teaches valuable time management skills as students balance their academic responsibilities with extracurricular commitment. Overall, extracurricular activities offer a dynamic environment for students to develop the essential soft skills that are crucial for the success of both personal and professional life of the student.

Furthermore, the third emergent theme is the supportive environment, 20% of participants mentioned it as a major impact of ECA. These activities provide the students with a sense of belonging and community that is why they feel at ease when it comes to expressing their ideas or emotions. For instance, **S5** said: “*...What I've noticed is how diverse and active their club was, there's always something new, they always help debates and topics to discuss in their club and by the end of the session, they would play games or share something. One there was a day, I guess mothers' day, and they started talking about it and how important a mother is and all that, by the end of the session, one guy brought a handmade sweater made by his mother, and he said that this is his favourite item in the whole world. I think English clubs should be there more because they really encourage people to step out of their zones and actually participate in something they like”.*

In this example, student 5 mentioned her experience with English clubs and what she observed when she attended their meetings. This answer showcases how participants felt comfortable to share a very emotional experience with his peers, on mothers' day, he brought the sweater that his mom made for him in order to show to others the strong feelings of love that he has towards her and to show appreciation. Some students find it difficult to express some vulnerable emotions with others. However, this example highlights that ECA provide a really safe and supportive environment for students which allow them to step out of their comfort zone and express their thoughts freely. According to Rivers (1973) communicative competence is a synonym of "spontaneous expression" (p. 26), which means an ability to express oneself spontaneously and automatically in any interactive situation. In addition, ECA offer a variety of activities and there is always new and diverse topics which creates a fun atmosphere **S16** reported: "*What motivated or encourage me to participate in such activities is that me as an EFL student like learning English in a fun way and not only from academic resources*". Unlike traditional classroom settings ECAs involve engaging and interactive activities that allow participants to explore their interests and express themselves in a relaxed and enjoyable atmosphere.

The fourth theme regarding the impact of ECA on EFL learners is overcoming public speaking anxiety. 20% of the participants mentioned that ECAs helped them overcome the fear of public speaking as **S3** reported: "*It was an effective experience. Before, I had a fear of presenting in front of my classmates, I start shaking and my body language while presenting show my stress, but after participating in extracurricular activities, I developed a sense of courage*". Many extracurricular activities such as debates involve regular opportunities for public speaking. By engaging in these activities regularly students can gradually become more comfortable speaking in front of others and they get rid of shyness and self-doubt. Also, Savignon (1972) viewed communicative competence as "the ability to function in a truly communicative setting" and since 20% of students mentioned that ECA helped them overcome fear and anxiety it is evident that students were able to express their ideas well with others and interact with them without shyness. Since ECAs are voluntary activities, students feel less pressured or stressed to express themselves especially since they are not obliged nor forced to do so. Additionally, ECAs are diverse and they place a strong emphasis on cultural understanding. it provides opportunities for students to explore and celebrate different cultures, traditions and perspectives as **S8** stated: "*I've found that participating in meetings is a great way to improve language skills and*

cultural understanding. It's fascinating to hear diverse perspectives and engage in discussions on various topics”.

Through exploring the main themes surrounding the impact of ECAs on EFL learners, it becomes evident that they are deeply interrelated and collectively contribute to the development of communicative competence among participants. communication skills development and overcoming public speaking anxiety are essential components of communicative competence which include the ability to convey messages clearly and confidently. Also, students would not be able to overcome their fear of talking if there wasn't a supportive environment in ECAs, the feeling of belonging helped them develop their communicative competence which goes beyond simply articulating ideas but also involve active listening, confidence and different soft skills such as teamwork, leadership and punctuality. Therefore, all the impacts mentioned by participants ultimately contribute to the holistic development of communicative competence as a whole, as defined by Hymes (1972) ‘communicative competence’ refers to both ‘the tacit knowledge’ of the language and ‘the ability to use it’ for communication. It is the ability to effectively convey and interpret messages in various communicative contexts.

3.2 Part two: Interviews’ responses analysis

The second instrument used for data collection is a semi-structured interview which has been conducted on three English language club’s presidents since it is a major extracurricular activity in Algeria. We used a one-on-one interview using Google Meet app, the interviewees have been recorded and then the data was transcribed. These interviews have been conducted on Golden teacher club in ENSB, WATI club in Bouzareah and English speakers club in Bab EL Zouar. The club presidents provided some valuable data regarding their expertise with ECA, and through their insightful contribution we will further explore and answer the research questions.

3.2.1 The Perception of Clubs’ Presidents on the significance of ECA to EFL learners

Some of the questions of the interview were asked to explore the students’ perceptions regarding ECA, this interview was conducted on English club presidents because they have more expertise in this domain. As a preliminary question, we asked the club presidents if they think that EFL students have enough exposure to English language outside the classroom however the three of them said that they do not stating that in Algeria, there is a

lack of establishments, clubs or association, it is not that spread in a non -English speaking country. The presidents consistently confirmed how there is limited opportunities to engage in an authentic learning environment outside of the educational setting, as **English speakers club's president** reported: “*Not really, it is lacking a lot, we don't have much establishments, clubs or associations unless u need to pay, if we are talking about the capital we do have certain clubs that offer a really good environment, a safe, authentic environment outside the classroom. This goes only within the capital but when we go to other states, we will not find this kind of involvement especially in Algeria.*” As well as for the other two club presidents, they emphasised that EFL learners are not really exposed or aware of ECAs, it is true that there is certain rate of participation but students don't take into consideration the aim behind ECA and their significance to the educational achievement and language learning. Therefore, according to the interviewees, students take ECA for granted and they should be cultivated more on its valuable opportunities that can help them both in their personal and professional endeavors.

The reason why all interviewees agree that there is a lack of exposure to English in Algeria is because there isn't much awareness or establishment that promote ECA and English clubs specifically, EFL learners are still not so familiar with extracurricular activities especially, since according to the questionnaire their level of non- involvement of third year ENSB students was around 53% noting that it is a small-scale study. Therefore, this further confirms that the student's familiarity to ECA is a bit lacking, it is true that many students engage in ECA but if we look at it in a broader way, other states in Algeria are not yet introduced to the notion of voluntary work and extracurricular activities in general.

3.2.1 Student's Involvement in Extracurricular Activities

In the interview we aimed at exploring whether students are involved and aware of ECA, the three of the interviewees noted that there isn't much involvement especially in ENSB since the president of golden teacher club highlighted that ENSB students are not exposed to the notion of voluntary work which is possibly due to their lack of understanding about its importance and impact. **Golden teacher club's president** reported: “*At ENSB not really; they still don't get the notion of volunteering and its impact on them*”. Therefore, she emphasised that there is a lack of involvement at ENSB. However, in other universities, the president stated that they usually engage more and there is higher rate of participation in Bab el Zouar and the university of Bouzereah in

comparison to the teacher training school (ENSB) she stated: “*At ENSB, not really. This is what I noticed but in the other universities like Bouzereah and Bab el Zouar, they are aware. We see more students joining clubs and becoming active in these clubs*”. In ENSB the absence of student involvement in extracurricular activities indicates a lack in the sense of social responsibility and active citizenship among students. Furthermore, the third interviewee of the English speakers club of Bab El Zouar stated that there is certain involvement to English clubs as an extracurricular activity, however, when they interviewed the new recruited members, they realized that the students are not really aware of the valuable opportunities that these clubs provide but rather join it to have fun, as reported by **English speakers club's president**: “*Everytime we recruit members we do interviews, and ask them, why are you joining the club and they answer that they want to have fun most of them want to enjoy their time so I don't think they have the exact meaning of an impact of being in a club or going through ECA*”. Some students may initially join extracurricular activities like English clubs to have fun, but along the way, they discover the valuable opportunities these clubs offer. Through participation, they not only enjoy interacting with others and engage in diverse activities but also the significant benefit of these enjoyable activities on holistic language development. As stated by the interviewees, in the last few years there is growing participation in ECA especially in Bab El Zouar however in the teacher training school of Bouzereah, awareness has not been spread and students are still not that well engaged or immersed in ECAs since they are not used to the notion of voluntary activities. In addition, some students may avoid ECA due to the busy academic schedule as they might find it difficult to make time for “extra” activities.

Since the interviewees are concerned with English clubs specifically, they emphasized that there is a growing involvement in the last few years however it is lacking in ENSB, they also stated that despite the fact that there is certain amount of students who engage in extracurricular activities the students do not actually realize the positive impact, the purpose or the significance of the activities. Therefore, according to the interviewees, the involvement started to spread recently and ENSB students are still not so familiar with ECA and English clubs specifically. In addition, according to the questionnaire, 82,3% of third year ENSB students engage in ECA in general such as book clubs and debate clubs. However, when it comes to English clubs specifically only 47% were involved.

3.2.3 The impact of ECA on EFL learners' communicative competence

The aim is to identify and explore the major impacts that ECA have on EFL learners' communicative competence based on the type of activities that the English club's presidents use in their meetings and the purpose of each.

In the English speakers' club, the interviewee stated some diverse activities that all contribute to language development. For instance, discussion groups where the learners get to select a specific topic and debate or discuss it among other learners, this type of activity can help them get rid of the fear of public speaking and even become excellent communicators where they can express and receive effectively. By engaging in discussions on various topics, learners have the opportunity to practice speaking and listening in a supportive environment. As reported by **English speakers club's president**: "*We have discussion groups where we invite EFL learners to communicate and go to a real-life environment to use the English language those are called discussion groups, we have physical and online, we are not directly teaching them how to communicate however we are doing that subconsciously through activities. Each time they can choose a topic and discuss about, we have weekly discussion groups*". Moreover, the **Golden teacher club** also mentioned that they have this exact activity in their club, as she stated: "*The most important activity which serves EFL learners especially is the weekly English classes. Actually, they are groups of students who meet each Monday for example where they talk about different topics and do different games. All of this is in English So it is an opportunity for them to practice their English*". The interviewees stated that the purpose behind using discussion groups is mainly to make the learners practice English and become better speakers to overcome any barrier of shyness and anxiety and get out of their comfort zone as confirmed by **Golden teacher club's president**: "*The purpose is to serve the student, to help them to be helpful and useful for them because as we mentioned before we are not exposed enough to English so practicing weekly English is an opportunity for them to practice their English, develop a new vocabulary, overcome their shyness and specially we will be teachers shyness is a big obstacle for us as a teachers so weekly English help them to overcome it and it is the case for me personally*". Also, the club president shared her personal experience of how ECA completely changed her personality and level, she mentioned that thanks to ECA she was able to overcome her fear of public speaking she said: "*Personally, I had very bad English. I feared speaking and communicating with others. I couldn't make a complete sentence without stopping and repeating myself each*

*time so I said I should make a step to be courageous and be courageous and get out of my comfort zone and join the club". At first she was just a member in the golden teacher club however, thanks to the supportive environment of ECA she was able to develop her communicative skills interviewee stated: "I will speak about my communicative competence as a person. So, before the clubs, I wasn't exposed to strangers. My circle was tiny, small; it was just my friends, my family. I was at ease with them. Thanks to the club, I was exposed to situations where I had to talk with strangers, with people". The interviewee emphasised that she started just as a shy introverted person that finds difficulty expressing her thoughts, she even mentioned that at first she was not even aware of the purpose behind English clubs, she said: "At the beginning I didn't get the purpose of the club in general. Why do we create clubs? Why do we join clubs?". However, after becoming a member in it, she got to develop her English skills progressively gaining more confidence each time she was put in a situation where she had to interact with others. Being placed in situations where you have to communicate, especially when you are in a supportive environment is immensely beneficial for EFL learners. In such settings, students feel encouraged to express themselves freely, knowing that it is okay to make mistakes since they are part of the learning process. English clubs foster confidence and help learners overcome any fear or hesitation they may have when speaking in the target language. Also, **WATI club's president** said: "*English clubs helped me in developing my communicative competence help me personally as a member of this club, because we deal with English speakers and sometimes even natives*"*

Furthermore, **English speakers club's president** stated that their club provide the full package for EFL learners, as an extracurricular activity that provide free services it can have a huge impact on students, English clubs provide an authentic learning experience that involve various activities such as discussion groups, eco podcasts and even English classes. Unlike paid services, which focus only on academic instruction and theory far from the actual practice of the language. English clubs offer a holistic approach that is inclusive to all the learners needs, as confirmed by **English speakers club's president**: "*within the English club we have activities that we designed them to complete each other. Let's say you have enough vocabulary but you lack communication, you can join discussion groups. Let's say you have problems with listening you can listen podcasts and if you have general lack in English like grammar and how to use words in context, you can join English classes and we have events of course and all those they can develop their*

skills". By participating in discussion groups, learners engage in meaningful conversations and develop their speaking and listening skills adding to various soft skills such as time management and so all. Also, eco podcasts allow learners to practice their listening comprehension and expose them to authentic language context and native speakers. Furthermore, English classes within the club provide structured instruction that complements other activities and help learners reinforce their language skills. **English speakers club's president** said: "*They are going to improve their working skills, time management social interaction how to deal with pressure and stress, so it is not only about the English language it is more about everything it is like a puzzle and every time we add a piece to complete the full puzzle*". Each activity, whether it is a discussion group, a podcast or English classes, serves as a piece of puzzle, contributing to the continuous development of learners' language skills. Just like assembling a puzzle where each piece gradually reveals the full picture. Overall, language learning is gradual the process unfolds step by step the more learners are immersed in the language in meaningful ways and becoming more proficient with time.

Lastly, the interviewees emphasised that English clubs and language learning is not based on theory but rather practice, **English speakers club's president** reported: "*The difference between theory and practical knowledge there is a thin line and in order to cross it or to know the link between them you have to live them both you have to live through theory and you have to live through practical activity and that's what we offer through our club*". The interviewee highlights the essence of effective learning and the importance of practice, stating that their club provides a platform for active engagement and hands-on experience, the students have the chance to apply their language skills in real-life situations.

According to the activities implemented in English clubs, it offers valuable opportunities for EFL learners and a huge impact on their skills development. For instance, discussion groups help develop their listening and speaking skills and even confidence. When the students are in a supportive learning environment they feel comfortable expressing themselves in their non-native language especially if there is no room for judgments. Students who engage in ECA start to feel a sense of belonging between their peers and they even build a strong community where they learn and grow together. Also, the echo podcasts help developing the listening skill of the students and to immerse themselves in the language and acquire a native-like experience as they listen to natives. And lastly, the

English classes where they learn grammar, vocabulary and writing. The interviewees presented the activities and their direct impact on the learner. As the essence of these activities is to actually make the learner practice the language and English ought to be learned in context, whenever the student is facing a problem or an interactive situation he/she would be able to engage effectively.

• Discussion of Findings

The third chapter has dealt with the presentation, analysis, and interpretation of the results obtained from the answers provided by the third-year ENSB EFL students of the department of English regarding the perception of third year ENSB student on the significance of extracurricular activities. This part aims to give a comprehensive and general discussion of the findings, in addition to extracting major themes stated by the participants. The findings of the study indicate that ENSB EFL students recognize that the most effective approach to learn English language is through learning the four language skills, communication, immersive learning and a mixture of fun activities. These criteria are all implemented in ECA. However, the students did not directly mention the exact term because when we asked them explicitly if they knew ECA a significant number of students were confused which indicates a lack of awareness about the exact terminology however when explained or googled they were able to properly define it. Yet, as further confirmed by the interviewees the English club presidents, there is a gap regarding the student's familiarity with ECA they do not know it's significance in EFL learning. The majority of the interviewees expressed that there is a lack of exposure or awareness towards ECA, some students know about the existence of ECA, however they haven't taken the initiative to join it because they are not familiar with its significance. students might overlook the importance of ECA in personal and academic development because they are not provided with enough exposure to the activities nor cultivation as schools, universities and establishment should promote the use of extracurricular activities in language learning.

When talking about the student's involvement or non-involvement in ECA 17,6% do not participate in ECA in general and 53% are not involved in English clubs specifically. The 17,6% mentioned that the reason behind not participating is the busy schedule within ENSB program they stated that they do not have any free time to engage in a voluntary activity and they would rather focus on their exams and school work however the golden

teacher club president stated that ENSB students are not familiar with voluntary work which can be very negative because they are missing on the valuable opportunities that ECAs provide for holistic language development, ECAs can rather promote a good academic performance than a distraction from school work . as justified in literature, according to Fredricks and Eccles (2006), participation in activities can be linked to positive academic outcomes, such as improved grades, test scores, increased school engagement, and heightened educational aspirations, with a significant emphasis on the role of activity involvement. When it comes to the involvement rate in ECA in general, the majority of the participants (82,4%) selected different activities varying from book clubs, debate teams and cultural events and festivals, yet when it comes to English clubs specifically as the chosen extracurricular activity in this research 47% stated that they are involved in it, and the participants mentioned different local English club which are the Golden teacher club, the Hive, the English speakers club and the WATI club. Based on these clubs mentioned, the interview was conducted on the presidents of the club to further explore EFL learners' rate of involvement in ECA and English clubs specifically. The interviewees emphasized that there is a growing involvement in ECA the past few years especially in Bab El Zouar. However, they stated that it is lacking in ENSB.

Based on the participants shared experiences and comments it is convenient that ECA has a huge impact on EFL learners varying from communicative skills development, soft skills, overcoming fear and anxiety and learning the language in a supportive environment, the stated impact of ECA is global as each selected theme work on enhancing the learner's communicative competence. As further confirmed by the interviewees ECA offer the full package of language learning as the authentic environment, language should be learnt in context plus the theory in order to grasp the full experience. ECA provide the students with invaluable opportunities to practice and refine their language in a real-life setting. These experiences not only improve the students' speaking, listening, reading and writing abilities but also develop various interpersonal skills, communication skills and a sense of belonging to a community.

• Limitations of the Study

Despite the valuable insights gained from the research and the study findings, acknowledgment should be made regarding the difficulties and challenges faced in the research process.

1. A key limitation in this research is the small-scale study that made it challenging to explore the data deeply, only 17 students were willing to answer the questionnaire yet students did not take it seriously and answered randomly because some answers contradicted and some were really short.
2. When it comes to the second tool for data collection, only two clubs accepted to provide some informative and valuable data that further contribute to the study findings. However, the third interview were very plain as the interviewee did not have time to answer the questions properly.
3. The small-scale study may not fully capture the ENSB students' actual familiarity and perception of ECA, many student's answers were biased probably due to the timing of data collection which was during Ramdhan as a lot of participants stated that they will not be available at the school and they would rather answer a google form.
4. Some English clubs were not willing to contribute to the research study findings as they did not answer to the interview request.

Conclusion

In general, the goal of this chapter is to present, discuss, and analyze the data collected from the questionnaire and interviews, following a deeper investigation and interpretation of the data. The analysis conducted has provided valuable insights into the subject matter at hand. By examining the data, trends, and key factors involved, we have gained a deeper understanding of the topic and identified important patterns and relationships that can help answer the research questions.

General Conclusion

This research study explored the impact of extracurricular activities on students' communicative competence. It is a case study of third-year ENSB students through a comprehensive literature review and using a questionnaire and an interview for data collection. The study investigated the role of extracurricular activities in communicative competence development. It is unquestionable that communicative competence can be acquired only through real-life practices and authentic language use, and that is what extracurricular activities provide. However, the issue is that since ECA is a voluntary activity, students might not be that familiar or aware of its significance, especially in a non-English speaking country. These voluntary educational practices are lacking a bit; however, the awareness is starting to spread in the last few years, and the most dominant extracurricular activities that students practice are book clubs and English clubs. Yet, in the presented study, we shed light on English clubs specifically, and we used the interview tool in order to explore the activities and experiences within English clubs' presidents. According to the students and club presidents' answers, ECA directly have an impact on communicative competence; it is holistic because it combines a variation of activities that facilitate and promote human interaction.

The researchers used two tools for data collection in order to investigate third-year ENSB students' perception and familiarity with ECA, to check if they are involved in ECA or not, and to explore what kind of impact these activities can have on the EFL learners. This was investigated by collecting data both from ENSB students using a questionnaire and conducting an interview on English club presidents in order to explore the richness of the extracurricular activities from diverse perspectives. By combining these methods, the research aimed to provide a comprehensive understanding of ENSB students' perceptions of ECAs, their level of involvement, and the potential benefits of participation for EFL learners.

Regarding ENSB students' perception and significance of ECA and their answers on the first data collection instrument, the questionnaire, the students were asked an indirect question to know about the most effective approach to learn a language according to them. The main emergent themes are communication, fun and diversity, the four language skills, and immersive learning. All of these themes represent extracurricular activities; however, the term was not mentioned explicitly, which indicates a lack of awareness to a certain

extent. Yet, when the students were asked to define the term explicitly, they were able to provide their definitions, and it was defined as an outside voluntary activity that helps develop and enhance skills.

In contrast, when using the second tool of data collection, which is the interview, on English clubs' presidents, they emphasized that EFL learners and ENSB students especially are lacking in terms of familiarity with voluntary work. The interviewees stated that it is true that in the capital, we have some extracurricular activities establishment and there is growing attention to it, but it should be promoted more due to its significant impact on holistic language development. Some states in Algeria are not familiar at all with any ECA such as English clubs, book clubs, or debate teams. The notion is still lacking in Algeria, and awareness should spread. The different responses between the students and the interviewees indicate a gap in awareness and understanding of extracurricular activities, particularly when it comes to language learning and development. The students' responses on the questionnaire suggest that they value aspects of language learning that align with extracurricular activities, such as communication, fun, diversity, and immersive learning, without explicitly recognizing them as ECAs. However, when asked directly about the term, they could define ECAs as outside voluntary activities that enhance skills. On the other hand, the interviewees, who are English club presidents, recognize a lack of familiarity with voluntary work among EFL learners and ENSB students, especially in regions where ECAs are not well-established. They emphasize the importance of promoting ECAs for holistic language development and note that awareness of ECAs is lacking in some parts of Algeria which highlights the presented research gap. The conclusion drawn from these different responses is that there is a need for increased awareness and promotion of extracurricular activities, particularly in the context of language learning. Both students and teachers can benefit from understanding the significance of ECAs in enhancing language skills and overall development. Efforts should be made to establish and promote ECAs, such as book clubs, cultural events, and English clubs, to foster language learning and holistic development among students as mentioned in literature review. Engaging in activities beyond regular studies, like clubs or sports, can boost both grades and social skills, according to a study by Nandita Mishra et al. (2023).

Furthermore, in order to explore the students' involvement and non-involvement with these activities, the students pointed out their motives. However, the amount of students engage in ECA in general is different from those who engage in English clubs specifically.

When it comes to the different extracurricular activities, 82.4% of students shared how they engage in them such book clubs, debate teams, and cultural events because they have a strong passion and interest towards the English language; they would take the opportunity in order to engage in any activity that is related to English, and also their main motive is to develop their skills. However, 17.6% of the participants mentioned that they would not get involved in ECA because of their busy schedule. It is believed that the students avoid any voluntary activities as they perceive it as a waste of time or a distraction from what actually matters such as the school work, but this point of view indicates a lack of awareness and familiarity with the actual chances and opportunities that ECA can provide to the holistic language development. It does not complement the school program only, but it helps develop students' confidence and communicative skills. ECA is not a distraction from the school program, but it rather complements it and it provided authentic language practice as school provides the theory. As stated in the literature, students reinforce theoretical learning from class by applying it practically in extracurricular activities (ECAs). Limited class time prevents individualized English practice, but ECAs provide students with opportunities to repeat and apply language skills (Yildiz, 2015).

In addition, in the questionnaire, focus was made upon English clubs as an extracurricular activity in order to deeply explore the students' familiarity with it, and the choice behind it is because it is a holistic activity where we find debate teams, cultural events, and even book discussions. According to the students' responses, 53% are not involved in any English clubs which is rather a high percentage taking into consideration the small-scale study and the second instrument which is the interview further confirmed that ENSB students are not familiar with English clubs and they do not have much awareness as well as some students who actually engage in ECA do not pay attention to the beneficial impact of ECA but they rather join for fun and entertainment.

The research findings suggest that while there is a significant percentage of students engaging in extracurricular activities in general, particularly those related to the English language, such as book clubs, debate teams, and cultural events, there remains a substantial portion of students who are not involved. The primary motivator for engagement among those participating is a passion for the English language and a desire to develop skills. However, a notable barrier to participation identified by some students is a perceived lack of time due to busy schedules. This viewpoint indicates a potential lack of awareness among students regarding the benefits of ECAs for holistic language development. Some

students view voluntary activities as distractions from academic priorities, suggesting a need for increased awareness about the complementary nature of ECAs alongside formal education. Participating in extracurricular activities is connected to academic success, and this connection is linked to lower rates of problematic behaviour and students leaving school early especially, students who are more actively engaged in these programs. (Arip & Yusof, 2002; Hattie, 2008 as cited in Al-Mamun et al, 2014).

Despite efforts to focus on English clubs specifically, a significant percentage of students are not involved in such activities. This finding underscores a general lack of familiarity with English clubs among ENSB students. Even among those who do participate, there is a tendency to prioritize fun and entertainment over recognizing the beneficial impact of ECAs on language development in conclusion, while a substantial number of students are engaged in extracurricular activities related to the English language, there exists a notable portion that remains uninvolved, primarily due to perceived time constraints and a lack of awareness about the benefits of ECAs. Efforts to promote awareness and highlight the complementary nature of ECAs to formal education are crucial in encouraging greater student involvement and realizing the potential for holistic language development.

Moreover, according to the findings, the 47% of participants who engaged in English clubs actually acknowledge the holistic impact that ECAs have on communicative competence. The main emergent themes regarding ECAs' impact are soft skills development, communicative skills development, getting rid of anxiety and fear of public speaking, and learning English in a supportive environment. The presented themes are basically all summarized and collected into communicative competence. The interview further explored that club presidents use the adequate activities that promote authentic language practice for the students and they also have a sense of belonging to the club. It is like a supportive community that aims to grow and learn together not only in real-life discussions and activities but also through online meetings and gatherings as mentioned in the literature. Other research from various sources has shown that social media can boost English learning in many ways. It helps with the four language skills, vocabulary, and communication skills (Abdalgane, 2022; Muftah, 2023; Sidgi, 2021) as cited by (Lim et al., 2023). English club provides the opportunity to use language in context, and communicative competence is the ability to function in an interactive setting as justified in literature. Rubin et al. (2002) confirmed that "One intuitive notion is that extracurricular activities are a place where students look to utilize, and perhaps refine and develop, their

interpersonal skills” (p. 441). Participation in extracurricular activities provides students with a platform to practice and enhance their interpersonal skills. These activities often involve collaboration, interaction with peers and mentors, and engagement in group tasks or projects, all of which require effective interpersonal communication and interaction.

To conclude, the research findings suggest that participation in ECAs significantly contributes to the development of communicative competence among EFL students. Through the cultivation of soft skills, enhancement of communicative abilities, and the creation of supportive learning environments, ECAs play a crucial role in equipping students with the necessary skills to effectively engage in interactive language use. The research investigated that ECAs are instrumental in developing communicative competence among EFL students. By bridging the gap between theory and practice, fostering a supportive learning environment, and nurturing essential interpersonal skills, ECAs empower students to thrive in their English language proficiency journey. Efforts to promote awareness and encourage participation in ECAs are essential for maximizing their benefits and ensuring comprehensive language development among students.

• Implications of the Study

This study does not aim at generalizability. Yet, it provides some valuable insights, its comprehensive and in-depth approach to exploring the impact of extracurricular activities, particularly English clubs, on the communicative competence of third-year ENSB students. By utilizing both questionnaire and the interview, the research delved into students' perceptions and experiences regarding ECAs. What makes this study particularly special is its focus on English clubs, where interviews with clubs' presidents provided a deeper understanding of the activities implemented within these clubs. This rich data collection from multiple perspectives allowed for a nuanced exploration of the role of ECAs in language learning and development. Furthermore, the study's unique context of ENSB students in Algeria adds depth to the findings, contributing valuable insights to the broader literature on language education and extracurricular activities. Overall, this study offers a thorough examination of the significance of ECAs in enhancing communicative competence among EFL students, providing insights that can inform both future research endeavors and educational practices. Also, from the students' responses in the questionnaire, specific English clubs were mentioned, indicating a level of awareness and interest among the student body. These clubs were then selected for further investigation

through interviews with their respective club presidents. By targeting the exact clubs mentioned by students, the research ensured a direct exploration of the activities and experiences within these specific clubs. This approach not only provided insight into the students' perceptions but also allowed for a deeper understanding of the dynamics and impact of these clubs on communicative competence. By aligning the interview focus with the clubs identified by the students, the research maximized the relevance and richness of the data collected, offering a comprehensive exploration of the role of English clubs in language learning and development.

• Recommendations for EFL learners and Educators

1. There should be more club establishments in universities since it is a life changing experience in which students will be able to build their own personalities and communicate with others, especially for ENSB students who are most in need for such activities that will develop their communicative skills. As future teachers we don't only educate but also we communicate not only with the student but with the parents and administration. Thus, communication is so crucial in the educational field.
2. We recommend English teachers to raise awareness among EFL university students about the significance of participating in extracurricular activities by inviting a volunteer who has been involved in such activities to share their experiences, highlighting the positive impact on their English language skills and personal development.

• Recommendations for Further Research

Based on the results of this study, various directions for more investigation could be explored in future research.

1. A comparison of various extracurricular activities like debate teams, English clubs, and cultural events could shed light on how each affects communicative competence differently.
2. Studies with a longitudinal design that monitor students' involvement over time might provide insightful information about the long-term advantages of ECAs.

3. Our knowledge would be strengthened by qualitative study that examined teachers' perceptions on the role of ECAs and concentrated on students' experiences within particular activities.

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Appendices

Appendix 1. Questionnaire

Dear students,

We are conducting a research study in the English department of the Pre-service Teacher Training of Bouzareah (ENSB) to find out how extracurricular activities affect students' communicative competence.

We would appreciate it if you could complete the following questionnaire with your free-form responses to help us in our research. Your responses will be shrouded and kept in secrecy.

Thank you for your cooperation.

Section one: Familiarity with extra-curricular activities.

Q1. As an EFL student, what do you believe is the most effective approach in learning English language?

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Q2. In your opinion, what do Extra-curricular Activities refer to?

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Q3. Could you state the reasons that influenced you to participate or not participate in extra-curricular activities?

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Section two: Extra-curricular Activities importance to EFL students.

Q4. Which of the following Extra-curricular Activities type have you participated in? (you can tick more than 1 item)

English clubs

Cultural events and festivals

Debates teams

Book clubs

Q5. What motives encouraged you to take part in the Extra-curricular activities you mention above?

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Q6. Could you describe in few words your experiences with extra-curricular activities that helped you develop your communicative competence?

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Q7. Could you share any thoughts or experiences related to English club meetings,

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Q8. Could you mention some English clubs that you are familiar with?

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Section three: the impact of specific Extra-curricular Activities on third-year ENSB student.

Q9. Could you state a few advantages you have experienced as an outcome of being involved in extracurricular activities?

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Q 10. Considering your involvement in extracurricular activities, could you share any further thoughts to improve the research study's findings?

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Thank you for your valuable collaboration

Appendix 2. Interview questions

Dear interviewees,

We are conducting a research study in the English department of the Pre-service Teacher Training of Bouzareah to find out how extracurricular activities affect students' communicative competence.

We would appreciate it if you could answer our questions to help us in our research your responses will be shrouded and kept in secrecy.

The questions:

Q1. Do you think that EFL Learners have enough exposure to English language outside the classroom?

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Q2. In a non- English-speaking country, do you think that EFL Learners are aware of extracurricular activities impacts?

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Q3. As a club president what are the activities that you use in your meetings?

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Q4. What is the purpose behind using these activities?

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Q5. What is the reason behind choosing English clubs specifically as an extracurricular activity?

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Q6. Do you think that English clubs are crucial for EFL Learners' communicative competence development?

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Q7. Through your participants feedback, were you able to achieve the desired objectives behind establishing an English club?

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Q8. Considering your expertise in ECA, could you share any further thoughts to improve the research study's findings?

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Thank you for your valuable collaboration

