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**Exploring the Impact of Extracurricular Activities on  
Communicative Competence: The Case Study of EFL Students'  
Attitudes at University of Ghardaïa**

**Dissertation Submitted to University of Ghardaïa for Obtaining the Master's Degree  
in Didactics**

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## **Dedication**

*In the Name of Allah, the Most Gracious, the Most Merciful. All praise is due to Allah alone, the Source of all wisdom, strength, and patience.*

*To my dear **father**, whose quiet strength, unwavering faith, and enduring support have always been a source of comfort and encouragement.*

*To my beloved **mother**, whose unconditional love, tireless prayers, and immeasurable sacrifices made every step of this journey possible. Her presence is my greatest blessing, and no words can truly express the depth of my gratitude and love for her.*

*To my **brothers** and **sisters**, thank you for your constant encouragement, your kindness, and for being my strength when I needed it most.*

*To all the members of **GUELLAADEM** and **AZIZI** family.*

*To my **classmates** and dear **friends**, for walking beside me through both challenges and achievements, and for reminding me that learning is not only an individual pursuit but a shared experience.*

*To my **teachers**, past and present, who lit the spark of learning in me and nurtured it with patience and wisdom.*

*And to every student who has ever felt unseen, unheard, or underestimated. May this work be a step toward building spaces where your voices and abilities can thrive.*

*This research is for you.*

**Chaima Guellaadem**

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## **Abstract**

This study explores the impact of extracurricular activities (ECAs henceforth) on the communicative competence of the English as a Foreign Language (EFL) students, with a focus on EFL students' attitudes at Ghardaïa University. While the speaking skill remains a vital component of language proficiency, many learners are constantly struggling with fluency leading them to experience high levels of communication apprehension in both academic and informal settings. ECAs offer a supportive, low-anxiety environment where students can engage in meaningful interaction beyond the constraints of the classroom. Opting for a case study and a descriptive design, this research is carried out via adopting a mixed-methods approach by means of both questionnaires semi-structured interviews. These research instruments were distributed to students from various academic levels at the University of Ghardaïa, and the interviews were conducted with both students and teachers to gather diverse and in depth perspectives. The findings indicate that students generally hold positive attitudes toward the use of ECAs, recognizing their quintessential role in enhancing fluency, building strategic and discourse competence, and significantly reducing communication apprehension. Moreover, students reported increased confidence in using English spontaneously and purposefully in real-world contexts. The study recommends the integration of structured extracurricular programmes within university curricula to foster communicative competence and reduce anxiety associated with speaking in a foreign language.

**Key-words:** communicative competence, extracurricular activities, EFL learners, communication apprehension, oral communication.

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## **List of Acronyms**

**CA:** Communication Apprehension

**CC:** Communicative Competence

**CLA:** Communicative Language Ability

**CLT:** Communicative Language Teaching

**EC:** Extra-Curricular

**ECA:** Extra-Curricular Activity

**EFL:** English as a foreign language.

**ELT:** English language teaching.

**FL:** Foreign Language

**ICT:** Information and Communications Technology.

**L2:** Second Language

**SEL:** Social Emotional Learning

**TBL:** Task-based learning

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# **General Introduction**

## **General Introduction**

1. Background to the Study
2. Statement of the Problem
3. Significance of the Study
4. Research Objectives
5. Research Questions
6. Research Hypotheses
7. Research Methodology
8. Limitations of the Study
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### General Introduction

#### 1. Background to the Study

Nowadays, communicative competence has become a crucial goal in English as a Foreign Language (EFL) education. It is no longer sufficient for learners to merely memorise grammar rules and vocabulary lists; instead, they are expected to use the language fluently, appropriately, and effectively in real-life situations. This shift reflects broader changes in language teaching methods, where the emphasis has moved from teacher-centred instruction to more interactive, learner-centred approaches position the learners at the centre of the learning process and enhances their expressiveness (Bouguelmouna & Cherairia, 2017). As a result, improving students' ability to communicate has become a top priority in many EFL programmes around the world.

University, in this regard, is not only a place for academic instruction but also a vital environment for social interaction, personal growth, and the development of practical skills. It provides students with a unique space to acquire knowledge, build relationships, and prepare for real-world challenges. For EFL learners in particular, the university setting should be a place where language is lived and experienced not just studied in theory. It offers the opportunity to practise English in a variety of contexts, both formal and informal, helping students to become more effective communicators.

In this context, extracurricular activities (ECAs) represent an essential yet often underutilised component of university life. These activities, which include language clubs, debates, discussion groups, and educational games, offer students meaningful ways to practise English outside the traditional classroom. When well-structured, ECAs may foster communicative competence, strengthen confidence, and create authentic contexts for language use, which are crucial for mastering a foreign language (Richards, 2008; Stephens & Schaben, 2002). They help develop not only grammatical and lexical knowledge but also other aspects of communicative competence such as sociolinguistic awareness, discourse organisation, and strategic communication.

However, in many non-English-speaking environments, students are often limited to classroom-based instruction with little to no access to real communicative practice. This issue is particularly noticeable at the University of Ghardaïa, where the English department currently lacks official extracurricular programmes tailored to support students' language

learning beyond formal instruction. Observations indicate that many students hesitate to speak in class due to shyness, low confidence, or fear of making mistakes. These factors reduce interaction and delay linguistic development, especially in oral communication.

Given this context, the present study seeks to explore EFL students' attitudes toward the impact of extracurricular activities on their communicative competence at the University of Ghardaïa. By examining learners' perceptions across different academic levels, the study aims to understand how participation in learner-centred, interaction-based activities is viewed in terms of its potential to enhance communicative competence, increase engagement, and reduce communication apprehension in English language use.

### **2.Statement of the Problem**

Many EFL students struggle to communicate effectively in English despite years of formal instruction. This gap is often due to limited practice opportunities and a lack of confidence in real-life communication. Traditional classroom settings may not sufficiently develop students' communicative competence, especially when it comes to spontaneous interaction. Extracurricular activities (ECAs) offer a practical context for students to engage in meaningful communication, which may enhance their language use and reduce communication apprehension. However, the role of ECAs in improving communicative competence remains underexplored in the Algerian EFL context, particularly at the University of Ghardaïa. Therefore, this study aims to explore EFL students' attitudes toward the impact of ECAs on their communicative competence and examine whether such activities can support language development and reduce anxiety in using the language.

### **3.Significance of the Study**

This research endeavours to investigate the role of extracurricular activities in enhancing the communicative competence of EFL learners, with a particular focus on exploring students' attitudes and perceptions at the University of Ghardaïa. Rather than limiting its scope to one academic level, the study includes English students from various levels to obtain a broader understanding of their views on extracurricular engagement as a complementary approach to formal language instruction. It explores the potential of such activities to foster communicative development across the four core components of communicative competence grammatical-linguistic, sociolinguistic, discourse, and strategic.



Furthermore, the study aims to examine whether participation in extracurricular activities can help reduce communication apprehension and encourage more confident use of English in real-life contexts. By gathering insights into students' experiences, challenges, and perceived benefits, this research aims to shed light on how extracurricular activities are viewed by EFL learners and how they may influence communicative development. These insights may serve as a basis for further investigation and may inform future efforts to integrate more student-centred practices into English language learning within similar contexts.

Additionally, the study aspires to raise awareness among both EFL learners and teachers about the pedagogical value of extracurricular engagement and the importance of creating opportunities beyond the classroom to practise and refine communicative skills. Ultimately, it underscores the necessity of adapting language instruction to incorporate interactive, meaningful experiences that reflect learners' interests, needs, and real-world communicative demands.

### 4. Research Objectives

This research aims:

1. To assess EFL students' self-perceived levels of communicative competence across its four core components: grammatical-linguistic, sociolinguistic, discourse, and strategic competence.
2. To identify the types and causes of communication apprehension experienced by EFL students and examine how these are shaped by personal and contextual factors.
3. To investigate students' previous exposure to extracurricular activities and their overall attitudes toward their role in language learning.
4. To examine students' perceptions of how extracurricular activities may help reduce communication apprehension.
5. To explore students' views on the effectiveness of extracurricular activities in enhancing their communicative competence, particularly in speaking and interactive use of English.

### 5. Research Questions

This study attempts to answer the following questions:

1. What is the self-perceived level of communicative competence among EFL students at the University of Ghardaïa, as reflected in its core components: grammatical-linguistic, sociolinguistic, discourse, and strategic competence?
2. What types of communication apprehension do EFL students at the University of Ghardaïa experience, and what factors contribute to these feelings?
3. What are EFL students' experiences with and attitudes toward extracurricular activities at the University of Ghardaïa?
4. How do EFL students perceive the role of extracurricular activities in reducing communication apprehension?
5. What are the students' perceptions of the role of extracurricular activities in developing their communication skills in English?

### 6. Research Hypotheses

In order to answer these research questions, this study hypothesize that:

1. It is hypothesized that EFL students perceive varying levels of communicative competence across the four core components. Some sub-skills are likely to be perceived as stronger than others.
2. It is hypothesized that students experience differing types of communication apprehension due to personal and contextual factors.
3. It is hypothesized that students have limited experience with extracurricular activities but generally hold positive attitudes toward their potential benefits.
4. It is hypothesized that students perceive extracurricular activities as helpful in reducing communication apprehension by fostering a supportive, low-pressure environment.
5. It is hypothesized that students view extracurricular activities as valuable tools for developing their communicative skills, especially in speaking and interaction.

### 7. Research Methodology

For the purpose of exploring EFL students' attitudes toward the impact of extracurricular activities on communicative competence, this study adopts a descriptive mixed-methods approach that integrates both quantitative and qualitative data collection

tools. The research involved English students from different academic levels at the University of Ghardaïa.

The quantitative data were gathered through a structured questionnaire distributed to students. The questionnaire comprised five main sections: general background information, a self-assessment scale of communicative competence based on Canale and Swain's (1983) model (covering grammatical-linguistic, sociolinguistic, discourse, and strategic components), items related to students' experiences with and attitudes toward extracurricular activities, a communication apprehension scale, and questions regarding students' availability and willingness to participate in extracurricular programs.

To enrich the findings and explore student and teacher perspectives in more depth, qualitative data were collected through interviews and observations. Semi-structured interviews were conducted with two teachers and four students who had actively participated in a student-led English workshop. These interviews aimed to gather insights into their views on the benefits and challenges of using extracurricular activities to support communicative development.

### **8.Limitations of the Study**

1. This study is limited to English students at the University of Ghardaïa and focuses solely on their perceptions of and participation in extracurricular activities aimed at enhancing their communicative competence; therefore, the findings may not apply to students from other universities or contexts.
2. The study relied on self-reported data through questionnaires and interviews, which can sometimes be biased or not fully accurate.
3. Differences in students' language levels, motivation, and outside exposure to English may have influenced the results.

### **9.Organization of the Dissertation**

The dissertation is divided into two parts: the theoretical part and the practical part. The theoretical part comprises two sections. The first section provides an overview on Communicative Competence and its definitions, and discusses the different models, Communication Apprehension, Communicative Language Teaching, and the assessment of Communicative Competence. The second section offers a general overview of Extracurricular Activities, their characteristics, and their

significance in the learning process, particularly in enhancing the communicative skills of EFL learners. The practical part of this dissertation focuses on analysing the data collected from the students' questionnaire and the semi-structured interviews conducted with two teachers and four students who participated in a student-led extracurricular workshop.

# **Part One**

## **Literature Review**

## **Chapter One: Communicative Competence**

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## Introduction

Effective communication is an essential component of successful language use and is widely recognized as a central goal in English as a Foreign Language (EFL) instruction. Within this context, communicative competence has emerged as a fundamental concept, reflecting learners' ability not only to use grammatical structures accurately but also to interact meaningfully and appropriately in diverse social contexts. According to Hymes, language education should go beyond the structural aspects of language to include the social rules of communication, thus emphasizing the need for a broader and more integrated approach to teaching language skills.

In recent decades, language educators and researchers have developed various models of communicative competence, each attempting to capture the multifaceted nature of communication. These models commonly encompass grammatical, sociolinguistic, discourse, and strategic components, among others, and have served as the theoretical foundation for modern teaching approaches such as Communicative Language Teaching (CLT). CLT, in turn, places communicative competence at the heart of its pedagogy, encouraging the use of interactive, learner-centred activities designed to simulate authentic communication using a variety of modes so as to enhance students' engagement (Bouguelmouna & Benzoukh, 2021).

However, one of the persistent barriers to communicative success in EFL contexts is communication apprehension learners' fear or anxiety related to using the language in real-life situations. This psychological factor can hinder oral performance, limit participation, and reduce the effectiveness of communicative practice. For this reason, it is essential to explore not only the cognitive and linguistic aspects of communicative competence, but also the emotional and social dimensions that affect learners' performance.

In response to these challenges, educational institutions have increasingly recognized the value of incorporating extracurricular activities (ECAs) into the language learning process. ECAs, such as English clubs, debates, role plays, and peer discussions, provide learners with practical, low-anxiety environments where they can apply language skills in meaningful contexts. These activities promote collaborative learning, encourage autonomy, and foster greater motivation, all of which contribute to the development of communicative competence.

This chapter is divided into two sections. The first section provides a comprehensive overview of communicative competence, tracing its historical development and theoretical

foundations. It explores key models, including those of Hymes, Canale and Swain, Bachman, Celce-Murcia et al., and Alcon, and discusses related topics such as communication apprehension, its impact on learners, and current assessment practices. It also reviews the principles of Communicative Language Teaching and its integration with social-emotional learning. The second section focuses on extracurricular activities, beginning with a historical overview, definitions, and characteristics. It further examines the role of ECAs in language learning, particularly their potential in enhancing communicative competence, and concludes with a synthesis of previous empirical studies on the subject.

## 1.1. Communicative Competence

Communicative competence has emerged as a pivotal concept in applied linguistics and language pedagogy, particularly in response to the limitations of traditional grammatical theories. To gain a comprehensive understanding of this multidimensional construct, it is essential to examine its historical development, foundational definitions, and the various theoretical models that have shaped its conceptualization over time. The following sections explore the origins of communicative competence, offer key definitions, and present influential models proposed by leading scholars in the field .

### 1.1.1. Historical Background of Communicative Competence

The concept of communicative competence emerged as a reaction to the limitations of earlier linguistic theories, which prioritized the idealized and decontextualized understanding of the language. While the 1960s marked the beginning of its empirical exploration, a deeper historical trace reveals that foundational ideas date back to the early 20th century. In 1916, the Swiss linguist Ferdinand de Saussure introduced a distinction between *langue*, *parole*, and *language* in his posthumously published work *Cours de Linguistique Générale*. According to Saussure (1916), *langue* refers to the structured, social system of language shared by a community; *parole* is the individual, actualized use of language in speech; and *language* (language) incorporates both elements as an integrated whole. Lyons (1996) elaborated on these terms, explaining that *language* is a universal human capacity, *langue* represents a supra-individual societal structure, and *parole* is the concrete, observable manifestation of the speech.

Building upon (and diverging from) Saussure's structuralist legacy, Noam Chomsky introduced the concepts of competence and performance in the 1960s. For Chomsky (1965), **competence** signifies the speaker-hearer's internalized knowledge of their language rules, while **performance** encompasses the actual use of language in real-life situations. Chomsky's linguistic theory centres around an idealized speaker-listener in a completely homogeneous speech community one that is unaffected by memory limitations, distractions, or other performance-related variables (Chomsky, 1965, pp. 3–4). His theory posits that competence is innate and universal, an inherited mental capacity that emerges without formal instructions particularly within the domain of first language acquisition.

Despite the influence of Chomsky's transformational-generative grammar, his abstract approach faced widespread criticism. Many scholars challenged the artificial idealization of

language use and its disregard for the social dimensions of communication. Notably, Hymes (1972) argued that Chomsky's theory, even as rigorous in its grammatical scope, was excessively idealistic and did not account for the sociocultural factors that shape actual language use. Hymes contended that the notion of linguistic competence alone could not explain how language functions meaningfully in context. In response, he introduced the concept of **communicative competence**, which includes not only grammatical knowledge but also the ability to use language appropriately across different social situations.

Hymes (1972) emphasized that a theory of language must integrate both grammaticality and acceptability, asserting that true competence involves knowing not just how to form grammatically correct sentences, but also when and how to use them appropriately. As he stated: "I should see competence as the most overarching phrase for an individual's capabilities. Competence relies on both tacit knowledge and the capacity to apply it. Knowledge is, therefore, separate from competence (of which it is a component)" (as cited in Knapp & Seidlhofer, 2009, p. 493).

In essence, Hymes redefined competence as a dynamic and socially grounded concept, situating language use within real-life contexts of interaction. Unlike Chomsky's purely cognitive model or Saussure's structural distinctions, Hymes offered a more holistic view of language one that integrated the individual, the social, and the functional. He did not dismiss the importance of grammatical knowledge but rather proposed that such knowledge alone is insufficient for effective communication. This nuanced view is echoed by Wolfson (1989), who argued that grammatical competence is not separate from communicative competence, but an "*intrinsic part*" of it.

Nonetheless, Hymes' broader vision has often been misunderstood in language education, where some practitioners have mistakenly treated communicative competence as the rejection of grammar instruction. In reality, communicative competence necessitates the integration of form, function, and context highlighting that successful communication depends on the interplay between linguistic rules and their appropriate use.

### 1.1.2. Definition of Communicative Competence

The concept of communicative competence has been a subject of extensive discussion in linguistics, sociolinguistics, and communication studies. Before exploring its definitions, it is essential to first examine the meanings of its two foundational components: communication and

competence. Understanding these terms individually provides a basis for comprehending how they combine to form the broader concept of communicative competence.

### 1.1.2.1. Communication

The term communication originates from the Latin word *communicare*, meaning “to share” or “to make common.” (Online Etymology Dictionary, n.d.-a). It refers to the process of exchanging information between individuals through verbal and nonverbal means. A widely accepted definition describes communication as the transmission and reception of messages through a shared system of symbols, signs, or behaviour. Lane (2000) defines communication competence as “the degree to which a communicator’s goals are achieved through effective and appropriate interaction.” This highlights that communication is not merely about conveying information but also ensuring that the message is successfully understood within a specific social context. Furthermore, communication is recognized as one of the essential “4Cs” of 21<sup>st</sup>-century skills alongside collaboration, critical thinking, and creativity, underscoring its role as a foundational skill for academic success, career readiness, and active citizenship in an increasingly globalized world (Partnership for 21<sup>st</sup> Century Learning [P21], 2009).

Communication can be categorized into two types, each serving distinct functions in human interaction. Verbal communication involves the use of spoken or written language to convey messages, ensuring clarity and precision in exchanging ideas. Nonverbal communication, on the other hand, encompasses gestures, facial expressions, body language, and other visual cues that transmit meaning without words (Britannica, n.d.). These two forms of communication work in tandem, reinforcing meaning and enhancing the effectiveness of interpersonal interactions.

### 1.1.2.2. Competence

The term competence is derived from the Latin *competentia*, meaning “agreement” or “capability.” Its modern sense referring to an “adequate capacity or ability to deal with what is at hand” developed by the late 18<sup>th</sup> century (Online Etymology Dictionary, n.d.-b). In a general sense, competence refers to the ability to perform a task successfully or efficiently. However, its definition varies across disciplines. In linguistics, competence gained prominence through Noam Chomsky (1965), who introduced linguistic competence as “the speaker-hearer’s knowledge of his language” (p. 3). According to Chomsky, competence represents the abstract mental capacity that allows speakers to produce grammatically correct sentences. However, this

definition was later criticized for being too narrow, as it ignored the functional and social aspects of language use.

Beyond linguistics, competence has also been explored in psychology and communication studies. For instance, Backlund (1977) defined communicative competence as *“the ability of an interactant to choose among available communicative behaviour in order that he (she) may successfully accomplish his (her) own interpersonal goals during an encounter while maintaining the face and line of his (her) fellow interactant within the constraints of the situation”* (p. 16). This definition highlights that competence is not merely about knowledge but also about the ability to apply it effectively in real-life interactions. Overall, competence is the combination of knowledge, skills, and mental competencies to yield a competent behaviour (Bouguelmouna & Cherairia, 2017).

### 1.1.2.3. Communicative Competence

The term communicative competence emerged in sociolinguistics as an expansion of Chomsky’s concept of linguistic competence. Dell Hymes (1972) introduced communicative competence as a reaction to the limitations of Chomsky’s theory, arguing that knowing a language involves more than just grammatical accuracy. Hymes asserted that a speaker must also understand how to use language appropriately in different social contexts. He defined communicative competence as *“the ability to use language not only correctly but also appropriately, depending on the context, audience, and purpose of communication”* (as cited in Saville-Troike, 2003, p. 18).

Several scholars have since refined and expanded the concept. Canale and Swain (1980) proposed a model that categorized communicative competence into grammatical, sociolinguistic, and strategic components. This multidimensional view integrates not only knowledge about language but also the ability to use it purposefully and adaptively in authentic interactions.

Similarly, Savignon (1972) emphasized the performative and developmental aspects of communicative competence. She argued that competence is best understood through language performance in real communicative settings, where speakers must respond dynamically to interlocutors and contextual cues. For Savignon, communicative competence is not a fixed body of knowledge but an evolving ability that grows through interaction and is shaped by social experience.

Later, Bachman (1990) introduced the broader term communicative language ability, integrating language competence with the ability to use language effectively in specific situational contexts. His model placed strong emphasis on pragmatic and strategic components, aligning with Widdowson's idea of communicative capacity as an active, functional skill.

Thus, communicative competence is now recognized as a comprehensive and evolving construct that encompasses linguistic knowledge, sociocultural awareness, pragmatic sensitivity, discourse management, and strategic adaptability. This holistic understanding reflects a broader shift in applied linguistics from a purely cognitive view of language learning to a socially situated, interaction-driven model.

The following table provides a chronological summary of major definitions of communicative competence:

**Table 1 : Major definitions of communicative Competence** (Adapted from Chomsky, 1965; Hymes, 1972; Savignon, 1972; Canale & Swain, 1980; Widdowson, 1983; Bachman, 1990; Ellis, 1994; Bagaric, 2007)

Linguists	Definition of Communicative Competence
Chomsky (1965)	Abstract abilities speakers possess that enable them to produce grammatically correct sentences in language (knowledge of structure of language).
Hymes (1971)	The underlying knowledge a speaker has of the rules of grammar including phonology, orthography, syntax, lexicon, and semantics, and the rules for their use in socially appropriate circumstances.
Savignon (1971)	The ability of classroom language learners to interact with other speakers, to make meaning as distinct from their ability to recite dialogues or perform on discrete point tests of grammatical knowledge
Canale & Swain (1980)	Communicative competence as a synthesis of knowledge of grammatical principles, knowledge of how to use language in social context in order to fulfil communicative functions, and knowledge of how to combine utterances and communicative functions with respect to discourse principles and skill needed for communication.

<b>Widdowson (1983)</b>	Communicative competence as the knowledge of linguistic and sociolinguistic conventions and the ability to use knowledge as means of creating meaning in language.
<b>Bachman (1990)</b>	A model that includes both linguistic and pragmatic competence.
<b>Ellis (1994)</b>	Communicative competence is the knowledge that users of a language have internalized to enable them to understand and produce messages in the language.
<b>Bagari (2007)</b>	A competent language user should possess not only knowledge about language but also the ability and skill to activate that knowledge in a communicative event

### 1.1.3. Models of Communicative Competence

Since Hymes (1972) introduced the concept of communicative competence, several scholars have proposed models to describe its components, expanding its scope from a purely linguistic perspective to a more functional, social, and pragmatic understanding of language use.

#### 1.1.3.1 Hymes' Model of Communicative Competence (1972)

Hymes first introduced the concept of communicative competence in response to Chomsky's (1965) theory of linguistic competence. Chomsky had argued that the goal of linguistic theory is to define the idealized speaker-hearer's grammatical knowledge, independent of external social factors. However, Hymes (1972) challenged this notion, emphasizing that language is not just a mental system but also a social practice.

Hymes (1972) criticized the competence-performance distinction, arguing that language knowledge must include not only grammatical competence (knowledge of syntax, morphology, phonology, and semantics) but also sociocultural competence, which encompasses an understanding of when, where, and how to use language appropriately. Unlike Chomsky, who defined competence as merely the ability to form correct sentences, Hymes insisted that competence should also include knowledge about when and where certain linguistic forms are appropriate.



To achieve successful communication, Hymes (1972) proposed four key parameters: possibility, feasibility, appropriateness, and actual performance (as cited in Cook, 2003, p. 42). These parameters address different aspects of language use and its effectiveness in real-life communication. This framework raises four essential questions:

- 1) Whether a linguistic structure is formally possible within the grammatical system of a language.
- 2) Whether it is feasible given cognitive and processing constraints.
- 3) Whether it is appropriate in the given social and contextual setting.
- 4) Whether it is actually used in real communication and how it functions in practice (Hymes, 1972, p. 281).

#### **1.1.3.1.1. Possibility**

The first component of communicative competence, possibility, pertains to the structural constraints of language, focusing on what is linguistically permissible. Hymes (1972) explains that this dimension relates to the underlying linguistic rules that determine whether a word, phrase, or sentence adheres to the grammatical and phonological conventions of a language (p. 284). Speakers with communicative competence can distinguish between what is structurally valid and what is not. For instance, while the phrase “Me go sleep now” may be comprehensible, it violates English grammatical rules, unlike the structurally correct alternative “I am going to go to sleep now.” However, competent speakers may also intentionally break these rules for communicative effect, such as in poetic or colloquial speech, an evident to this is Ringo Starr’s well-known phrase “a hard day’s night”, which, despite being semantically unconventional, communicates meaning effectively through its playful structure (as cited in Cook, 2003, p. 42). Essentially, this parameter is closely linked to grammaticality, as it defines what is structurally possible within a language system (Hymes, 1972, p. 284).

#### **1.1.3.1.2. Feasibility**

The second element, feasibility, refers to the cognitive and psycholinguistic constraints that influence whether a sentence can be understood and processed by the human mind. Hymes (1972) highlights factors such as memory limitations and syntactic complexity, which affect whether a linguistic construction can be easily processed by the human mind (p. 285). While

some sentences may be grammatically correct, they may not be easily comprehensible due to their complexity. For example, the rules of English grammar make it possible to expand a noun phrase, and make it more specific, by adding a relative clause. Thus 'the cheese' can become 'the cheese the rat ate'. Likewise, 'the rat' can become 'the rat the cat chased'. In theory, this should allow us to expand a sentence infinitely as follows:

*The cheese was green.*

*The cheese the rat ate was green.*

*The cheese the rat the cat chased ate was green.*

*The cheese the rat the cat the dog saw chased ate was green.*

*The cheese the rat the cat the dog the man beat saw chased ate was green (as cited in Cook, 2003, p. 43).*

These last two sentences, however, despite being grammatically correct, are unlikely to be effective in real communication. In fact, they appear more awkward and confusing than a grammatically incorrect sentence such as “Me go sleep now.” While structurally possible, they lack communicative practicality because their excessive use of embedded clauses makes them extremely hard to process (as cited in Cook, 2003, p. 43). Moreover, feasibility also involves phonetic constraints, such as tongue twisters that are grammatically correct but difficult to articulate fluently.

### **1.1.3.1.3. Appropriateness**

The third dimension, appropriateness, refers to the suitability of language use within a specific sociocultural and contextual setting. Hymes (1972) argues that communicative competence extends beyond grammatical correctness to include an understanding of what is socially and culturally acceptable in different contexts (p. 286). A sentence or phrase may be grammatically correct but inappropriate in certain situations. For instance, addressing a police officer as "darling" is socially inappropriate, just as using slang in a formal academic paper is contextually unsuitable (as cited in Cook, 2003, p. 44). Furthermore, Hymes emphasizes that appropriateness is not limited to verbal communication but extends to non-verbal elements such as dress codes. A clear example is the contrast between Western and Islamic cultural norms regarding women's attire, while short clothing may be socially acceptable in Western societies,

it is considered inappropriate in many Islamic societies. The reverse can also cause cultural friction, such as Muslim women feeling pressure to uncover their heads in Western contexts (as cited in Cook, 2003, p. 44). This demonstrates that communicative competence involves sensitivity to cultural norms and expectations. Additionally, appropriateness also encompasses pragmatic politeness strategies, such as the use of honorifics in Japanese to signal social hierarchy. As Hymes emphasizes, these decisions are deeply embedded in cultural values and social expectations, making communicative competence a negotiation of not only meaning but also identity and social harmony.

#### **1.1.3.1.4. Performance (Attestedness)**

Performance refers to the real-life use of language and how frequently certain linguistic forms occur in communication. According to Hymes (1972), linguistic competence should not only focus on what is theoretically possible but also on what is commonly practiced in discourse (p. 286). He emphasizes two critical aspects: the probability of occurrence and structural change. A linguistic structure may be possible, feasible, and appropriate, yet still not be commonly used in actual speech or writing. An example of this is the phrase “chips and fish.” While this phrase is grammatically correct (possible), easily processed (feasible), and culturally appropriate, it is rarely used because “fish and chips” is the conventionally preferred phrase (as cited in Cook, 2003, p. 44). Similarly, certain archaic words, though grammatically possible, are no longer used in contemporary discourse. Performance is also shaped by register variation, where certain expressions are more common in informal speech than in formal writing.

In a nutshell, Hymes’ model revolutionized linguistic theory by shifting attention from abstract grammatical structures to real-world communication. His framework provided a foundation for later models that expanded on communicative competence, influencing both linguistic research and language teaching. By integrating grammatical, cognitive, and sociocultural dimensions, Hymes demonstrated that effective communication depends not just on knowing a language but also on using it appropriately in various contexts. His work continues to inform modern approaches to language education and remains a cornerstone of communicative language teaching (CLT).



**Figure 1: Hymes' Model of Communicative Competence (1972)**

### **1.1.3.2. Canale and Swain's Model of Communicative Competence (1980)**

Canale and Swain (1980) expanded on Hymes' work by conceptualization of communicative competence as the combination of knowledge and skills necessary for effective communication. They defined it as the connection between grammatical knowledge and the ability to use language appropriately in social interactions. According to their framework, communicative competence comprises three core areas of knowledge: grammatical competence (understanding linguistic rules), sociolinguistic competence (knowing how to use language appropriately in different social contexts), and strategic competence (Use of verbal and non-verbal strategies to compensate for gaps in language proficiency) (Canale& Swain, 1980, p. 6).

In contrast to Hymes' (1972) assertion that grammatical rules are meaningless without rules for language use, Canale and Swain (1980) argued that the reverse is also true:

*"Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel that there are rules of language use that would be useless without the rules of grammar."* (Canale& Swain, 1980, p. 5)

To further develop their model, Canale (1983) refined their framework by adding a fourth component: discourse competence. This expansion emphasized the importance of structuring speech and writing in a way that ensures cohesion and coherence.

#### **1.1.3.2.1. Grammatical Competence**

Grammatical competence refers to the understanding of the linguistic system, including vocabulary, morphology, syntax, semantics, and phonology. Canale and Swain (1980) emphasized that this competence is foundational in any communicative approach, as it enables learners to construct linguistically accurate sentences that convey precise meanings (p. 29-30).

#### **1.1.3.2.2. Sociolinguistic Competence**

Sociolinguistic competence involves mastery of sociocultural and discourse-related rules of language use. It concerns the ability to adapt language according to social norms, levels of formality, and cultural expectations. Canale and Swain (1980, p. 30) argued that this competence ensures that language is used appropriately within specific communicative events, as outlined by Hymes.

#### **1.1.3.2.3. Strategic Competence**

It refers to a set of communication strategies that help speakers maintain interaction and overcome difficulties in communication. These strategies include paraphrasing, circumlocution, non-verbal cues, and clarification requests. Canale and Swain (1980, p. 30) highlighted that strategic competence plays a crucial role in compensating for linguistic gaps, particularly in second language learning. However as Stern (1978) has pointed out, such 'coping' strategies are most likely to be acquired through experience in real-life communication situations but not through classroom practice that involves no meaningful communication.

#### **1.1.3.2.3. Discourse Competence**

Discourse competence was introduced by Canale (1983) as an extension of the original model. He distinguished it from sociolinguistic competence, arguing that while sociolinguistic competence pertains to cultural and contextual appropriateness, discourse competence focuses on cohesion and coherence in speech and writing (Cited in Pilar, 2005, p.52). Pilar (2005) explained that, based on Canale and Swain's (1980) framework, discourse competence refers to the ability to organize forms and meanings to produce coherent and cohesive stretches of language (p. 52). By integrating these four components, Canale and Swain's model provided a comprehensive framework for assessing language proficiency beyond grammar. Their work

significantly influenced communicative language teaching (CLT) methodologies, emphasizing the need for learners to develop both linguistic accuracy and practical language use in real-world interactions.



**Figure 2: Canale and Swain's Model of Communicative Competence (1980)**

### **1.1.3.3. Bachman's Communicative Language Ability (CLA) Model (1990)**

A decade after Canale and Swain's model, Bachman (1990) proposed a more detailed and refined model called Communicative Language Ability (CLA). Bachman argued that competence alone is not enough, language ability also includes the capacity to implement that competence effectively in communication. His model is structured around three fundamental components: language competence, strategic competence, and psycho-physiological mechanisms.

#### **1.1.3.3.1. Language Knowledge**

Bachman and Palmer (2010) defined language knowledge as a domain of stored information that enables individuals to construct and interpret discourse. Bachman categorized language knowledge into two primary types: organizational knowledge and pragmatic knowledge.

### ***1.1.3.3.1.1. Organizational Knowledge***

Organizational knowledge encompasses the ability to produce and comprehend grammatically correct sentences and coherent texts. According to Bachman (1990), this knowledge is further divided into grammatical and textual knowledge. Grammatical knowledge includes aspects such as vocabulary, syntax, phonology, and graphology, which contribute to forming structurally correct utterances. On the other hand, textual knowledge pertains to the ability to generate and interpret cohesive and coherent texts (Bachman & Palmer, 2010, pp. 44-45).

### ***1.1.3.3.1.2. Pragmatic Knowledge***

Pragmatic knowledge is essential for constructing and interpreting discourse in a way that aligns with communicative objectives. It reflects the ability of a speaker or writer to achieve intended meanings through language use (Bachman & Palmer, 2010, p. 46). Pragmatic knowledge is further divided into functional and sociolinguistic knowledge.

#### ***1.1.3.3.1.2.1. Functional Knowledge***

Bachman (1990) referred to functional knowledge as "illocutionary competence," which pertains to understanding and performing speech acts. For instance, the utterance "It's cold in here" could serve as a factual statement, a warning, or a request, depending on the communicative context (Bachman & Palmer, 2010, p. 46). Functional knowledge includes four categories of language function: ideational, manipulative, heuristic, and imaginative functions.

- **Ideational functions** involve expressing and interpreting real-world meanings, such as informing, sharing knowledge, or expressing emotions.
- **Manipulative functions** enable language users to influence their surroundings and encompass instrumental (e.g., requests, suggestions), regulatory (e.g., commands, laws), and interpersonal functions (e.g., compliments, apologies).
- **Heuristic functions** relate to acquiring and expanding knowledge about the surrounding world.
- **Imaginative functions** involve using language creatively to construct imaginary or fictional scenarios (Bachman & Palmer, 2010, pp. 46-47).

#### ***1.1.3.3.1.2.2. Sociolinguistic Knowledge***

Sociolinguistic knowledge pertains to the ability to use language appropriately within specific social and cultural contexts. It includes mastery of genres, dialects, registers, idiomatic

expressions, cultural references, and figures of speech (Bachman & Palmer, 2010, p. 47). Each society develops distinct conventions for communication, such as appropriate levels of formality, idiomatic usage, and cultural allusions. Dialectal knowledge covers both social and regional language variations, while register knowledge involves adjusting language to different levels of formality. Additionally, knowledge of cultural references and figures of speech includes metaphorical expressions and meanings specific to cultural contexts (Bachman & Palmer, 2010, p. 48).

### 1.1.3.3.2. Strategic Competence

Strategic competence, as conceptualized by Bachman (1990), extends the frameworks proposed by Faerch and Kasper (1984) by incorporating three core components: assessment, planning, and execution.

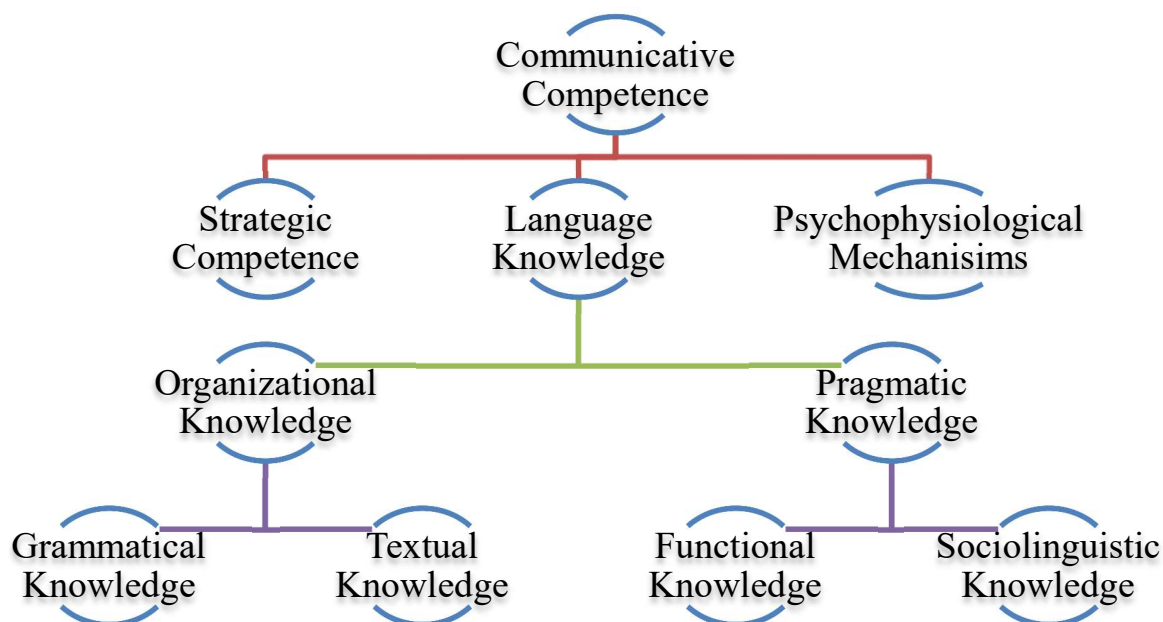
- **Assessment component:** Identifies the linguistic and contextual elements needed to achieve a communicative goal. It evaluates both the speaker's competencies and the Interlocutor's knowledge to determine the extent to which communication objectives are met (Bachman, 1990, p. 100).
- **Planning component:** Involves selecting and organizing linguistic resources to ensure successful communication. This process integrates language knowledge, topical knowledge, and schema activation (Bachman & Palmer, 2010, p. 52).
- **Execution component:** Engages psychological mechanisms to implement the planned communication strategies effectively (Bachman, 1990, p. 103).

### 1.1.3.3.3. Psycho-Physiological Mechanisms

Psycho-physiological mechanisms refer to the neurological and cognitive processes underlying language production and comprehension. These mechanisms govern the physical execution of language, such as speech articulation and auditory perception (Bachman, 1990, p. 84). Bachman and Palmer (2010) further elaborated on strategic competence, viewing it as a set of meta-cognitive strategies based on Sternberg's model of intelligence. These strategies encompass planning, monitoring, and evaluating cognitive processes involved in problem-solving. Meta-cognitive strategies function in goal setting, self-assessment, and task planning, reinforcing the dynamic nature of language use (Bachman & Palmer, 2010, pp. 48-49).



Bachman's model marked a significant advancement in communicative competence theory because it emphasized language processing mechanisms and the dynamic interaction between different competencies.



**Figure 3: Bachman's Communicative Language Ability (CLA) Model (1990)**

#### 1.1.3.4. Celce-Murcia et al.'s Model of Communicative Competence (1995)

Celce-Murcia, Dörnyei, and Thurrell (1995) introduced a pedagogically motivated model of communicative competence, emphasizing the interaction between various linguistic and pragmatic components. This model was specifically designed for both teaching and assessment purposes, highlighting how language learners develop communicative competence in a structured manner. Their framework built upon previous models, such as Canale and Swain's (1980) and Canale's (1983), addressing gaps that had not been sufficiently explored in earlier frameworks.

Celce-Murcia et al. (1995) argued that, despite the significant contributions of Canale and Swain's model, no substantial efforts had been made to refine the communicative competence framework in alignment with Communicative Language Teaching (CLT) requirements. While alternative models, such as Bachman and Palmer's framework, had been proposed, they were primarily oriented towards language assessment rather than serving as a comprehensive model of communicative competence (Celce-Murcia, 2007, p. 74). In response

to these limitations, Celce-Murcia et al. (1995) introduced modifications to Canale and Swain's model by redefining linguistic and sociolinguistic competence as grammatical and sociocultural competence, respectively. Additionally, they incorporated actional competence, which encompasses the ability to comprehend and produce various speech acts and speech act sets (Celce-Murcia, 2007, p. 42).

A fundamental contribution of Celce-Murcia et al.'s (1995) model was its emphasis on the interrelationship between different components of CC. The model provided a clearer depiction of these interconnections, enhancing the understanding of CC as a multidimensional construct (Celce-Murcia, 2007, p. 44). In later revisions, Celce-Murcia (1995) expanded the model further, introducing six core competencies: sociocultural, discourse, linguistic, formulaic, interactional, and strategic competence.

#### 1.1.3.4.1. Sociocultural Competence

Sociocultural competence plays a top-down role in this model, encompassing the pragmatic knowledge necessary for appropriate language use within a given social and cultural context. This competence includes an understanding of language variation as shaped by sociocultural norms of the target language community (Celce-Murcia, 2007, p. 46). Celce-Murcia (2007) emphasized that sociocultural errors in oral communication could have more severe consequences than linguistic errors. She identified three essential socio-cultural variables that influence language use:

- **Socio-contextual factors:** These include participant-related variables such as age, gender, status, social distance, and interpersonal relationships.
- **Stylistic appropriateness:** This entails knowledge of politeness strategies, discourse genres, and registers.
- **Cultural factors:** These include familiarity with the target language community's background, regional dialects, and cross-cultural awareness (Celce-Murcia et al., 1995, pp. 23-24).

According to Celce-Murcia (2007), acquiring sociocultural competence requires an understanding of the target language community's traditions, history, and literature (p. 46).

There are also linguistic challenges, such as encountering unfamiliar words, facing high lexical density (where content words are closely packed together, requiring heightened concentration), and encountering complex grammatical structures. Apart from linguistic

factors, the listener's familiarity with the subject matter or context of the message can also impact comprehension. (Wilson,2008. p.12)

#### 1.1.3.4.2. Discourse Competence

Discourse competence, which occupies a central position in Celce-Murcia's (1995) model, refers to the ability to organize words, phrases, and sentences into coherent spoken or written discourse. This competence involves four key subcomponents:

**1.Cohesion:** The use of linguistic devices such as anaphora, cataphora, substitution, ellipsis, conjunctions, and lexical chains to maintain textual unity (Halliday & Hasan, 1976).

**2.Deixis:** The use of personal pronouns, spatial and temporal expressions, and textual references to provide situational grounding.

**3.Coherence:** The organization of discourse according to thematic progression, topic maintenance, and information structuring.

**4. Generic structure:** Knowledge of discourse conventions that enable speakers to recognize different types of interactions, such as conversations, narratives, interviews, and lectures (Celce-Murcia, 2007, p. 47).

#### 1.1.3.4.3. Linguistic Competence

Linguistic competence encompasses phonological, lexical, morphological, and syntactic knowledge. **The phonological component** includes both segmental features (e.g., vowels, consonants, syllable structures) and suprasegmental aspects (e.g., stress, intonation, rhythm). **Lexical competence** refers to knowledge related to lexis which denotes the sum of words in a language, the entire vocabulary of a particular language (Bouguelmouna,2022) which is divided to content words (e.g., nouns, verbs, adjectives) and function words (e.g., pronouns, prepositions, auxiliaries). **Morphological competence** involves an understanding of grammatical inflections and derivational processes, while syntactic competence pertains to phrase structure, word order, modification, subordination, and embedding (Celce-Murcia, 2007, p. 47).

#### 1.1.3.4.4. Formulaic Competence

Formulaic competence serves as a counterbalance to linguistic competence, encompassing prefabricated language chunks that facilitate fluency in communication. Celce-Murcia (2007) noted that early research largely overlooked this component, but subsequent

studies (e.g., Pawley & Syder, 1983; Pawley, 1992; Nattinger & DeCarrico, 1992) highlighted its importance (p. 48). Formulaic competence includes:

- **Routines:** Fixed expressions such as *of course* and *all of a sudden*.
- **Collocations:** Common word pairings such as *spend money* or *statistically significant*.
- **Idioms:** Figurative expressions like *to kick the bucket* (meaning *to die*).
- **Lexical frames:** Predictable sentence structures such as “*I am looking for...*” (Celce-Murcia, 2007, p. 48).

#### 1.1.3.4.5. Interactional Competence

Interactional competence, the bottom-up counterpart to sociocultural competence, includes three subcomponents:

- **Actional competence:** The ability to perform speech acts such as requests, apologies, complaints, and expressions of emotions (Celce-Murcia, 2007, p. 48).
- **Conversational competence:** Knowledge of discourse management strategies, including turn-taking, topic initiation and maintenance, and interruption techniques (Celce-Murcia, 2007, p. 48).
- **Non-verbal/paralinguistic competence:** Awareness of kinesics (body language), proxemics (use of space), haptics (touch), and non-linguistic utterances such as *uh-oh* or *hmm* (Celce-Murcia, 2007, p. 49).

#### 1.1.3.4.6. Strategic Competence

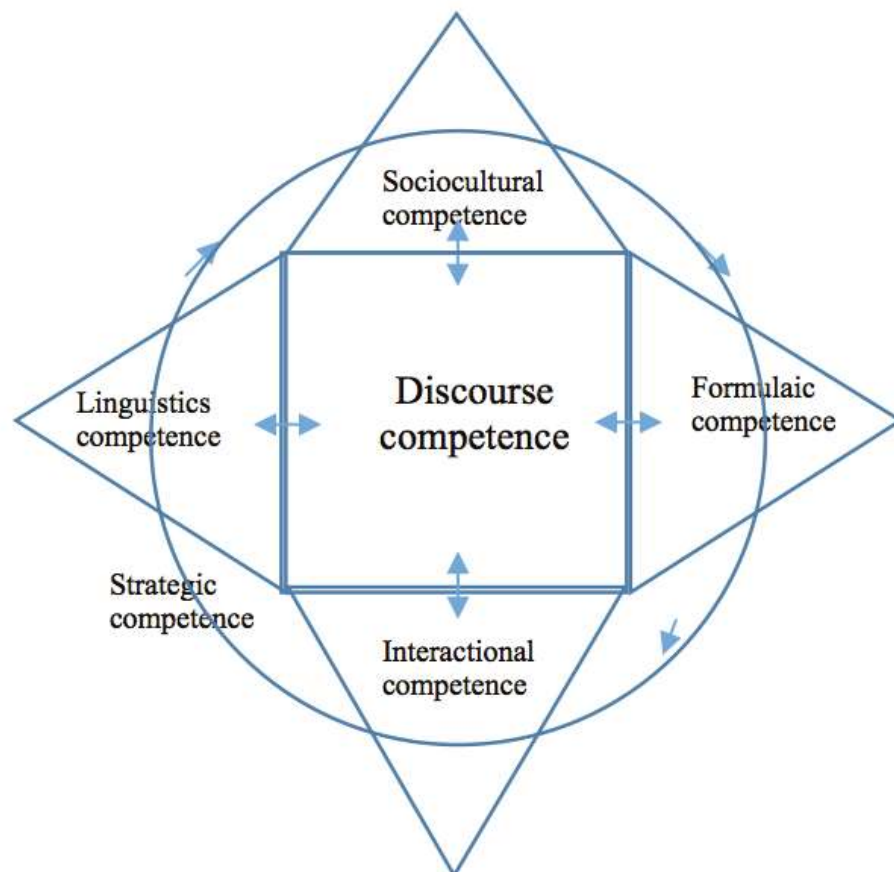
Strategic competence refers to learners’ ability to employ communication strategies to overcome linguistic gaps. Oxford (2001) defined language learning strategies as specific cognitive and metacognitive behaviours that enhance second language acquisition (cited in Celce-Murcia, 2007, p. 50). Celce-Murcia (2007) identified three major strategy types:

- **Cognitive strategies:** Techniques such as summarizing, outlining, and note-taking to facilitate language learning.
- **Memory-related strategies:** Mnemonic techniques, such as acronyms and imagery, to aid vocabulary retention.
- **Metacognitive strategies:** Self-monitoring techniques, including peer feedback, error analysis, and contextual inference.

Additionally, Celce-Murcia et al. (1995) emphasized communication strategies, including:

- **Achievement strategies:** Approximation, circumlocution, and miming.
- **Stalling/time-gaining strategies:** Phrases such as Could you repeat that?
- **Self-monitoring strategies:** Self-repair mechanisms like I mean....
- **Interactional strategies:** Appeals for clarification and meaning negotiation (Celce-Murcia, 2007, p. 50).

Through this expanded framework, Celce-Murcia et al. (1995) provided a more comprehensive model of communicative competence, integrating sociocultural, discourse, and linguistic dimensions while incorporating strategies essential for real-world communication.



**Figure 4: Celce-Murcia et al.'s Model of Communicative Competence (1995)**

### **1.1.3.5. Alcon's Model of Communicative Competence (2005)**

Unlike previous models of communicative competence, which primarily emphasized sociolinguistic and cultural aspects of language, Alcon's (2005) framework explicitly integrates the four language macro skills (listening, speaking, reading, and writing) as fundamental components of communicative competence. Although Alcon's framework is not widely discussed in English-language literature due to its original publication in Spanish, his model provides a more comprehensive approach by recognizing that language proficiency is not solely dependent on grammatical or sociolinguistic competence but also on the learner's ability to effectively use language in real communication.

According to Jordà (2005), Alcon's model consists of three interrelated components: Discourse Competence, Psychomotor Skills and Competencies, and Strategic Competence.

#### **1.1.3.5.1. Discourse Competence**

This component integrates linguistic competence, textual competence, and pragmatic competence. It builds upon Canale and Swain's (1980) discourse competence, which refers to the ability to produce coherent and cohesive spoken or written discourse. Alcon extends this by incorporating textual competence, which involves an understanding of various text types, genres, and structures, along with pragmatic competence, which focuses on the appropriate use of language in different social and cultural contexts.

#### **1.1.3.5.2. Psychomotor Skills and Competencies**

This component sets Alcon's model apart from previous frameworks by explicitly incorporating the four language macro skills: listening, speaking, reading, and writing. These skills are seen not merely as vehicles for language use but as core abilities that must be developed in conjunction with other competencies. This aligns with Hymes' (1972) view that CC is not just about knowing linguistic rules but also about having the ability to use them effectively in real communication. Alcon's emphasis on psychomotor skills acknowledges that CC is not purely cognitive but also involves physical and neurological processes necessary for speech production and comprehension.

#### **1.1.3.5.3. Strategic Competence**

This component includes the compensatory strategies that learners use to overcome linguistic and sociolinguistic gaps in their knowledge. Drawing on Bachman's (1990) conceptualization of strategic competence, Alcon highlights the role of metacognitive

strategies, such as planning, monitoring, and repairing communication breakdowns. This component ensures that learners can effectively navigate linguistic challenges, thereby enhancing their overall communicative ability.

By integrating psychomotor skills into CC, Alcon's model presents a more holistic approach to language learning. It supports the argument that grammatical and sociolinguistic competence alone do not guarantee communicative success unless learners have the ability to apply these competencies in real-time interaction. As Richards (2006) argues, communicative competence involves not only knowledge of language but also the ability to use it effectively in different contexts. Therefore, Alcon's model provides a more practical and applicable framework for EFL teaching and learning, reinforcing the necessity of integrating listening, speaking, reading, and writing instruction within communicative language teaching (CLT).



**Figure 5: Alcon's Model of Communicative Competence (2005)**

**Table 2 : Models of Communicative Competence** Adapted from Hymes (1972), Canale and Swain (1980), Canale (1983), Bachman (1990), Celce-Murcia, Dörnyei, and Thurrell (1995), and Alcon (2005).

Linguist	Key components	Main contribution
Hymes (1972)	Grammatical competence, Sociocultural competence.	First to introduce communicative competence, integrating linguistic and social aspects of language use.
Canale& Swain (1980)	Grammatical competence, Sociolinguistic competence, Strategic competence.	Emphasized grammar + social appropriateness in language use.
Canale (1983)	Added Discourse Competence to Canale& Swain's model.	Expanded Canale& Swain's model by incorporating cohesion & coherence in communication.
Bachman (1990)	Language Competence (Organizational & Pragmatic Knowledge) Strategic Competence (Assessment, Planning, Execution) Psycho-physiological Mechanisms	Introduced a comprehensive model of Communicative Language Ability (CLA). Emphasized the dynamic interaction between knowledge, strategies, and cognitive mechanisms. Focused not only on possessing language knowledge but also on its practical use and processing.
Celce-Murcia et al. (1995)	Sociocultural Competence Discourse Competence Linguistic Competence Formulaic Competence Interactional Competence (Actional, Conversational, Non-verbal) Strategic Competence	Developed a pedagogically-driven model aligned with CLT. Provided a detailed and interconnected framework of CC. Emphasized real-life communication, integrating pragmatic, formulaic, and interactional aspects.
Alcon (2005)	Integration of the Four Language Skills (Listening, Speaking, Reading, Writing)	Proposed a skill-based model directly integrating the four macro language skills into communicative competence.



	Sociolinguistic Awareness Pragmatic and Discourse Competence	Highlighted the practical use of language across all modalities. Bridged gaps in earlier models by emphasizing the role of all four language skills in developing CC.
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Each of these models contributed significantly to the field of language learning and assessment. While Hymes initiated the concept, later models refined and expanded communicative competence to incorporate pragmatics, discourse, strategy, and even psychomotor abilities.

1.1.4. Communication Apprehension

Communication is an essential skill in both personal and academic settings, yet for some individuals, it is accompanied by fear and anxiety. This phenomenon, known as communication apprehension (CA), refers to the level of fear or anxiety associated with either real or anticipated communication with others (McCroskey, 1982). The presence of CA can significantly impact an individual's communicative competence, affecting their ability to express ideas fluently and effectively. As communication is a fundamental aspect of second language acquisition, CA becomes particularly relevant in language learning, where students may struggle with confidence and social engagement. Understanding the nature of CA, its various types, its effects on communicative competence, and the strategies to mitigate it is essential in fostering a productive learning environment, particularly for EFL learners.

1.1.4.1. Understanding Communication Apprehension

CA is not merely a fear of public speaking but a broader issue that affects various aspects of communication. McCroskey, Booth-Butterfield, and Payne (1989) emphasized that CA can influence academic success, interpersonal relationships, and career choices. Research has shown that students with high CA tend to avoid speaking situations, leading to lower classroom participation and, ultimately, weaker academic performance (Daly &McCroskey, 1975). Moreover, CA is linked to social anxiety and self-esteem issues, reinforcing negative self-perceptions that further hinder communicative development (Schlenker& Leary, 1982). Notably, a study conducted by Hadj Mahammed (2023) At the University of Ghardaia, revealed that all second-year EFL students experience varying degrees of speaking anxiety, even when they claim otherwise. His findings emphasized that students' anxiety often stemmed from fear of judgment, lack of speaking opportunities, and limited self-confidence. This further reinforces

the importance of addressing CA within our department not only as an academic challenge but also as a psychological and social barrier to effective communication.

#### **1.1.4.2. Types of Communication Apprehension**

CA manifests in different forms, affecting individuals in various communicative contexts. McCroskey (1982) identified four primary types of communication apprehension:

##### **1.1.4.2.1. Trait-like Communication Apprehension**

This refers to a long-term and pervasive fear of communication that affects an individual's ability to interact in almost any situation. People with trait-like CA consistently struggle with speaking, regardless of context, making it difficult for them to engage in everyday conversations.

##### **1.1.4.2.2. Context-based Communication Apprehension**

Some individuals experience anxiety only in specific communication contexts, such as public speaking, group discussions, or dyadic interactions. This type of CA is often triggered by past negative experiences in similar settings.

##### **1.1.4.2.3. Audience-based Communication Apprehension**

This type of apprehension occurs when an individual feels anxious about communicating with specific people or groups. For example, a student may feel comfortable speaking with classmates but experience high levels of anxiety when addressing a professor or an authority figure.

##### **1.1.4.2.4. Situational Communication Apprehension**

Situational CA arises in particular circumstances, even if the individual does not generally experience anxiety in communication. For instance, a student may experience little or no apprehension when going to a teacher to ask a question about an assignment, but may be terrified if the teacher instructs the student to stay after class to meet with her or him. It is heavily influenced by momentary situational constraints rather than long-term personality factors (Richmond, 1978; Spielberger, 1966).

Understanding these different types of CA is crucial for developing targeted strategies to help individuals manage and overcome their communication fears effectively.

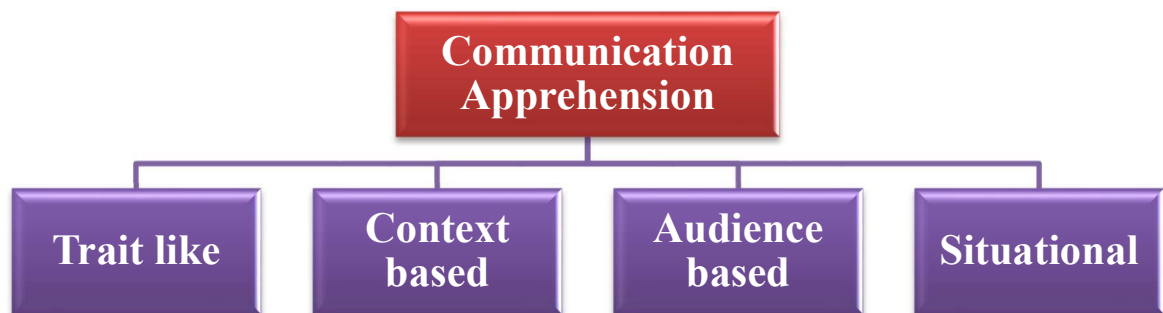


Figure 6: Types of Communication Apprehension (McCroskey (1982))

#### 1.1.4.3. The Impact of Communication Apprehension on Communicative Competence

CA has profound implications for an individual's communicative competence, particularly in second language learning. According to Mahdi (2015), students with high levels of CA exhibit anxiety, stress, and fear, which significantly hinder their ability to interact in a foreign language. CA negatively affects several aspects of communicative competence, including grammatical, discourse, sociolinguistic, and strategic competence.

**1.1.4.3.1. Grammatical Competence:** CA often leads to hesitation, fragmented speech, and an inability to form grammatically correct sentences due to nervousness. Students may focus excessively on accuracy, leading to a fear of making mistakes, which further inhibits speech production.

**1.1.4.3.2. Discourse Competence:** Individuals with high CA struggle to maintain coherence and cohesion in their speech, making their messages difficult to follow. Their anxiety may cause them to use short, simple sentences instead of engaging in complex, structured discourse.

**1.1.4.3.3. Sociolinguistic Competence:** CA affects an individual's ability to adapt their language use to different social contexts. Fear of judgment may prevent students from experimenting with different linguistic styles or engaging in meaningful conversations.

**1.1.4.3.4. Strategic Competence:** Since individuals with high CA tend to avoid communication, they lack exposure to real-life interactions that would help them develop strategic competence. This leads to difficulties in managing communication breakdowns, using repair strategies, or maintaining interaction.

Given these challenges, addressing CA is critical in improving communicative competence, particularly among language learners.

#### **1.1.4.4. Strategies to Overcome Communication Apprehension**

Although CA poses significant obstacles to communication, several strategies can help individuals manage and reduce their anxiety. These strategies include psychological techniques, classroom interventions, and extracurricular activities that encourage natural communication.

##### **1.1.4.4.1. psychological techniques**

Psychological techniques aim to address the internal cognitive and emotional processes that contribute to communication apprehension. By targeting anxiety at the psychological level, these strategies can foster greater self-awareness and resilience among learners.

- **Cognitive Restructuring:** Cognitive restructuring involves changing negative thought patterns that contribute to anxiety. Students with high CA often engage in self-sabotaging thoughts such as "I will embarrass myself" or "Everyone will judge me." Teachers can help students reframe these thoughts by encouraging positive self-talk and building confidence in their abilities.
- **Mindfulness and Relaxation Techniques:** Breathing exercises, meditation, and visualization techniques can help students manage anxiety before speaking. Encouraging students to take deep breaths and focus on positive outcomes can significantly reduce nervousness.
- **Systematic Desensitization:** This technique involves gradual exposure to anxiety-inducing communication situations, starting with low-pressure activities and progressing to more challenging tasks. For example, a student who fears public speaking can begin with one-to-one conversations, then move on to small group discussions, and finally deliver a presentation.

#### 1.1.4.4.2. Classroom Strategies

In the classroom context, specific pedagogical interventions can be implemented to create a supportive environment that mitigates anxiety and encourages active language use.

- **Collaborative Learning:** Pair work and small group discussions can provide students with a less intimidating environment to practice speaking.
- **Role-playing and Simulations:** Engaging in real-world scenarios allows students to develop fluency in a safe setting.
- **Student-Centred Approaches:** Shifting the focus from teacher-led instruction to student interaction fosters a more relaxed atmosphere that reduces pressure.

#### 1.1.4.4.3. Extracurricular Activities

Participation in extracurricular activities provides students with informal opportunities to practice communication without the stress of assessment. Studies have shown that engaging in debates, drama clubs, and language exchange programs helps students build confidence and improve their communication skills (Olibie & Ifeoma, 2015).

In a nutshell, communication apprehension is a widespread challenge that affects individuals' ability to engage effectively in conversations, particularly in SLA. It manifests in different forms, from trait-like anxiety to situational nervousness, each requiring specific strategies for intervention. CA significantly impacts CC, limiting students' ability to construct grammatical sentences, maintain discourse, adapt to social contexts, and use strategic communication techniques. However, through targeted strategies such as cognitive restructuring, systematic desensitization, collaborative learning, extracurricular involvement, and relaxation techniques, students can gradually overcome their fears and develop confidence in their communication abilities. Addressing CA is essential for fostering a positive learning environment where students feel encouraged to participate and enhance their communicative competence, ultimately leading to greater success in academic and professional settings.

#### 1.1.5. Communicative Approach to Language Teaching 'CLT'

In today's globalized world, the ability to communicate effectively in a second language is more critical than ever. Traditional methods, such as the Grammar-Translation Method, which emphasize memorization and translation, have been criticized for failing to equip learners with the necessary speaking and interactional skills (Richards & Rodgers, 2001). CLT addresses this gap by placing communication at the heart of language learning, making it

particularly relevant for English as a Foreign Language (EFL) learners, who often have limited exposure to authentic language use outside the classroom.

### **1.1.5.1. Communicative Language Teaching (CLT)**

Communicative Language Teaching (CLT) is a methodological approach that prioritizes communication as the primary goal of language learning. As Richards (2006) explains, CLT is not merely a collection of techniques but rather a comprehensive framework that addresses the objectives of language instruction, the nature of language acquisition, the most effective learning activities, and the evolving roles of teachers and learners. The central aim of CLT is to develop communicative competence, enabling learners to use the language effectively in real-world contexts.

### **1.1.5.2. Principles of Communicative Language Teaching**

Brown was among several theorists who defined Communicative Language Teaching in terms of characteristics for the sake of clarity and simplicity. Here are the characteristics of CLT as identified by Brown (2007):

"Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence"(p.241). i.e. students should not only memorize the grammatical rules and vocabulary, but also learn how to use them appropriately in real-life situations.

" Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes"(p. 241). i.e. instead of just filling in blanks, students might role-play ordering food at a restaurant or solving a problem with a classmate. These tasks help learners use the language for meaningful purposes.

"Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use"(p. 241); i.e. This suggests that teachers often prioritize fluency over grammatical precision to keep students actively speaking. Mistakes are tolerated as a natural part of learning to communicate.

"Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom"(p. 241); i.e. the tasks used in

the classroom should provide the students with the skills needed to communicate in real world contexts.

"Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning."(p. 241), and finally that the role of the teacher is that of a facilitator and a guide, encouraging learners to reflect on how they learn best and to develop strategies for becoming more independent in their language study.

These characteristics highlight the central points of Communicative Language Teaching. In short, CLT enables students to communicate in the FL using the different types of communicative competence. Moreover, the language techniques encourage them to use the target language purposefully in different situations. Besides, incorporating authentic materials pushes students to make use of the language in real world contexts (Bahdi, 2021, pp. 23–24).

### **1.1.5.3. The Background to CLT**

Over the past five decades, language teaching has undergone significant transformations, particularly in syllabus design and instructional methodologies. The emergence of CLT challenged traditional approaches, prompting a re-evaluation of pedagogical strategies (Richards, 2006, p. 6). Richards categorizes language teaching trends over the past fifty years into three distinct phases:

#### **Phase 1: Traditional Approaches (up to the late 1960s).**

These methods primarily emphasized grammar-translation and audio-lingual techniques, focusing on accuracy rather than communication.

#### **Phase 2: Classic Communicative Language Teaching (1970s to 1990s).**

This period introduced communicative tasks, shifting the focus from structural drills to meaning-based interaction.

#### **Phase 3: Contemporary Communicative Language Teaching (late 1990s to present).**

Modern CLT incorporates task-based learning, technology-assisted instruction, and learner autonomy, reflecting advancements in linguistic and educational research.

#### 1.1.5.4. The Roles of Teachers and Learners in CLT

The adoption of CLT fundamentally redefined classroom roles. Learners became active participants in their own learning process, engaging in collaborative activities that emphasized interaction over individual memorization. They were expected to listen attentively to peers, engage in meaningful discussions, and take responsibility for their progress.

Meanwhile, the teacher's role shifted from a sole knowledge provider to that of a facilitator and monitor. Rather than modelling correct language use exclusively, instructors in a CLT-based classroom focus on creating opportunities for authentic communication. This paradigm shift also necessitated a reconsideration of error correction, where mistakes were viewed as a natural part of language development rather than obstacles to be eliminated (Richards, 2006).

#### 1.1.5.5. Communicative Activities in CLT

With the rise of CLT, language instruction moved away from traditional exercises that emphasized rote memorization and controlled practice. Instead, activities became more interactive, promoting natural language use in meaningful contexts. Richards (2006) highlights several activity types that align with communicative principles:

##### 1.1.5.5.1. Accuracy Versus Fluency Activities

Richards (2006) defines fluency as *"natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence"* (p. 14). Fluency-focused activities aim to develop learners' ability to use language spontaneously and appropriately. These activities prioritize meaning over strict grammatical correctness and encourage students to engage in real-world communication. Role plays and dialogues, for instance, are highly recommended as they simulate authentic conversational settings (Richards, 2006, p. 15).

Conversely, accuracy-based activities emphasize correct language usage, including grammar, pronunciation, and vocabulary. These activities typically involve structured exercises where learners practice specific linguistic forms in isolation. For example, students may work in small groups to complete grammar exercises before reading their answers aloud, ensuring that they internalize grammatical structures before applying them in communication (Richards, 2006).



### **1.1.5.5.2. Information Gap Activities**

A fundamental principle of communication is the exchange of information. Richards (2006) emphasizes that effective communication occurs when individuals share knowledge that others do not possess (p. 18). By integrating information gap activities, instructors can foster authentic interaction in the classroom. In such tasks, students collaborate to fill missing details in a given scenario, requiring them to use their linguistic resources strategically. This process not only enhances communicative competence but also encourages the practical application of language structures.

### **1.1.5.5.3. Debates and Discussions**

Debates and discussions are essential in CLT as they encourage students to articulate their opinions, defend their viewpoints, and engage in critical thinking. These activities require learners to use language in an argumentative or persuasive manner, fostering fluency and confidence. In debates, students must construct logical arguments and respond to opposing views, enhancing their ability to think on their feet while maintaining coherence in their speech. Discussions, on the other hand, provide a more open-ended format where students can explore various topics, share personal experiences, and develop their conversational skills in a relaxed setting.

### **1.1.5.5.4. Games and Interactive Activities**

Incorporating games into CLT enhances engagement and motivation while reinforcing language structures in a low-pressure environment. Activities such as word association games, charades, and storytelling challenges allow students to practice vocabulary and grammar in a fun, interactive way. Additionally, competitive elements, such as team-based language challenges or quiz-style games, can create a dynamic learning atmosphere that promotes active participation.

### **1.1.5.5.5. Book and Movie Discussions**

Discussing books and movies in an EFL context allows students to engage with authentic language input while expressing their thoughts and interpretations. This activity integrates reading and listening comprehension with speaking practice, as students summarize plot points, analyse characters, and share personal opinions. Such discussions can also introduce cultural elements, broadening learners' understanding of different perspectives and linguistic nuances.

### **1.1.5.5.6. Task-Based Learning and Real-World Simulations**

Task-based learning (TBL) aligns with CLT principles by emphasizing language use in real-life situations. Activities such as problem-solving tasks, project-based assignments, and real-world simulations (e.g., mock interviews or customer service role-plays) require students to use language meaningfully to achieve a specific goal. These activities mirror authentic communicative experiences, helping learners develop the skills necessary for practical language use beyond the classroom.

Communicative Language Teaching represents a significant evolution in language pedagogy, shifting the emphasis from linguistic accuracy to meaningful interaction. By redefining teacher and learner roles, incorporating interactive activities, and fostering fluency alongside accuracy, CLT has established itself as a dynamic and effective approach to language learning. As contemporary education continues to evolve, CLT remains a foundational that prioritizes real-world communication, preparing learners for authentic language use beyond the classroom.

### **1.1.6. Assessing Communicative Competence**

The assessment of communicative competence is usually seen as one of the most complicated tasks in Language Teaching. Traditional assessments have historically emphasized grammatical accuracy and vocabulary recall, often overlooking the functional and interactive aspects of language use (Bachman, 1990). However, with the advent of Communicative Language Teaching (CLT) and research on pragmatic competence, the need for more holistic and authentic assessment methods has become increasingly evident.

This section explores the principles, methods, and challenges of assessing communicative competence, highlighting how modern assessments aim to measure not only linguistic knowledge but also the ability to use language appropriately in real-life contexts

#### **1.1.6.1. Principles of Assessing Communicative Competence**

The assessment of communicative competence must consider both language knowledge and the ability to use language effectively in context. Scholars such as Canale and Swain (1980) and Bachman (1990) argue that communicative competence comprises multiple components (grammatical, discourse, sociolinguistic, and strategic competence) all of which should be reflected in assessment practices.

Key principles in assessing communicative competence include:

- **Authenticity:** Assessment tasks should mirror real-world communication rather than artificial test conditions (Bachman & Palmer, 1996).
- **Interaction:** Since language is inherently social, assessments should involve dialogues, role-plays, and group activities rather than isolated tasks (Savignon, 1983).
- **Performance-Based Evaluation:** Communicative competence cannot be measured solely through written tests; it requires speaking, listening, and real-time language processing (Canale, 1983).
- **Integration of Skills:** As communication involves multiple modalities (speaking, listening, writing, reading), assessments should evaluate them in combination rather than isolation (Brown & Abeywickrama, 2010).

### 1.1.6.2. Methods of Assessing Communicative Competence

Modern approaches to assessing communicative competence employ a combination of formative and summative assessments, utilizing both direct and indirect measures.

#### 1.1.6.2.1. Performance-Based Assessments

These assessments evaluate students' ability to use language in real-life situations.

- **Role-Plays:** Students engage in simulated real-world interactions (e.g., ordering food, interviewing for a job) to demonstrate sociolinguistic and discourse competence (Celce-Murcia et al., 1995). As Kouti (2023) asserts, "This activity plays a major role in stimulating real communication that fits experiences outside the classroom" (p. 279). She explains that "students make use of their knowledge of vocabulary, intonation, turn taking, and so forth provided that they have sufficient information about the participants, the situations and the background for the simulated situation," adding that "these elements make the activity meaningful" (p. 279).
- **Oral Presentations:** This method assesses fluency, coherence, and audience awareness (Luoma, 2004).
- **Interviews and Paired Dialogues:** These activities measure interpersonal communication skills, including turn-taking, topic maintenance, and repair strategies (Ellis, 2003).

### 1.1.6.2.2. Integrated Language Tasks

Integrated tasks require learners to use multiple language skills simultaneously, mirroring real communicative situations.

- **Listening and Speaking Tasks:** Students listen to a recording and respond orally, demonstrating listening comprehension and spoken fluency (Bachman & Palmer, 1996).
- **Reading-to-Write Assessments:** In this method, students read an article and write a summary or opinion response, measuring textual competence (Weir, 1990).

### 1.1.6.2.3. Self-Assessment and Peer Assessment

Encouraging students to evaluate their own and their peers' communicative abilities fosters reflection and self-improvement (Little, 2005). In support of this, Kouti (2023) notes that "self-evaluation and self-analysis can be a useful instruction technique that improves the students' spoken delivery in a second or foreign language" (p. 280). She further explains that "teachers record their students, or students record themselves using videotaping, and this allows them to make self-analyses. The latter will enable those students to improve their oral deliveries" (p. 280).

- **Can-Do Statements (CEFR Framework):** Students assess their own competence using descriptors like "I can introduce myself and ask basic questions" (Council of Europe, 2001).
- **Peer Feedback on Conversations:** This approach helps students identify strengths and weaknesses in their communication strategies (Patri, 2002).

### 1.1.6.2.4. Standardized Tests and Online assessment tools

While traditional language tests often focused on grammar and vocabulary, modern assessments increasingly emphasize pragmatic and interactive abilities.

- **TOEFL iBT (Test of English as a Foreign Language - Internet-Based Test):** Includes integrated speaking tasks that require listening, summarizing, and responding in real time (ETS, 2020).
- **IELTS (International English Language Testing System):** Measures interactional competence through a face-to-face speaking exam, including spontaneous conversation and structured dialogue (Cambridge Assessment, 2021).

- **ACTFL Oral Proficiency Interview (OPI):** Assesses speaking fluency and communicative effectiveness through structured conversations (ACTFL, 2012).

#### **1.1.6.2.5. AI-Assisted Assessments:**

Artificial Intelligence tools have become a promising addition to traditional language assessment methods. They are designed to evaluate pronunciation, fluency, accuracy, and comprehension in real-time through speech recognition and natural language processing technologies. These platforms provide immediate feedback, promote learner autonomy, and facilitate large-scale testing without teacher fatigue.

Such tools are particularly effective in assessing grammatical-linguistic and discourse competence, with emerging capacities in strategic and sociolinguistic areas. For example, SmallTalk2Me allows learners to simulate conversations with AI avatars, helping them practice turn-taking and pronunciation. Speech Ace provides detailed feedback on stress, intonation, and articulation. EF SET assesses listening and reading in a standardized format. The Duolingo English Test, an adaptive AI-driven tool, evaluates a broad range of communicative competencies through varied question types and real-time language tasks.

#### **1.1.6.3. Challenges in Assessing Communicative Competence**

Despite advancements in communicative assessment, several challenges persist.

##### **1.1.6.3.1. Subjectivity in Scoring**

Unlike traditional grammar-based tests, communicative assessments involve open-ended responses, making grading more subjective (McNamara, 1996). The use of rubrics and standardized scoring criteria can help mitigate this issue.

##### **1.1.6.3.2. Balancing Fluency and Accuracy**

Assessments must balance fluency (smooth, natural speech) with accuracy (grammatical correctness). Overemphasis on one aspect may lead to distorted evaluations (Skehan, 1998).

##### **1.1.6.3.3. Test Anxiety and Communication Apprehension**

Some learners experience anxiety in oral exams, which can negatively affect their natural communication ability (Horwitz et al., 1986). Alternative assessment methods, such as informal conversations or recorded responses, may help reduce anxiety.

**1.1.6.3.4. Context-Specific Language Use**

Communicative competence varies based on situation, culture, and discourse community (Hymes, 1972). Therefore, assessments must reflect authentic communicative contexts rather than artificial, classroom-specific language.

Assessing communicative competence requires a holistic approach that integrates real-world tasks, interactive assessments, and contextualized communication. Unlike traditional tests that prioritize grammar and vocabulary, modern communicative assessments emphasize authenticity, fluency, and interaction. While challenges such as subjectivity and anxiety persist, performance-based testing, integrated tasks, and self-assessment offer valuable alternatives for evaluating language learners' true communicative ability.

## **Chapter Two: Extracurricular Activities**

### **Introduction**

- 1.2.1. History of Extracurricular activities
- 1.2.2. Definition of Extracurricular activities:
- 1.2.3. Extracurricular Activities in Foreign Language Learning
- 1.2.4. The Benefits of Extracurricular Activities: Insights from Previous Studies
  - 1.2.4.1. Motivation
  - 1.2.4.2. Academic Achievement
  - 1.2.4.3. Communicative Competence
  - 1.2.4.4. Emotional and Interpersonal Growth
- 1.2.5. Learners' Attitudes to Extracurricular Activities

### **Conclusion**

## Introduction

In the field of English as a Foreign Language (EFL) learning, exposure to various linguistic skills (reading, writing, speaking, and listening) is essential for students' academic and communicative development. While formal instruction provides the foundation for language acquisition, it is often insufficient to ensure fluency and confidence, particularly in productive skills such as speaking and writing. As a result, educators seek alternative methods to enhance students' language proficiency beyond the constraints of traditional classroom settings. One widely recognized approach is the integration of extracurricular activities (ECAs), which offer students additional opportunities to engage with the language in more meaningful, interactive, and contextually relevant ways (Amara, 2021).

Extracurricular activities in EFL learning encompass a broad range of structured yet voluntary practices that complement academic instruction by fostering communicative competence, social interaction, and linguistic immersion. According to Hymes (1966), communicative competence extends beyond grammatical accuracy to include sociolinguistic and pragmatic skills, which can be developed effectively through participation in ECAs. These activities provide a platform for students to refine their linguistic abilities in authentic settings, whether through debate clubs, writing for student publications, language exchange programs, or theatrical performances. Research suggests that student engagement in ECAs correlates positively with language proficiency, motivation, and overall academic achievement (Broh, 2002; Darling et al., 2005; Marsh & Kleitman, 2002).

This chapter explores the significance of extracurricular activities in EFL learning, beginning with a historical overview of their role in education, followed by a discussion of their impact on language acquisition, students' attitudes toward participation, and the specific benefits they offer in developing communicative competence. Furthermore, it examines the types of ECAs that are particularly effective for enhancing language skills, with an emphasis on speaking proficiency, motivation, and exposure to authentic language use.

### 1.2.1. History of Extracurricular activities

Extracurricular activities have played a significant role in educational systems throughout history. In ancient civilizations like Athens and Sparta, students engaged in various activities such as student government, clubs, debates, dramatics, special day celebrations, public programs, and honour societies, reflecting the importance of holistic development



(McKown, 1952). Robbins and Williams (1969) traced the roots of extracurricular programs back to the Homeric, Platonic, and Hellenistic periods, as well as the Renaissance, highlighting activities like athletic games, music, dancing, and singing that aimed to nurture both mind and body. However, during the Reformation, the emphasis on such activities diminished.

In the United States, extracurricular activities emerged in the 19th century, initially complementing the standard academic curriculum with practical or vocational interests. Harvard and Yale Universities were pioneers in this regard, establishing literary societies, debate clubs, and Greek systems such as fraternities and sororities. Notably, students themselves initiated athletic clubs, marking a shift in extracurricular focus (Casinger, n.d.). As athletic clubs gained popularity, literary societies saw a decline. Around World War I, schools began introducing journalism clubs and student-run newspapers, further diversifying extracurricular offerings (Casinger, n.d.). Today, approximately one in four students participates in academic clubs (Sadker&Zittleman, 2010).

The evolution of extracurricular activities in American education can be categorized into three distinct phases, as identified by Gholson (1983):

**Phase 1 (1870–1890): Period of Rejection**

Educational leaders believed that expanding resources for extracurricular activities would yield minimal benefits for students, leading to a general rejection of such programs.

**Phase 2 (1900–1920): Period of Passive Acceptance**

During this phase, leaders recognized that student clubs and organizations could provide valuable learning experiences, leading to a passive acceptance of extracurricular activities.

**Phase 3 (1920–1956): Period of Active Acceptance and Encouragement**

Throughout these phases, extracurricular activities became integral to American education, often referred to by terms such as co-curricular activities, the third curriculum, and student activities. Elbert Fretwell of Columbia University, widely recognized the "father of extracurricular activities," significantly contributed to this movement by offering the first college-level course in student activities (Gholson, 1983). The National Society for the Study of Education (NSSE) further legitimized extracurricular activities by including a study on them in its 1926 annual yearbook, encouraging the incorporation of dramatics, forensics, athletics, and student councils into regular school programs (Wood, 1962). The NSSE emphasized that

student activities were essential for achieving educational objectives not adequately addressed by regular classroom activities (Wood, 1962).

During the 1930s' Great Depression, despite economic hardships leading to school closures, staff reductions, and program cuts, student involvement in extracurricular activities remained steady, underscoring their importance. Philosopher John Dewey (1938) provided a philosophical foundation for extracurricular activities, asserting that experiences fostering curiosity, initiative, and purposeful desires are vital for continuous personal growth. This period saw extracurricular activities aligning more closely with traditional curricula, introducing programs like drama, speech, debate, band, chorus, and journalism.

The 1957 launch of the Sputnik satellite prompted a critical evaluation of the American public education system. While many aspects underwent scrutiny and change, extracurricular programs remained largely unaffected, highlighting their established value in promoting students' holistic development (Castle, 1986). In the subsequent decades, these programs continued to play a crucial role, with studies indicating that a significant majority of high school students valued participation in extracurricular activities over academic achievements or material possessions (Long, Buser, & Jackson, 1977). Organizations like the National Association for Secondary School Principals (NASSP) have consistently supported these programs, endorsing their positive impact on students' overall development (Castle, 1986).

In summary, extracurricular activities have evolved from peripheral components to central elements of the educational experience, adapting to societal changes and consistently contributing to the holistic development of students.

### **1.2.2. Definition of Extracurricular activities**

Extracurricular activities in EFL learning refer to structured, non-compulsory activities that extend beyond formal language instruction, providing students with opportunities to practice and develop their language skills in real-world contexts. These activities are designed to supplement classroom learning and often involve student-led initiatives under the guidance of instructors or language clubs. According to Campbell (1973), ECAs serve as a valuable extension of the learning process, allowing students to apply their linguistic knowledge in diverse communicative settings. Similarly, Eccles et al. (2003) emphasize that ECAs contribute significantly to students' personal and academic growth by fostering confidence, collaboration, and autonomy in language use.

Despite operating independently of formal assessments and syllabus requirements, extracurricular activities play a significant role in language development, as they create immersive environments where students can engage with the language both instrumentally (for completing tasks) and integratively (for social and academic inclusion) (Cole, Rubin, Feild, & Giles, 2007). Participation in ECAs, such as conversation clubs, creative writing workshops, and digital storytelling projects, not only enhances linguistic competence but also nurtures critical thinking, cultural awareness, and problem-solving abilities (Marsh & Kleitman, 2002).

In the context of EFL learning, ECAs provide learners with opportunities to bridge the gap between theoretical knowledge and practical application. By engaging in interactive, student-centred activities, learners can develop fluency, spontaneity, and confidence in using the target language. As universities and educational institutions increasingly recognize the benefits of ECAs, their integration into EFL programs continues to gain prominence as a means of fostering holistic language development.

### **1.2.3. Extracurricular Activities in Foreign Language Learning**

Throughout the twentieth century, researchers increasingly examined the impact of extracurricular activities (ECAs) on students' language learning and overall academic performance. Several studies highlighted that participation in ECAs not only reinforced linguistic skills but also contributed to students' cognitive and social development (Tchibozo, 2007). Notably, ECAs were found to play a crucial role in reducing dropout rates among certain groups of students by fostering a sense of belonging and motivation (Mahoney & Cairns, 2000). Research findings further confirmed that ECAs were just as essential as formal instruction in developing academic and social competencies, positioning them as integral components of a comprehensive educational experience (Druzhinina, 2009; Eccles, 2003; Marsh & Kleitman, 2002; Tenhouse, 2003; Astin, 1993; Darling, Caldwell, & Smith, 2005).

Over time, ECAs have become a fundamental aspect of second language (L2) teaching and learning, particularly in university and college settings (Housen & Beardsmore, 1987). In the latter half of the twentieth century, scholars increasingly investigated the differences between formal and informal L2 learning environments, emphasizing the advantages of incorporating ECAs into language acquisition strategies (Krashen, 1981). For instance, Oates and Hawley (1983) advocated for involving native speakers in structured ECA programs, suggesting activities such as conversational meetups, videotaped interviews, role-playing scenarios, cultural evenings, theatrical performances, student-led presentations, and language

immersion weekends. These initiatives provided learners with authentic communicative experiences, bridging the gap between classroom instruction and real-world language use.

The effectiveness of ECAs in language learning has also been closely tied to the instructional methodologies employed. Throughout the past century, various teaching methods have emerged, each influencing the role of ECAs in different ways. While some approaches overlooked the significance of extracurricular engagement, others inherently supported and encouraged such activities. Among these, several language teaching methods stand out for their compatibility with ECAs.

For instance, the Direct Method emphasizes immersive exposure to the target language, requiring learners to engage with ungraded, natural speech in real-life contexts. This approach aligns well with ECAs that facilitate direct interaction with native speakers, such as conversational meetups and language retreats, where students must rely solely on the target language for communication. Similarly, the Oral Approach and Situational Language Teaching, developed in the early twentieth century by British linguists Palmer and Hornby, emphasized structured exposure to grammatical and lexical elements through oral instruction before transitioning to written forms (Nunan, 2004). Since this method prioritizes situational learning, ECAs can serve as an extension of classroom instruction, providing students with opportunities to practice language structures in authentic social interactions.

By the late 1960s, the Oral Approach was gradually replaced by Communicative Language Teaching (CLT). CLT marked a significant departure from previous methodologies by emphasizing the use of language as a tool for meaningful communication rather than as an object of isolated grammatical study. It prioritized fluency over accuracy and encouraged interaction in real-life scenarios. This communicative orientation provided an ideal context for integrating ECAs into language instruction. Activities such as debates, drama, and role-plays mirrored CLT's emphasis on real-world communication, allowing students to develop fluency, confidence, and pragmatic competence through engaging, non-traditional means. Furthermore, the learner-centred nature of CLT made it inherently compatible with ECAs, as both frameworks value student autonomy, interaction, and contextualized language use.

Overall, the evolution of language teaching methodologies has demonstrated an increasing recognition of ECAs as powerful tools for language acquisition. The shift toward communicative and experiential learning models has further reinforced their importance, positioning them as indispensable in fostering linguistic proficiency, cultural awareness, and

autonomous learning. Consequently, ECAs have become more than supplementary activities; they represent essential platforms for bridging the gap between theoretical knowledge and real-world language use, ultimately contributing to the development of well-rounded, proficient language learners.

#### **1.2.4. The Benefits of Extracurricular Activities: Insights from Previous Studies**

Extracurricular activities (ECAs) play a significant role in students' personal and academic development, particularly in foreign language learning. These activities provide an interactive and engaging environment where learners can practice language skills beyond the classroom setting. Research highlights several key benefits of ECAs, including increased motivation, improved academic achievement, enhanced communicative competence, reduced communication apprehension, and the development of critical soft skills.

##### **1.2.4.1. Motivation**

Motivation is a crucial factor in language acquisition, influencing students' willingness to engage in learning activities, as it determines the learner's direction, persistence, and intensity of effort. According to the Socio-Educational Model proposed by Gardner (1985), motivation in language learning consists of a desire to learn the language, an attitude toward the learning situation, and effortful behaviour. Within this framework, motivation can be categorized into two types: intrinsic motivation, which stems from a learner's internal desire to engage in an activity for personal satisfaction or interest, and extrinsic motivation, which is driven by external rewards or outcomes (Deci & Ryan, 2000). ECAs, by design, foster both types of motivation, offering meaningful, enjoyable, and socially engaging contexts for language use. When students take part in activities such as debates, drama clubs, or interactive games, they often develop a genuine interest in the language itself while also feeling rewarded by peer interaction and recognition. Harmer (2007) defines motivation as "*some kind of internal drive which pushes someone to do things in order to achieve something*" (p. 98). In his discussion of motivation, Douglas Brown includes the need for ego enhancement as a prime motivator. This is the need for the self to be known and to be approved of by others (Brown 2007: 169), reinforcing the idea that engagement must come from a sense of purpose.

Deci and Ryan's (2000) Self-Determination Theory further expands on this by emphasizing that intrinsic motivation flourishes in environments where learners feel

autonomous, competent, and connected to others, elements naturally present in well-structured extracurricular activities. Albayrak and Şener (2021), Djaoui & Nemouchi(2023), and Gardner (1985) argue that ECAs can significantly elevate students' motivation to learn a foreign language by activating both personal and social dimensions of learning. In the Turkish context, Albayrak and Şener (2021) conducted a large-scale study with 340 preparatory-year students, revealing that those who actively participated in English-focused extracurricular programs had considerably higher levels of motivation than their peers. The researchers highlighted the positive effect of ECAs on students' attitudes toward English, attributing the results to increased engagement and meaningful exposure to the language. Likewise, in Algeria, Djaoui & Nemouchi(2023) observed that third-year EFL students at Larbi Ben M'hidi University showed enhanced motivation and confidence in oral proficiency after engaging in informal speaking clubs and storytelling sessions. These findings suggest that when language learning is rooted in real-life interaction and enjoyment, learners are more likely to develop a sustained interest in improving their skills.

#### **1.2.4.2. Academic Achievement**

In addition to enhancing motivation, extracurricular activities have emerged as vital contributors to students' academic development. Far from being mere leisure outlets, these activities provide enriched contexts for applying classroom knowledge in dynamic, experiential ways that foster deep and lasting learning. This is particularly significant in language education, where academic success hinges not only on content mastery but also on the ability to communicate and perform effectively.

A compelling theoretical lens to understand this connection is Experiential Learning Theory (Kolb, 1984), which posits that meaningful learning occurs through a cyclical process involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. Extracurricular activities, by design, immerse students in this process: they invite learners to experience, reflect, and adapt knowledge in authentic, real-world scenarios that render academic content both personal and practical. This active mode of learning enhances retention, fosters critical thinking, and builds students' academic confidence.

Such theoretical grounding is echoed in empirical findings. Yıldız (2016), for example, reported that language-oriented ECAs fostered supportive, student-centred environments that enabled learners to transfer academic input into authentic language use. Similarly, Bahdi's (2021) Master's dissertation at KasdiMerbah University examined the influence of

extracurricular participation on students' academic oral proficiency. Focusing on third-year LMD students of English, his findings revealed that those involved in ECAs exhibited stronger oral performance and academic success. This was attributed to the non-threatening, collaborative nature of extracurricular spaces, which encouraged students to practice language meaningfully. Through participation in activities that demand research, teamwork, and presentation, learners develop a wide range of competencies that translate into higher academic performance

### **1.2.4.3. Communicative Competence**

Beyond enhancing motivation and academic achievement, extracurricular activities also play a crucial role in developing learners' communicative competence, a core objective in foreign language education. Rooted in Vygotsky's Sociocultural Theory, language learning is understood as a socially mediated process in which communication skills emerge through guided interaction and meaningful dialogue with more capable peers (Vygotsky, 1978). Within this framework, extracurricular spaces offer fertile ground for learners to engage in authentic, collaborative exchanges that extend beyond the limits of formal classroom instruction. When students participate in language-rich environments, they are presented with meaningful opportunities to negotiate meaning, co-construct understanding, and apply linguistic strategies in dynamic, low-anxiety settings. These informal interactions through structured activities such as storytelling, role-playing, or peer-led discussions, not only facilitate fluency and self-expression but also encourage learners to activate multiple dimensions of communicative competence in real-time.

In support of this view, Kane's (2012) investigation into the communication skills of undergraduate students at the University of Georgia reveals a significant correlation between extracurricular participation and perceived communicative competence. Her study, which surveyed 122 students involved in diverse forms of non-formal learning including internships, jobs, and study abroad programs, found that participants consistently reported enhanced confidence and performance in their communicative abilities. Notably, the benefits extended beyond linguistic proficiency to encompass broader interpersonal and leadership skills, such as public speaking and collaboration. Kane argues that these experiences create intellectually rich but low-anxiety environments where students feel empowered to experiment with language and navigate real-time interaction. This aligns with the broader understanding that communicative



competence is not solely about mastering grammar, but about developing the agility to communicate appropriately across varied contexts and audiences.

Expanding on the importance of interactive engagement, Boiko's (2024) research in Ukraine provides compelling evidence for the role of extracurricular initiatives in promoting language fluency among secondary-level learners. Situated within a broader socio-political shift following Ukraine's 2024 adoption of English as the official language of international communication, the study emphasizes the transformative potential of non-formal education. Boiko identifies music, games, and media-based activities as particularly effective for enhancing language skills, highlighting their capacity to make learning both relevant and enjoyable. While the study successfully bridges national education reform with classroom realities, it stops short of empirically measuring language development over time or exploring its relevance in tertiary education contexts.

A more discipline-specific perspective is offered by Sandal, Detsiuk, and Kholiavko (2020), who explored the communicative competence of engineering students at Chernihiv National University of Technology. Their findings underscored a widespread deficiency in English proficiency, particularly in the cultural and strategic dimensions of communication. In response, the authors recommended a range of extracurricular formats including cinema clubs, art studios, and intercultural fraternities as avenues to cultivate comprehensive communicative skills. Their emphasis on integrating both verbal and non-verbal modes of interaction, along with fostering intercultural awareness, reflects an understanding of communicative competence as multifaceted and socially embedded. However, the authors acknowledged the need for further empirical validation of their recommendations.

Together, these studies underscore the multifaceted benefits of extracurricular engagement in fostering communicative competence. They reveal that language learning thrives when students are given the autonomy and support to engage with authentic, interactive tasks that mirror real-world communication. By investigating these dynamics within the Algerian university context, this research contributes to a growing body of evidence advocating for student-centred, experience-based approaches to EFL instruction, approaches that equip learners not only with linguistic accuracy but with the confidence, adaptability, and sociolinguistic awareness needed to succeed in both academic and professional settings.



#### 1.2.4.4. Emotional and Interpersonal Growth

Social-Emotional Learning (SEL) has gained prominence in language education for its emphasis on emotional well-being, interpersonal relationships, and self-regulation all of which directly impact learners' communicative competence. As a framework, SEL highlights the importance of creating supportive environments where learners feel psychologically safe to take risks, collaborate, and engage meaningfully with content and peers. Within this context, extracurricular activities (ECAs) represent a vital extension of classroom instruction, offering emotionally enriching experiences that promote both linguistic and personal development.

One of the most evident benefits of SEL-informed ECAs is the reduction of communication apprehension, a common barrier among EFL learners. Research shows that when students participate in informal, interest-driven activities such as drama performances, conversation clubs, or group presentations, they become more willing to speak and less fearful of making mistakes. Alnaeem (2021) notably found a strong inverse relationship between ECA participation and communication anxiety among Saudi EFL learners. Those with high levels of extracurricular involvement reported significantly lower anxiety, attributing their ease to the low-pressure and socially supportive environments fostered by such activities. The voluntary nature of ECAs also cultivates what Alnaeem termed an "inner desire" to communicate, as learners are more motivated when tasks align with their interests rather than imposed academic demands.

Beyond anxiety reduction, ECAs also promote social and cultural awareness, enabling students to navigate the nuanced dynamics of intercultural communication. Language learning is inseparable from cultural understanding, and ECAs like international film nights, cultural fairs, or language clubs provide meaningful platforms for intercultural engagement. For instance, Bagherzade Nimchahi et al. (2019) implemented culture-based ECAs, including e-pal exchanges, volunteering, and multimedia tasks and found statistically significant gains in learners' sociocultural competence. Drawing on Vygotsky's sociocultural theory, the study reaffirmed that language development is most effective when situated within authentic, socially meaningful contexts.

Moreover, ECAs foster collaboration and teamwork, which are core components of both SEL and communicative language teaching. Activities such as debates, collaborative storytelling, and group projects not only enhance learners' speaking and listening skills but also develop essential life competencies like negotiation, empathy, and leadership. Sarson (2005)

aptly notes that ECAs “prepare young individuals for life in ways that continue beyond academic success,” highlighting the broader educational value of such engagements. These cooperative dynamics empower students to function more confidently within diverse communicative settings, where teamwork and interpersonal awareness are crucial.

Finally, the engagement and enjoyment generated by ECAs cannot be overlooked. While traditional classrooms may at times become repetitive, extracurricular formats introduce creativity and spontaneity into language learning. Whether through competitions, games, or storytelling sessions, ECAs transform language use into an enjoyable and motivating experience. The positive emotional climate cultivated in such activities aligns with SEL’s goal of fostering resilience, curiosity, and sustained motivation, traits that are essential for successful language acquisition.

In essence, extracurricular activities that are informed by the principles of Social-Emotional Learning offer EFL students a holistic platform to grow not only as language users but as emotionally intelligent and socially aware individuals. By addressing the affective, social, and motivational dimensions of language learning, ECAs serve as powerful tools for enhancing communicative competence in a comprehensive and sustainable manner.

### **1.2.5. Learners’ Attitudes to Extracurricular Activities**

Learners’ attitudes toward extracurricular activities (ECAs) play a crucial role in determining their willingness to participate and benefit from such initiatives. Accordingly, Fatash (2008), in a descriptive study conducted in Palestine, found that the majority of English majors expressed a positive attitude toward ECAs and indicated a clear interest in participating if such activities were available. Similarly, a study at An-Najah National University revealed that students believed ECAs could boost their motivation and help improve their English proficiency especially when formal instruction fell short of addressing learners’ psychological needs and motivational gaps. The findings stressed that overloading students with academic courses and assessments may demotivate them, while providing creative, voluntary learning spaces through ECAs could reignite their interest in learning. In a Russian context, Druzhinina (2009) noted that while not all ECAs directly led to higher language proficiency, many learners felt that the experiences gained in informal, out-of-class environments were often more meaningful and confidence-boosting than classroom learning. Furthermore, Greenbank (2015) conducted a longitudinal study in the UK and highlighted that some undergraduates failed to engage in ECAs due to limited awareness of their professional value or peer influence that

discouraged participation. This lack of motivation was also linked to students' extrinsic locus of control and dependence on structured learning. However, when properly introduced and supported by the institution, ECAs were perceived as enriching and beneficial for both academic and personal development. Overall, these studies reveal that learners generally show a positive disposition toward ECAs when they understand their relevance and are offered opportunities to engage in them meaningfully.

### Conclusion

This chapter has explored the main theoretical and practical aspects related to communicative competence and extracurricular activities in the context of EFL learning. It started by tracing the origins of communicative competence and explaining its different models, each highlighting essential components for successful communication. The chapter also discussed how learners sometimes struggle with communication apprehension, which can negatively affect their performance, and it presented some helpful strategies to reduce this issue.

Additionally, the chapter explained how communicative competence can be assessed and it introduced Communicative Language Teaching as an approach that encourages active use of language through meaningful interaction. In relation to that, extracurricular activities were shown to support language learning outside the classroom. Many studies revealed that participating in ECAs can increase students' motivation, improve their academic performance, and help them become more confident and competent speakers.

Despite these advantages, such activities are still limited in some EFL contexts, in Algeria. Therefore, this study aims to explore how extracurricular activities for EFL students at the University of Ghardaïa can help improve their communicative competence. The next chapter will describe the research design, tools, and procedures used to investigate this aim in more detail.

# **Part Two**

## **Practical Part**

## **Chapter Three: Research Methodology and Data Analysis**

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## Introduction

The present study aims to explore the impact of extracurricular activities on EFL students' communicative competence by examining their attitudes and perceptions . In line with the study's objectives, this investigation adopts a mixed-methods approach that combines both quantitative and qualitative data collection tools. To gather reliable data, a questionnaire was administered to students of different levels in the English department at the University of Ghardaïa. Additionally, to support the findings and provide deeper insights, semi-structured interviews were conducted with four students who took part in a student-centred extracurricular workshop, along with two teachers who organized and supervised the event. This chapter represents the practical part of the research, it entails a description of the research design, the sample, data collection tools , presentation and interpretation of the questionnaire and interview results (data analysis). Finally, the research concludes with significant pedagogical suggestions and recommendations for future research.

### 3.1. Research Design

A descriptive research design was adopted using both quantitative and qualitative approaches to investigate students' perceptions and the possible influence of extracurricular activities on their communicative competence. The study involved collecting data from 80 students from the department of English language at the University of Ghardaïa through questionnaires. Furthermore, semi-structured interviews were carried out with four students who actively participated in a student-led extracurricular workshop and two teachers who supervised the event. These interviews aimed to explore participants' reflections and perceived benefits of the experience in terms of language use and communication. The combination of both methods allowed for a more comprehensive understanding of the phenomenon under investigation. As stated by Creswell (2014), "This mixing" or blending of data, provides a stronger understanding of the problem or question than either by itself" (p. 215). in this vein, Tashakkori and Newman (2010) argue that the mixed-method approach's key advantage is that it provides the researcher the freedom to choose the methods that are most suited to addressing the research issues.

### 3.2. Research Population and Sample

The present study was conducted within the English Department at the University of Ghardaïa, part of the Faculty of Letters and Languages, where English is taught and learned as

a foreign language. The sample consists of three distinct groups: EFL students from all levels (L1 to M2), teachers who were directly involved in the supervision and organization of an extracurricular Workshop, and a selected group of students who actively participated in the Workshop.

### **3.2.1. Students' sample**

The first sample in this study consists of English department students from different levels at the University of Ghardaïa during the academic year 2024–2025. While the total number of enrolled students exceeds 400, the questionnaire was randomly distributed, and 80 students responded. The sample includes students from Licence and Master's levels. The decision to involve students from various academic stages was made to ensure a broader inclusive perspective on the role of extracurricular activities in enhancing communicative competence.

### **3.2.2. Teachers' sample**

The second sample includes two teachers who participated in semi-structured interviews. Both were directly involved in organizing and supervising the extracurricular workshop that served as the basis for the qualitative part of this study. They teach modules related to literature and civilization, and their inclusion aimed to provide professional insight into students' engagement, use of language, and communicative interaction during the event.

### **3.2.3 Interviewed Students' Sample**

The third sample comprises four students who were interviewed after taking part in the extracurricular workshop. These students were active participants in the event, contributing through poster presentations and collaborative group work. Their selection was based on their involvement in the activity, with the aim of gaining deeper understanding of their personal experiences, perceptions, and reflections on how the event may have contributed to their communicative competence.

## **3.3. Data collection**

Data collection is an essential component in conducting research, as it enables the achievement of the study's objectives and the examination of the research questions. In this study, data were gathered using two primary tools: a questionnaire and interviews. The combination of these instruments allowed for a comprehensive exploration of students'



perceptions and experiences concerning the role of extracurricular activities in enhancing communicative competence. The questionnaire provided quantifiable data from a broad sample of students, while the interviews offered in-depth qualitative insights from both students and teachers involved in an extracurricular workshop.

### 3.3.1. Description of students' questionnaire

A structured questionnaire was administered to English students at the University of Ghardaïa to investigate their attitudes toward the impact of extracurricular activities on communicative competence. The questionnaire comprised twenty-nine (29) questions divided into five main sections: General Information, Communicative Competence Self-Assessment, Communication Apprehension, Interests and Preferences for Extracurricular Activities, and Attitudes Toward Institutional Integration. The questions consisted of close-ended types, Yes/No, multiple-choice, and Likert-scale format, as well as open-ended prompts that allowed students to provide detailed responses based on their personal experiences and perceptions.

The questionnaire was designed to gather demographic information, evaluate students' self-assessed levels of English language competence, measure their communication apprehension, and investigate their previous engagement with, attitudes toward, and preferences for extracurricular activities aimed at enhancing their communicative competence.

#### Section I: General Information

- Question (1) gathers basic demographic information concerning the gender distribution among participants.
- Question (2) identifies the age range of respondents to understand the generational diversity.
- Question(3)specifies students' current academic level to contextualize their responses within the learning trajectory.
- Question (4) assesses students' self-perceived English proficiency level (beginner, intermediate, or advanced).
- Question (5) investigates the primary motivations behind choosing English as a field of study.
- Question (6) explores students' main sources of acquiring English, either through formal education, self-learning, or both.

#### Section II: Communicative Competence Self-Assessment

- Question (7) asks students to self-rate their communicative competence across six domains corresponding to its core components: grammar and vocabulary use and speaking accuracy (grammatical-linguistic competence), fluency listening comprehension (discourse competence), strategic competence, and sociolinguistic awareness (sociolinguistic competence).
- Question (8) investigates the frequency with which students practice English in real-life contexts outside the classroom.
- Question (9) identifies the most challenging aspects of communicating in English, such as fluency, pronunciation, grammar, or cultural understanding.

### **Section III: Communication Apprehension**

- Question (10) explores the frequency of students' participation in oral activities during classroom sessions.
- Question (11) determines whether students face challenges during oral participation and public speaking.
- Question (12) delves deeper into the specific reasons for these difficulties, including anxiety, shyness, fear of mistakes, and lack of preparation.
- Question (13) employs a Likert-scale format to measure students' level of anxiety in various communicative situations, representing different types of communication apprehension, including trait apprehension, context-based apprehension, audience-based apprehension, and situational apprehension.
- Question (14) seeks to identify the factors that might increase students' comfort levels during English speaking activities, such as group work, familiar topics, and teacher encouragement.

### **Section IV: Interests and Preferences for Extracurricular Activities**

- Question (15) assesses the extent to which students have previously participated in extracurricular English activities.
- Question (16) identifies the barriers preventing students from engaging in such activities, including program availability, confidence issues, and time constraints.
- Question (17) asks students to indicate their preferred types of extracurricular activities (e.g., clubs, games, presentations, or online events).
- Question (18) explores the topics that students find most interesting for discussion during extracurricular sessions, including pop culture, social issues, literature, and psychology.

- Question (19) appears to aim at understanding students' perspectives on the importance of integrating extracurricular activities into their academic journey.
- Question (20) investigates students' beliefs regarding the role of extracurricular activities in reducing language learning anxiety.
- Question (21) evaluates whether students perceive English-language extracurricular activities as beneficial for improving their communication skills.
- Question (22) explores students' personal goals and expectations from participating in extracurricular programs, including enhancing speaking skills, vocabulary, pronunciation, confidence, and social interaction.

**Section V: Attitudes Toward Institutional Integration**

- Question (23) explores students' retrospective perceptions regarding the absence of extracurricular English activities in earlier academic years and whether they feel they missed valuable opportunities due to this lack.
- Question (24) examines students' attitudes toward formally integrating extracurricular activities into the English department's educational framework, assessing the perceived necessity of such programs within the academic experience.
- Question (25) gauges students' interest in the implementation of regular extracurricular activities within the department.
- Question (26) assesses the degree of commitment students are willing to make if such activities are made regularly available.
- Question (27) measures students' anticipated willingness to participate in extracurricular English programs in the upcoming academic year.
- Question (28) examines students' preferred mode of participation, whether as regular attendees, active leaders, or not interested at all.
- Question (29) evaluates the motivational influence of receiving formal recognition, such as the "5-Stars Student" title, on students' willingness to participate more actively in extracurricular programs.

### 3.3.2. Interview

In addition to the students' questionnaire, a semi-structured interview was conducted with two (02) teachers and four (04) students who participated in an academic workshop, in order to obtain more comprehensive and validated information. The interview took place during a workshop entitled "The American Civil Rights Movement: A Multidimensional Approach through History and Literature," held on April 30, 2025, at the Faculty of Letters and Languages. This event, led by EFL students, incorporated historical, literary, and rhetorical perspectives through creative poster presentations and reflective discussions. As the workshop showcased several dimensions of communicative competence such as student collaboration, public speaking, and contextual language use, it provided a meaningful context to examine the role of extracurricular academic activities in enhancing language skills. The purpose of this additional interview was to enrich the qualitative data by capturing participants' experiences and perceptions within a real-life, interactive learning setting. Figure 1 below presents selected snapshots from the workshop, visually illustrating students' active involvement in poster presentations, collaborative work, and oral interaction. These images serve as a visual evidence of the communicative practices observed during the extracurricular academic activity.

Figure 7: Selected snapshots from the workshop (30/04/2025)



### 3.3.2.1. Description of the teachers' interview

The interview consists of six (6) open-ended questions directed to two of the supervisors and organisers of the extracurricular activity. These questions aim to examine the pedagogical motivations behind the workshop, its perceived benefits, and the potential for integrating similar activities into the EFL curriculum.

- Question (01) investigates the teachers' motivation for organizing the workshop, shedding light on their pedagogical intentions.
- Question (02) seeks their views on how student-led activities contribute to EFL learners' development.
- Question (03) focuses on the relationship between workshop participation and the enhancement of communicative competence.
- Question (04) compares the extracurricular workshop to traditional teaching methods in terms of student engagement and practical language use.

- Question (05) explores the possibility of implementing similar activities in the future on a more regular basis.
- Question (06) asks for the teachers' opinion regarding the formal integration of extracurricular activities into the EFL curriculum.

### **3.3.2.2. Description of the Students' Interview**

The interview consists of seven (7) open-ended questions intended to gain deeper insights into students' experiences and perceptions regarding their participation in an extracurricular English-language workshop. The questions focus on real-life language use, communicative confidence, and skill development beyond the classroom.

- Question (01) explores the students' involvement in preparing for the workshop, aiming to assess their level of initiative and responsibility.
- Question (02) seeks to understand how the event provided opportunities for authentic language use in real-life contexts.
- Question (03) examines whether the experience contributed to students' confidence in speaking or presenting in English.
- Question (04) investigates how the extracurricular activity differed from conventional classroom learning.
- Question (05) asks whether students would be interested in participating in similar events in the future and why.
- Question (06) addresses students' perceptions of how such experiences may enhance their communicative competence.
- Question (07) prompts students to reflect on non-linguistic skills they believe they developed through the workshop, such as teamwork or critical thinking.

### **3.4. Data analysis**

The following section presents the analysis of the data collected through the questionnaire and interviews, with the aim of examining participants' perspectives on the impact of extracurricular activities on communicative competence.



### 3.4.1. Questionnaire results analysis

#### Section I: General Information

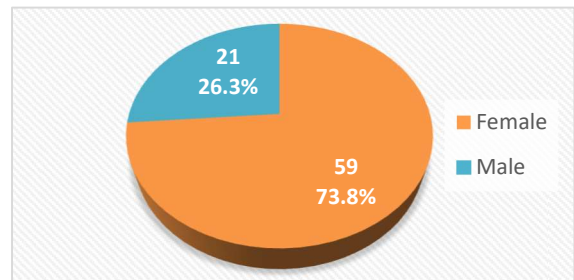
##### Question 01:gender?

This question attempts to identify the number of students from each gender.

Table 3 : Participants Gender

Options	Students Number	Percentage
Female	59	73.8%
Male	21	26.3%
<b>Total</b>	<b>80</b>	<b>100%</b>

Figure 8: Participants Gender



The analysis of the gender distribution shows that 73.8% of the sample identifies as females, while 26.3% identifies as males, this sample shows a great representation of female students than male students.

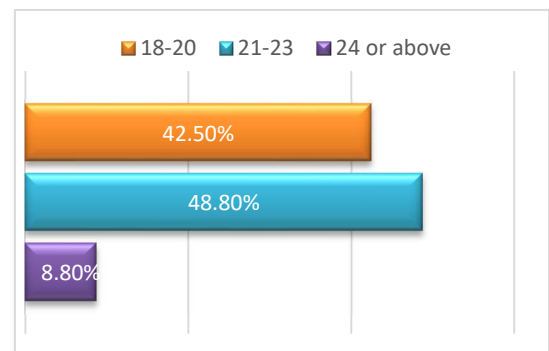
##### Question 02:Age?

This question explores the age distribution of the participants to provide a clearer demographic profile of the sample.

Table 4 : Age Range

Options	Students Number	Percentage
18-20	34	42.5%
21-23	39	48.8%
24 or above	7	8.8%
<b>Total</b>	<b>80</b>	<b>100%</b>

Figure 9: Age Range



The analysis shows that the majority of participants fall within the 21–23 age range, closely followed by 42.5% aged between 18 and 20. While only 8.8% of respondents are 24 or above. This distribution suggests a relatively homogeneous age group, which may contribute to shared perspectives and similar levels of social interaction. However, the presence of slightly

older students could introduce varying degrees of maturity and experience, potentially influencing engagement in extracurricular activities and communicative confidence.

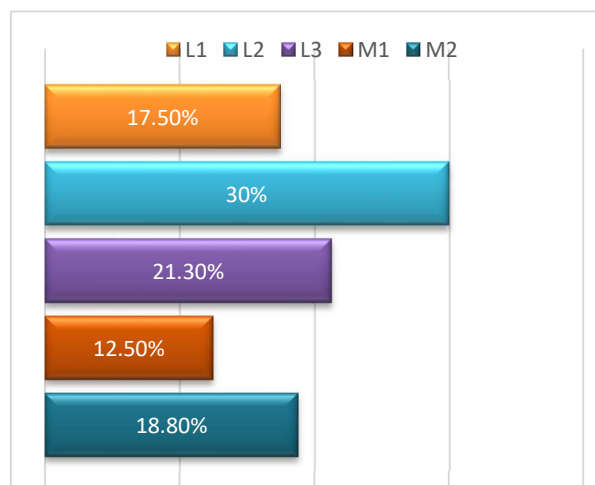
### Question 03: Academic year?

This question identifies the academic year of the participants to determine the distribution across different levels of study.

Table 5 : Academic Year

Options	Students Number	Percentage
L1	14	17.5%
L2	24	30%
L3	17	21.3%
M1	10	12.5%
M2	15	18.8%
<b>Total</b>	<b>80</b>	<b>100%</b>

Figure 10 : Academic Year



The data shows that second-year license (L2) students constitute the largest proportion of participants at 30%, followed by third-year license (L3) students at 21.3%, Master 2 (M2) students at 18.8%, first-year license (L1) students at 17.5%, and Master 1 (M1) students at 12.5%. These results reveals a diverse sample representing all academic levels within the English department, ensuring a broad overview of academic progression.

### Question 04: Your level in English proficiency?

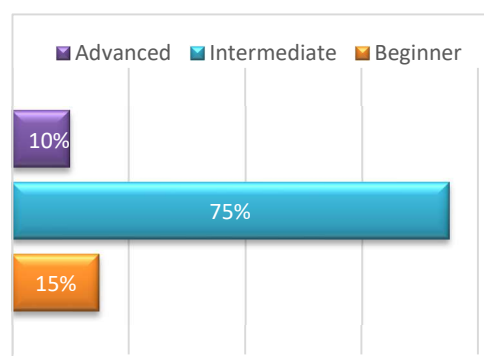
This question aims to examine the learners' self-perception of their English proficiency, offering insight into their confidence and competence in using the language.



Table 6 : Self-Reported English Proficiency

Options	Students Number	Percentage
Advanced	8	10%
Intermediate	60	75%
Beginner	12	15%
<b>Total</b>	<b>80</b>	<b>100%</b>

Figure 11 : Self-Reported English



The results indicate that the majority of participants 75%, reported having an intermediate level, while 15% consider themselves beginners, and only 10% report an advanced level. This dominant percentage of intermediate-level learners reflects a common trend among EFL students who feel they have moved beyond foundational skills but are not yet fully confident in their abilities. As Celce-Murcia (2001) notes, learners often evaluate their language competence based on how comfortably they can use the language in real-life situations, particularly in speaking. Those who claim to be at an advanced level remain few, which could suggest either modesty in self-evaluation or a lack of confidence rooted in limited practice. Meanwhile, the beginner-level respondents might reflect variability in educational experiences or exposure to English.

**Question 05:** Your primary motivation for selecting English as your major?

This question aims to identify the main reasons that led students to choose English as their field of study, providing insight into their academic orientation and future goals.

Table 7 : Motivation for Majoring in English

Options	Students Number	Percentage
To obtain a recognized qualification (diploma)	13	16.3%
To enhance my language skills and overall communication	35	43.8%
To pursue a career in teaching English	25	31.3%
Other	7	8.8%
<b>Total</b>	<b>80</b>	<b>100%</b>

The findings reveal that 43.8% of the participants selected English to enhance their language skills and overall communication, making it the most frequently chosen motivation. Additionally, 31.3% expressed a desire to pursue a career in teaching English. Meanwhile, 16.3% stated that obtaining a recognized qualification was their primary goal. The remaining 8.8% selected "Other" as their reason, offering various personal explanations and circumstantial factors: one student simply liked English, another chose it due to their baccalaureate grade, while five students stated they had no choice or that it was not their personal decision. This last group (6.3% of the total sample) raises important considerations about passive enrolment, which may influence their academic engagement and willingness to participate in extracurricular language-learning activities.

**Question 06:** Your primary source of acquiring English?

This question aims to explore how students have primarily acquired their English skills.

Table 8 : Primary Source of Learning English

Options	Students Number	Percentage
Formal education	23	28.7%
Self-directed learning	50	62.5%
Both of them	7	8.8%
<b>Total</b>	<b>80</b>	<b>100%</b>

The results show that 62.5% of participants consider self-directed learning as their main source of acquiring English, highlights the strong motivation and capability of students to take charge of their own language development beyond the confines of formal instruction. This tendency underscores the increasing relevance of informal learning environments, such as extracurricular activities, online platforms, and exposure to English through media, where students actively seek opportunities to enhance their skills. The relatively lower reliance on formal education (28.7%) may reflect limitations in traditional curricula or teaching methods in meeting learners' communicative needs. Meanwhile, the 8.8% who benefit from both formal and informal learning illustrate the effectiveness of integrating structured guidance with learner autonomy.

## Section II: Communicative Competence Self-Assessment

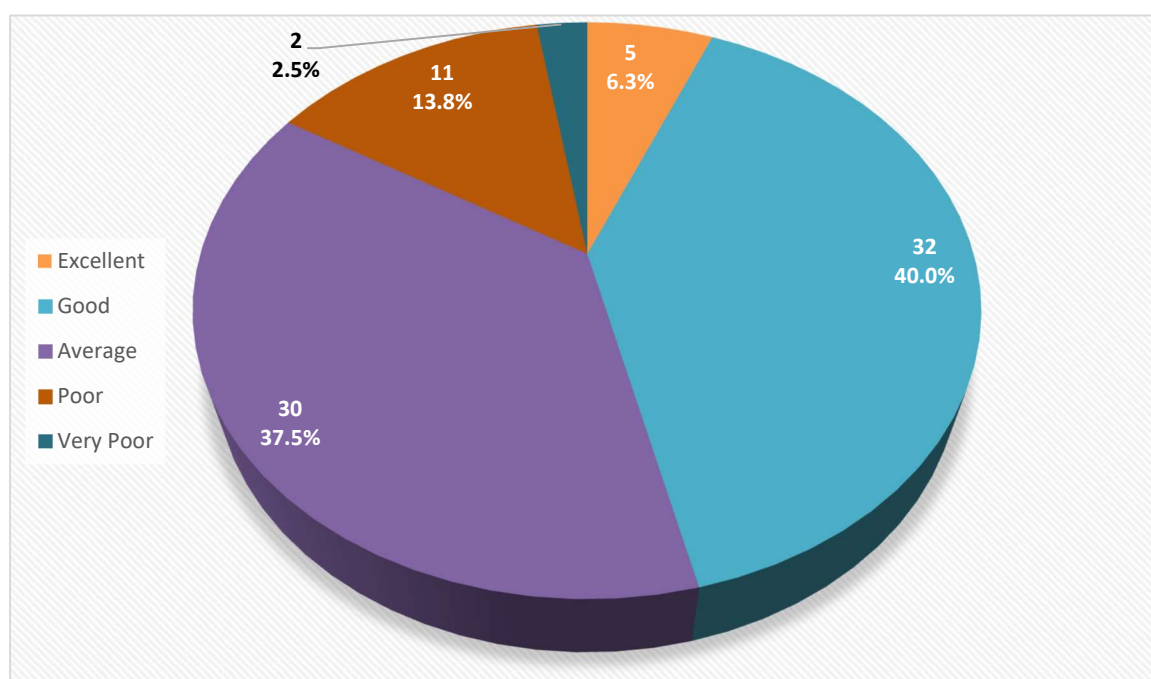
**Question 07:** Rate your level of proficiency in the following areas:

### 1) Grammatical linguistic competence

These items assesses students' self-perceived proficiency in one of the core components of CC, grammatical-linguistic competence, which includes the appropriate use of vocabulary and grammar structures.

#### Item 01: Grammar and Vocabulary Use

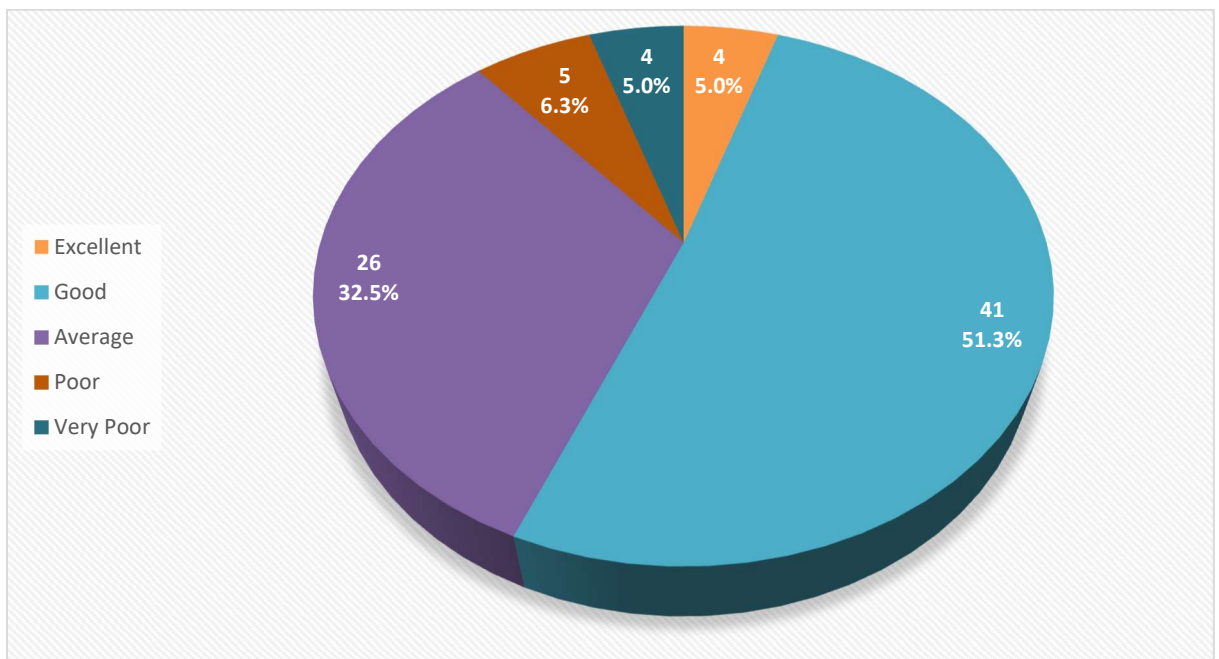
**Figure 12: Grammar and Vocabulary Use**



These results, summarized from the frequency ratings, reveals a generally positive self-assessment of grammatical competence, with nearly half of the participants (46,3%) perceiving themselves as having a good or excellent command of grammar and vocabulary. Additionally, a significant proportion of respondents (37.5%) rated their abilities as average, indicating a more balanced distribution of self-perceived competence. Nonetheless, the presence of 16.3% of students rating themselves negatively suggests that while many students feel reasonably confident, a noteworthy minority still struggle. The previously noted reliance on self-study could explain both the higher competence in some students and the uncertainty in others.

## Item 02: Speaking Clearly (Accuracy)

Figure 13: Speaking Clearly (Accuracy)



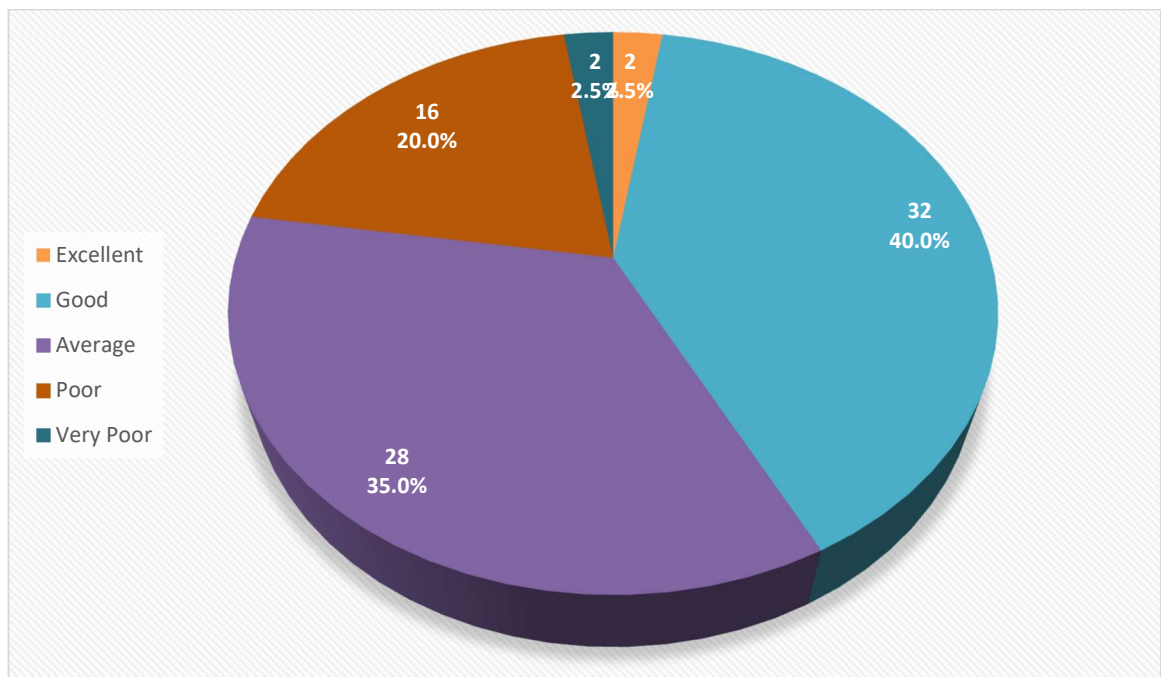
The findings show that the majority of participants (51.3%) rated their speaking accuracy as “Good,” followed by 32.5% who perceived their performance as “Average.” Only a small number rated themselves as “Excellent” (5%), while 6.3% and 5% considered their speaking accuracy “Poor” or “Very Poor,” respectively.

## 2) Discourse competence

These items evaluate students' self-evaluation of their fluency, the ability to speak English fluidly, and self-perceived ability to understand spoken English, which are fundamental aspects of discourse competence and essential for successful communication in real-life situations.

### Item 03: Speaking Smoothly (Fluency)

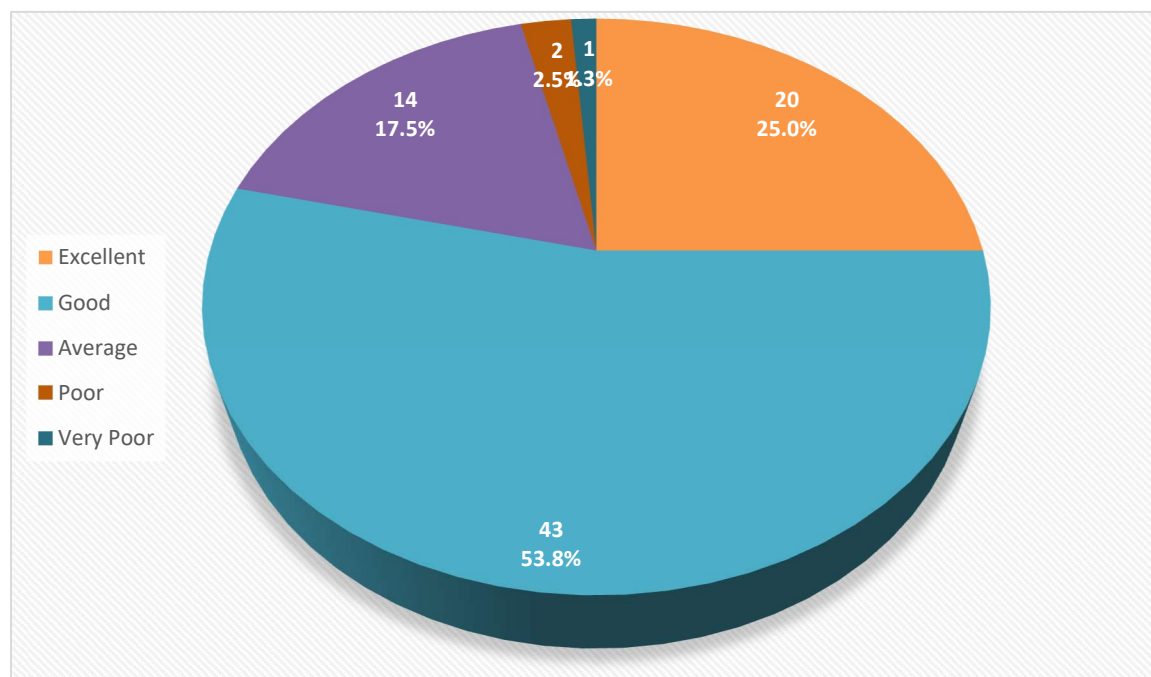
Figure 14: Speaking Smoothly (Fluency)



The responses indicate that 40% of students rated their fluency as “Good,” followed by 35% who considered themselves “Average.” Only a small number (2.5%) perceived their fluency as “Excellent,” while 20% rated it as “Poor” and 2.5% as “Very Poor.” Therefore, the results underline that the majority of the participants are confident and satisfied with their speaking fluency. These ratings are subjective and based on self-assessment.

## Item 04: Listening Comprehension

Figure 15: Listening Comprehension



According to the responses, more than half of the students (53.8%) rated their listening comprehension as “Good,” followed by 25% who considered it “Excellent.” Meanwhile, 17.5% rated themselves as “Average,” and only a small minority selected “Poor” (2.5%) or “Very Poor” (1.3%). These findings reveal a generally strong level of confidence among students in their listening skills. This high level of self-reported proficiency may reflect regular exposure to spoken English through informal means such as music, movies, social media, and peer interaction, especially given that the majority previously indicated self-directed learning as their primary source of English acquisition.

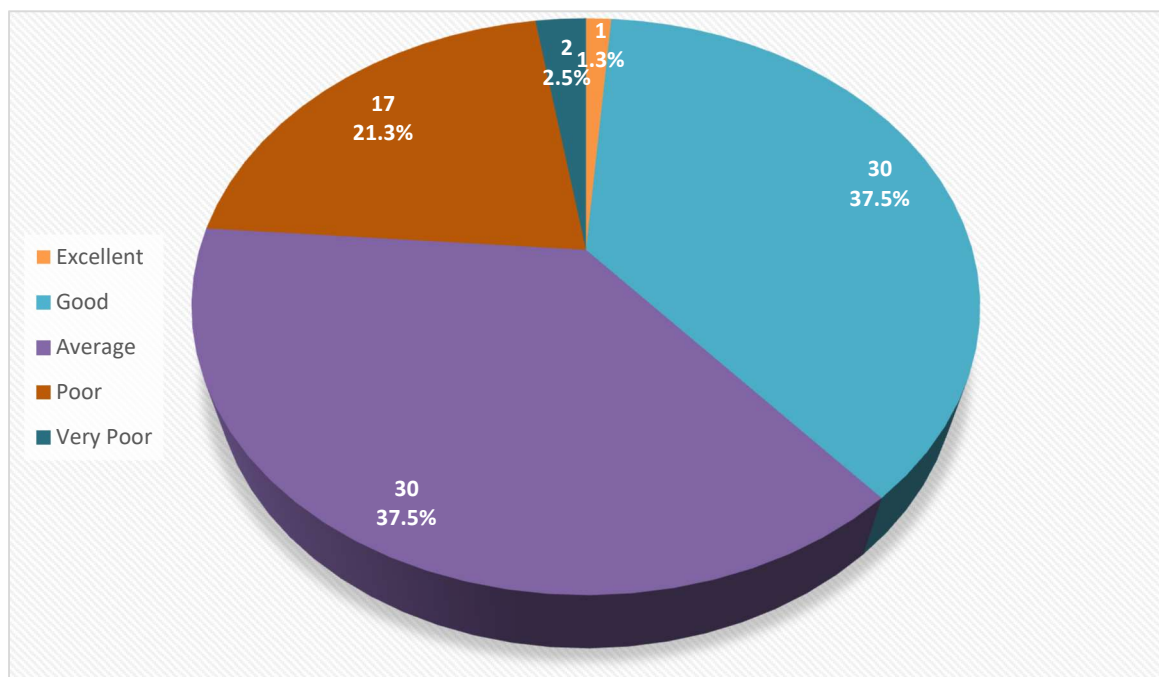


### 3) Strategic competence

This Item assesses students' self-reported ability to manage communication breakdowns using compensatory strategies, such as rephrasing, asking for clarification, or using gestures, the key features of strategic competence.

#### Item 05: Using Strategies like Rephrasing or Asking Questions when Faced with Language Challenges

Figure 16: Using Strategies



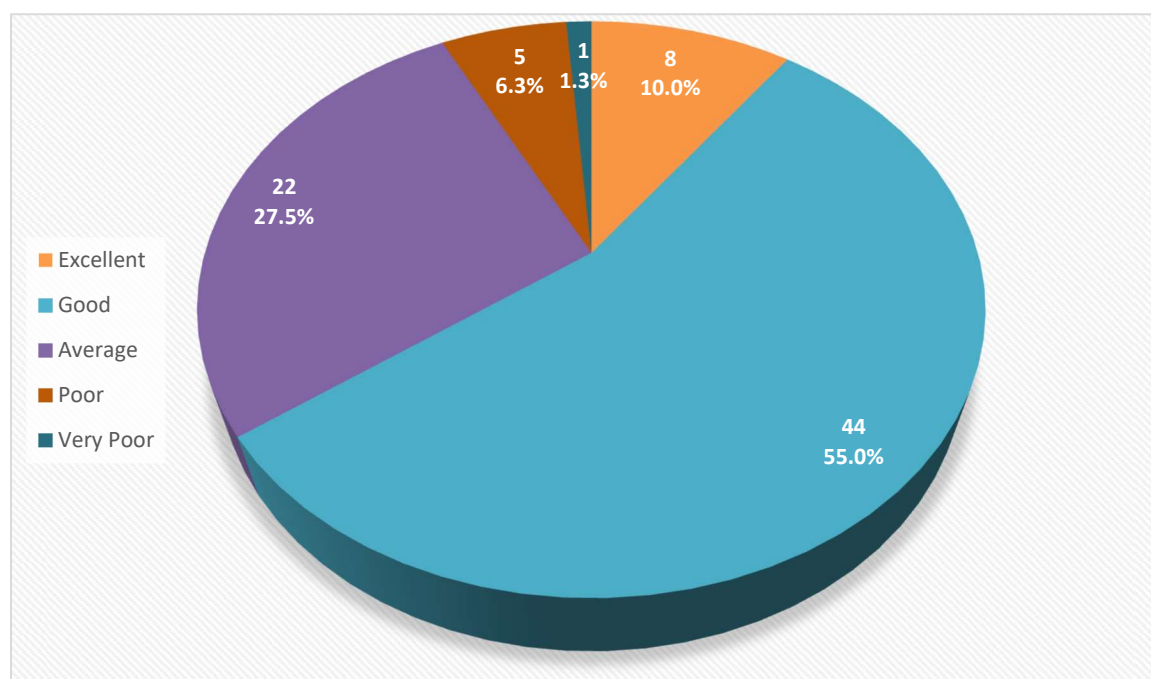
The results show that a substantial portion of students (37.5%) rated themselves as “Good” in using such strategies, closely followed by 37.5% who chose “Average.” Meanwhile, 21.3% perceived themselves as “Poor,” and only 1.3% considered themselves “Excellent,” with another 2.5% rating themselves as “Very Poor.”

#### 4) Sociolinguistic competence

This item explores students' awareness of how cultural norms, social relationships, and contextual appropriateness influence English language use, an essential component of sociolinguistic competence.

##### Item 06: Understanding Cultural and Social Contexts in English Communication

**Figure 17: Understanding Cultural and Social Contexts in English Communication**

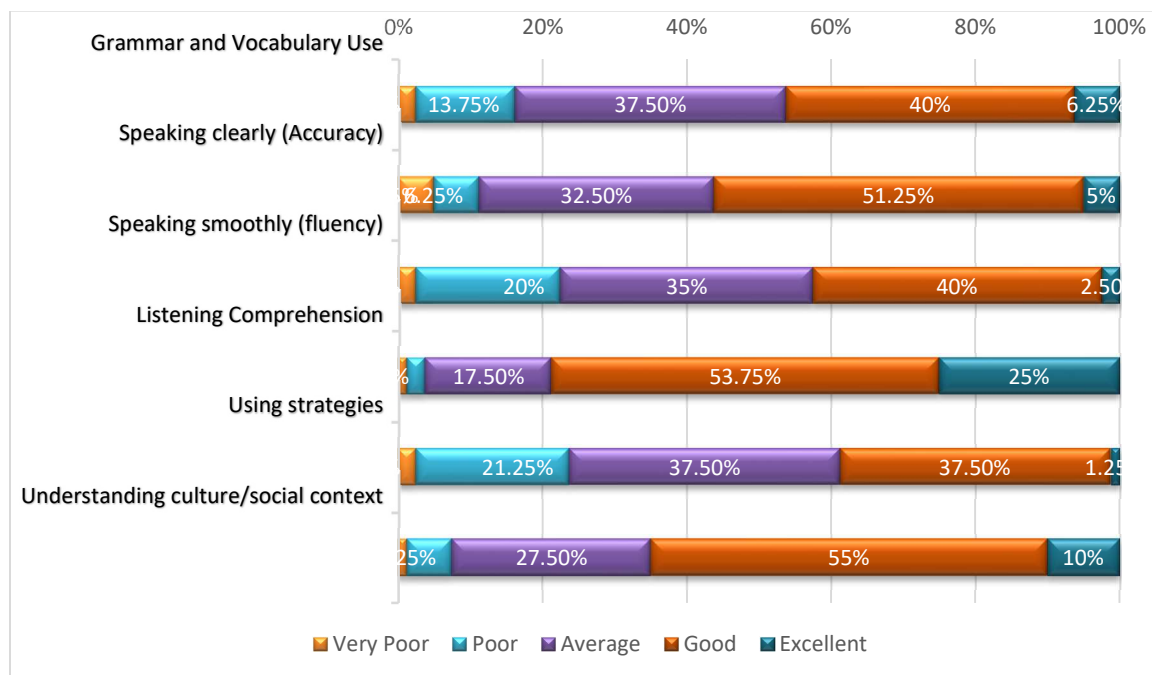


According to the responses, the majority of students (55%) rated their sociolinguistic awareness as “Good,” while 10% selected “Excellent.” Another 27.5% perceived their understanding as “Average,” and only a small number reported it as “Poor” (6.3%) or “Very Poor” (1.3%). These results suggest that most students feel relatively confident in their ability to interpret and respond appropriately to social and cultural cues in English communication. This level of awareness may stem from exposure to diverse content through media, online platforms, and interaction with peers.



## Summary of Communicative Competence Self-Assessment

Figure 18 Communicative Competence Self-Assessment



The self-assessment results provide a comprehensive overview of students' perceived strengths and weaknesses across the four main components of communicative competence: grammatical-linguistic, discourse, sociolinguistic, and strategic competence.

**Grammatical-Linguistic Competence:** The findings indicate that most students in the English Department perceive themselves as competent in grammatical-linguistic aspects of language use. While 46.3% rated their grammar and vocabulary skills as “Good” or “Excellent,” and 51.3% expressed similar confidence in their speaking accuracy, a smaller yet notable percentage reported lower proficiency levels. These results suggest that although some students face challenges with real-time accuracy, the majority view themselves as grammatically competent, reflecting a generally positive self-assessment of their language foundation.

**Discourse Competence:** While fluency and listening comprehension were rated more favourably with over 75% of students rating themselves “Good” or “Excellent” in listening, fluency showed slightly more modest results. Only 2.5% rated their fluency as “Excellent,” and 20% reported it as “Poor,” indicating a need for activities that encourage more fluid speech.

**Strategic Competence:** The ability to handle communication breakdowns using strategies like rephrasing or asking for clarification was rated as “Average” or “Good” by 75%

of students. However, the low “Excellent” responses (1.3%) indicate room for improvement through more dynamic, interactive learning contexts.

**Sociolinguistic Competence:** Most students (65%) felt confident about their ability to understand cultural and social contexts in communication. This shows a solid base of intercultural awareness, likely influenced by media and online exposure, but still benefits from deliberate, real-world application in conversation.

Overall, the findings underscore a promising level of communicative awareness among students, yet highlight the importance of integrating structured, practice-oriented extracurricular activities to address weaker areas especially fluency and strategic use of language in real-time interactions. These results reinforce the role of ECAs in complementing formal education and bridging gaps in communication skills.

**Question 08:** How often do you engage in English conversations outside the classroom?

This question aims to assess the frequency at which participants engage in English conversations outside of their formal classroom settings, offering insight into their real-life language use.

Table 9 : Frequency of Engaging in English Conversations Outside the Classroom

Options	Students Numbers	Percentage
Almost Always	9	11.3%
Often	18	22.5%
Occasionally	22	27.5%
Rarely	21	26.2%
Never	10	12.2%
<b>Total</b>	<b>80</b>	<b>100%</b>

Table 9 shows that 27.5% of the students occasionally engage in English conversations outside the classroom, while 22.5% reported doing so often, and 11.3% almost always. This reflects their dedication and regularity in polishing their speaking capacities and emphasizing their commitment to improvement. On the other hand, 26.2% stated they rarely practice English this way, and 12.5% admitted to never engaging in such conversations possibly due to other commitments or limited opportunities demonstrating their willingness to improve despite constraints.

**Question 09:** What do you think is the most challenging aspect of communicating in English?

This question aims to identify the most commonly mentioned challenging areas of English communication, offering insights into which components of communicative competence require further support.

Table 10 : Most Challenging Aspects of Communicating in English

Options	Students Numbers	Percentage
Grammar	14	17.5%
Vocabulary	19	23.8%
Pronunciation	10	12.5%
Fluency	29	36.2%
Understanding cultural nuances	6	7.5%
Other	2	2.5%
<b>Total</b>	<b>80</b>	<b>100%</b>

As presented in Table 10, fluency emerged as the most commonly reported challenge, with 36.2% of students identifying it as their main struggle in English communication. This was followed by vocabulary (23.8%) and grammar (17.5%). Pronunciation was selected by 12.5% of students, while understanding cultural nuances received a lower percentage (7.5%). Notably, two participants (2.5%) indicated that all listed aspects posed equal difficulty. These responses suggest that students feel most hindered by their inability to maintain smooth speech and select appropriate vocabulary in real-time, which highlights the need for practical, communicative activities that build spontaneity, confidence, and lexical range.

### Section III: Communication Apprehension

**Question 10:** How often do you participate in oral tasks in the class?

This question aims to assess students' frequency of oral participation during classroom tasks. The results presented in the table below.

Table 11 :Frequency of Participation in Oral Classroom Tasks

Options	Students Numbers	Percentage
Always	15	18.8%
Often	16	20%
Sometimes	30	37.5%
Rarely	15	18.8%
Never	4	5%
<b>Total</b>	<b>80</b>	<b>100%</b>

As shown in Table 11, the majority of students (37.5%) reported that they sometimes participate in oral classroom tasks, followed by 20% who often do so, and 18.8% who always engage. On the other hand, 18.8% rarely participate, while a small portion (5%) stated that they never take part in such tasks. These results reveal a moderate level of oral engagement among students, with a noticeable portion demonstrating hesitancy or discomfort in speaking during class. This reflects potential communication apprehension.

**Question 11:** Do you face any challenges when participating in class discussions or speaking in front of others?

This question investigates whether students experience difficulties or anxiety during oral classroom participation, which is a central element of communication apprehension.

Table 12 : Challenges in Participating in Class Discussions

Options	Students Number	Percentage
Yes	63	78.8%
No	17	21.3%
<b>Total</b>	<b>80</b>	<b>100%</b>

As illustrated in Table 12, a significant majority of students (78.8%) reported facing challenges when speaking in front of others or during class discussions, whereas only 21.3%

indicated they do not experience such difficulties. This strong indication of communication apprehension suggests that most students may struggle with anxiety when using English in public speaking contexts.

**Question 12:** If yes, what are these challenges? (Multiple responses allowed)

This question is designed to know the specific factors that contribute to students' communication apprehension when participating in class or speaking in public. Respondents could select multiple challenges to best reflect their experience.

Table 13 : Reported Challenges in English Communication

Options	Students Number	Percentage
Fear of making mistakes	28	35%
Lack of confidence	21	26.3%
Difficulty articulating thoughts	28	35%
Feeling shy or introverted	21	26.3%
Fear of negative evaluation from others	12	15%
Not feeling prepared	21	26.3%
Anxiety about speaking in public	28	35%
Other	10	12.7%
<b>Total</b>	<b>80</b>	<b>100%</b>

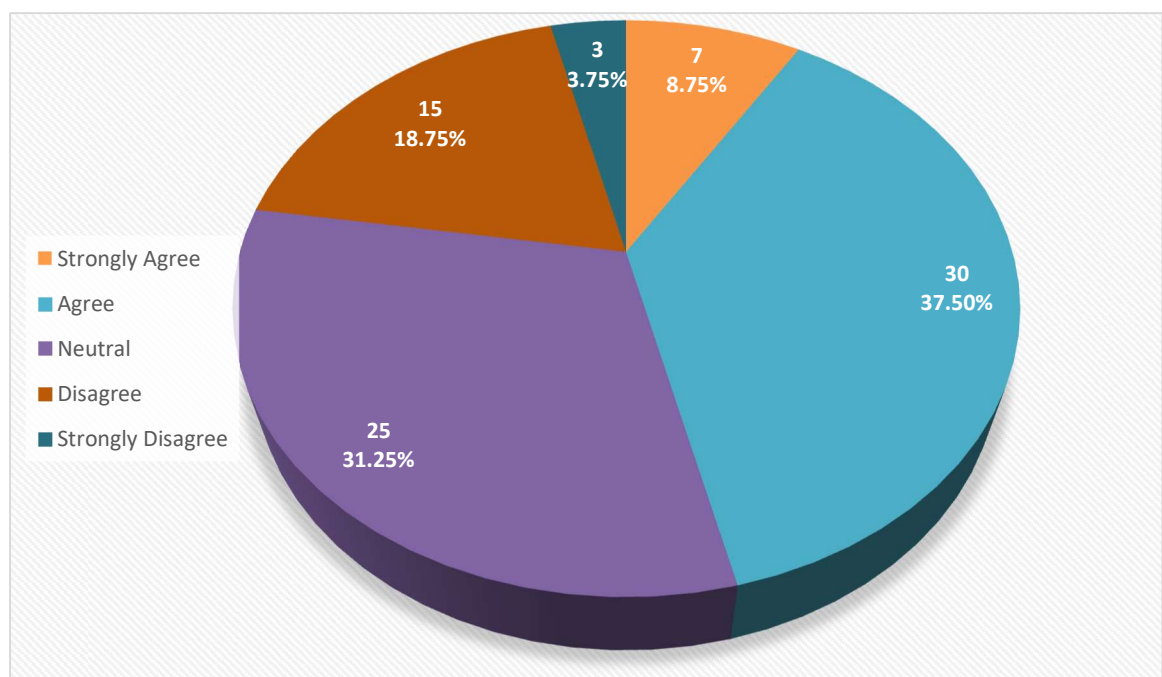
Table 13 reveals that the most frequently cited challenges include fear of making mistakes, difficulty articulating thoughts, and anxiety about speaking in public, each selected by 35% of the respondents. Other prevalent factors include lack of confidence, shyness, and lack of preparation (all at 26.3%). A notable portion (15%) feared negative evaluation from peers or instructors. The 12.7% who selected "Other" did not specify their concerns, possibly indicating internalized discomforts or general unease that are hard to articulate. These results highlight that psychological barriers such as fear, anxiety, and low confidence play a significant role in students' reluctance to participate orally.

**Question13:** Types of Communication Apprehension**1) Trait-like Communication Apprehension**

This statement evaluates Trait-like Communication Apprehension, which refers to a general and consistent tendency to feel anxious in all communicative contexts.

**Item 1:** I often feel nervous or anxious when I need to express myself in English, regardless of the situation.

**Figure 19 : Trait-like Communication Apprehension**



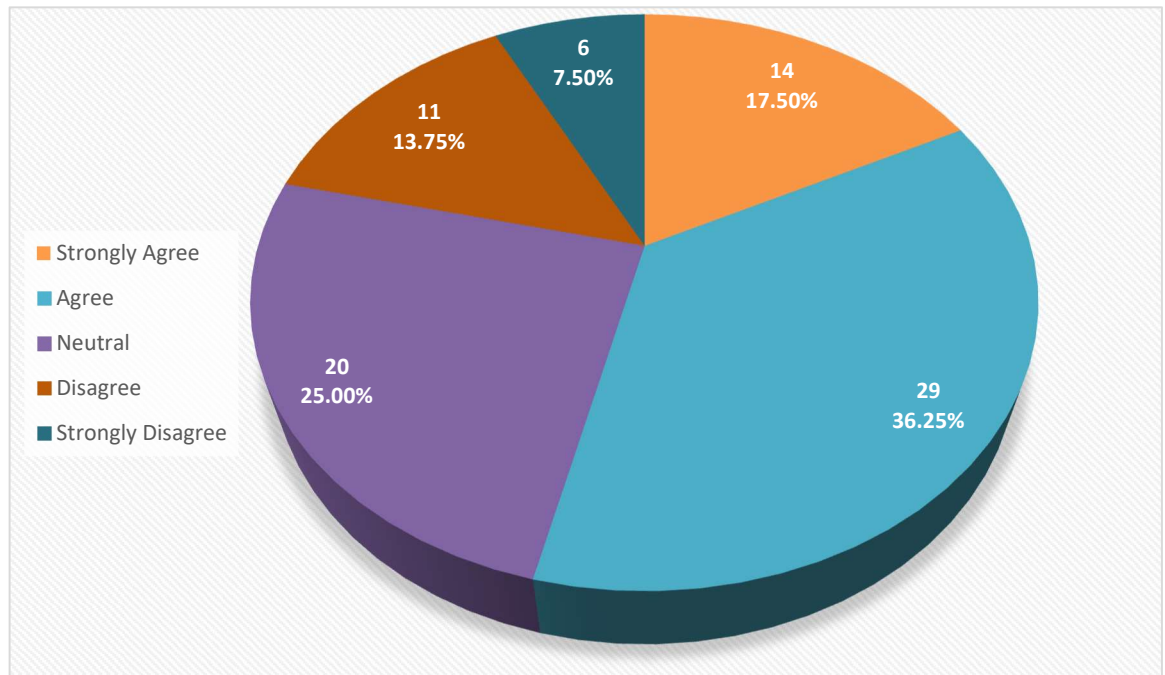
The results indicate that a significant number of students 46.3% (Agree + Strongly Agree) experience general anxiety when expressing themselves in English. Meanwhile, 31.3% remained neutral, and 22.6% disagreed to some extent. These findings suggest that Trait-like CA is present in nearly half the sample, highlighting a persistent sense of discomfort with English communication, regardless of context.

## 2) Context-Based Communication Apprehension

These items measures Context-Based Communication Apprehension, which reflects anxiety triggered in specific settings, such as classroom presentations or public speaking contexts.

**Item 2:** I feel tense and uncomfortable when speaking English in front of the whole class.

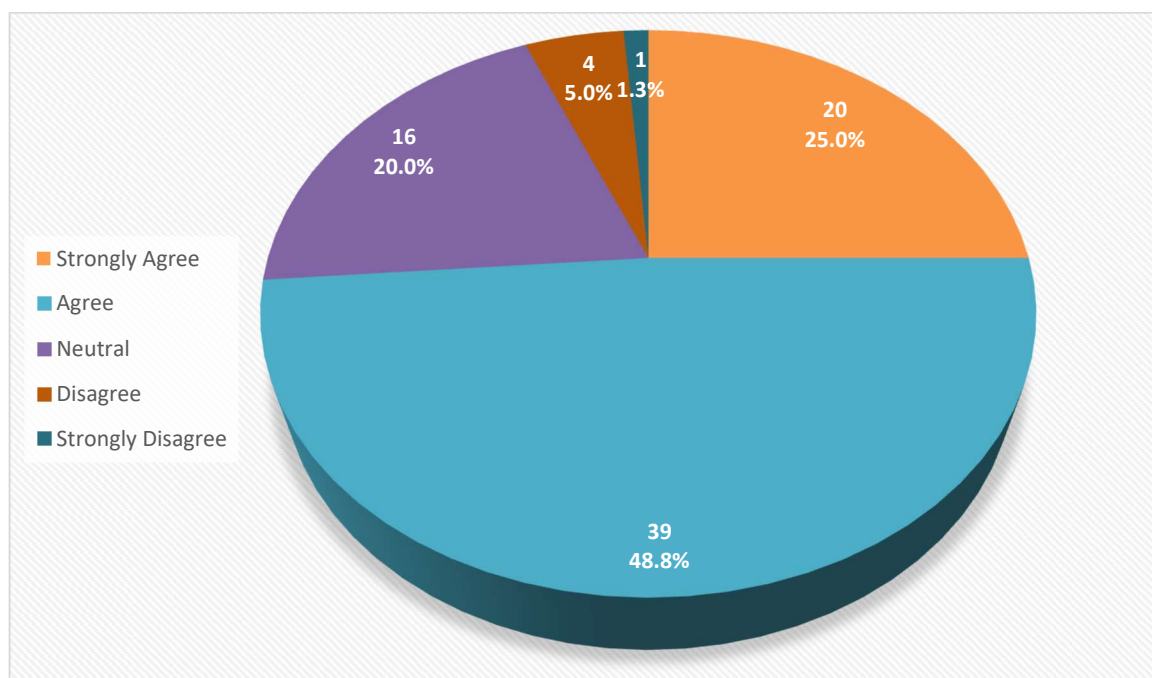
**Figure 20 : Context-Based Communication Apprehension 1**



As shown 53.8% of the participants (Agree + Strongly Agree) reported feeling tense and uncomfortable when required to speak English in front of the whole class. This suggests that context-based anxiety is highly prevalent among the students, particularly in formal academic settings. Meanwhile, only 21.3% disagreed, and 25% remained neutral, which further emphasizes that the classroom remains a challenging space for oral communication.

**Item 3:** I feel more at ease speaking English in small groups than in front of the whole class.

**Figure 21: Context-Based Communication Apprehension 2**



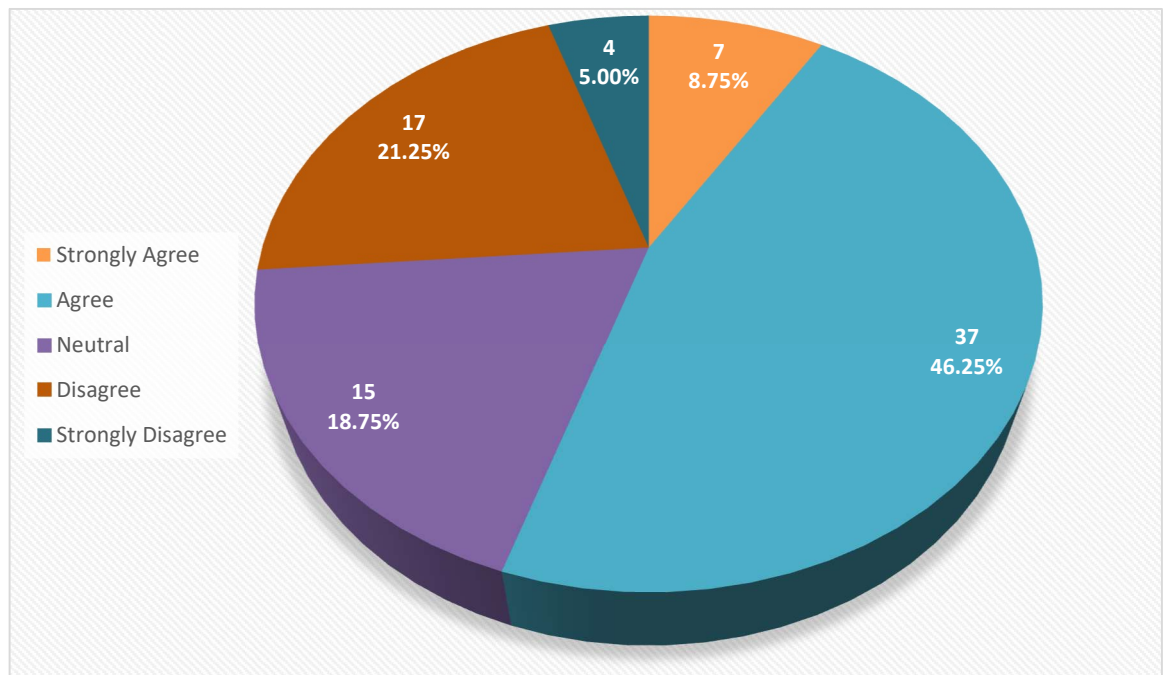
The analysis shows that a large majority of students (73.8%) feel more at ease speaking in small groups rather than addressing the entire class, indicating that context plays a crucial role in shaping communication anxiety. Only 6.3% disagreed with this statement, while 20% remained neutral. These findings suggest that smaller, more familiar group settings can create a more supportive atmosphere for oral interaction, reinforcing the value of peer-led or group-based speaking activities in reducing apprehension and promoting communicative confidence.

### 3) Audience-Based Communication Apprehension

These items aim to assess Audience-Based Communication Apprehension, which relates to the speaker's anxiety depending on who the audience is.

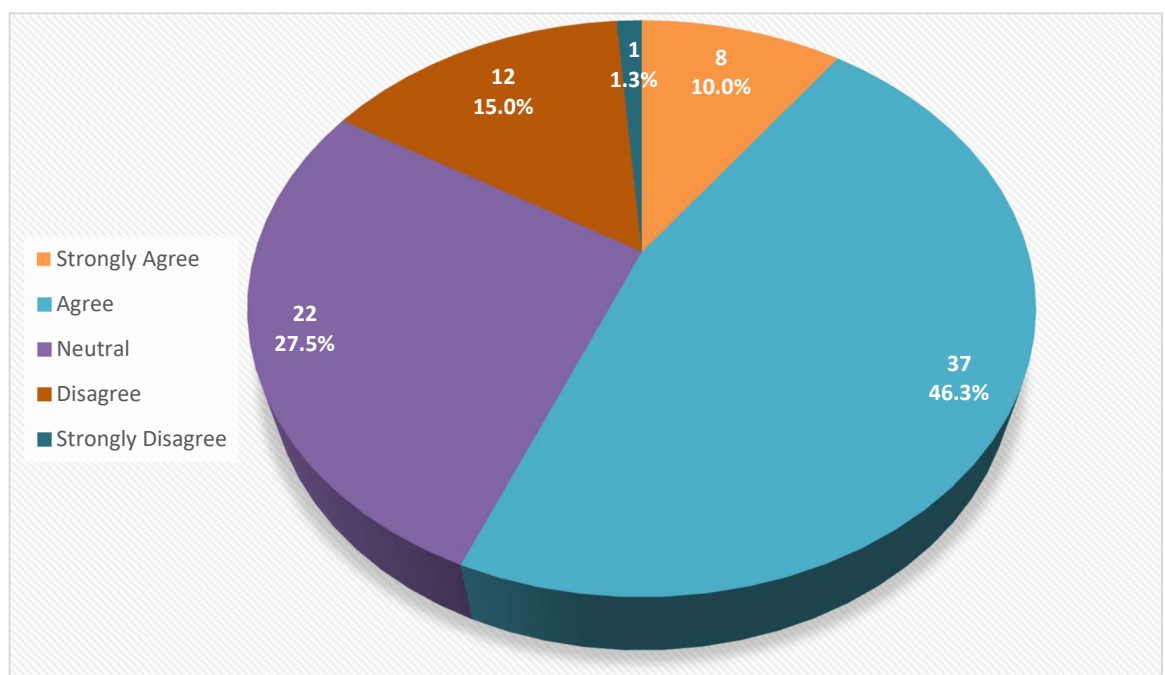
**Item 4:** I feel more anxious speaking English when I don't know the people I'm talking to.



**Figure 22 : Audience-Based Communication Apprehension 1**

The analysis reveals that 55.1% of students agreed or strongly agreed that they feel more anxious speaking English when their audience is unfamiliar, suggesting that the social dynamics of the communicative context significantly influence their comfort levels. In contrast, 26.3% disagreed, and 18.8% remained neutral.

**Item 5:** I am more confident speaking English with my classmates than with my teachers.

**Figure 23 : Audience-Based Communication Apprehension 2**

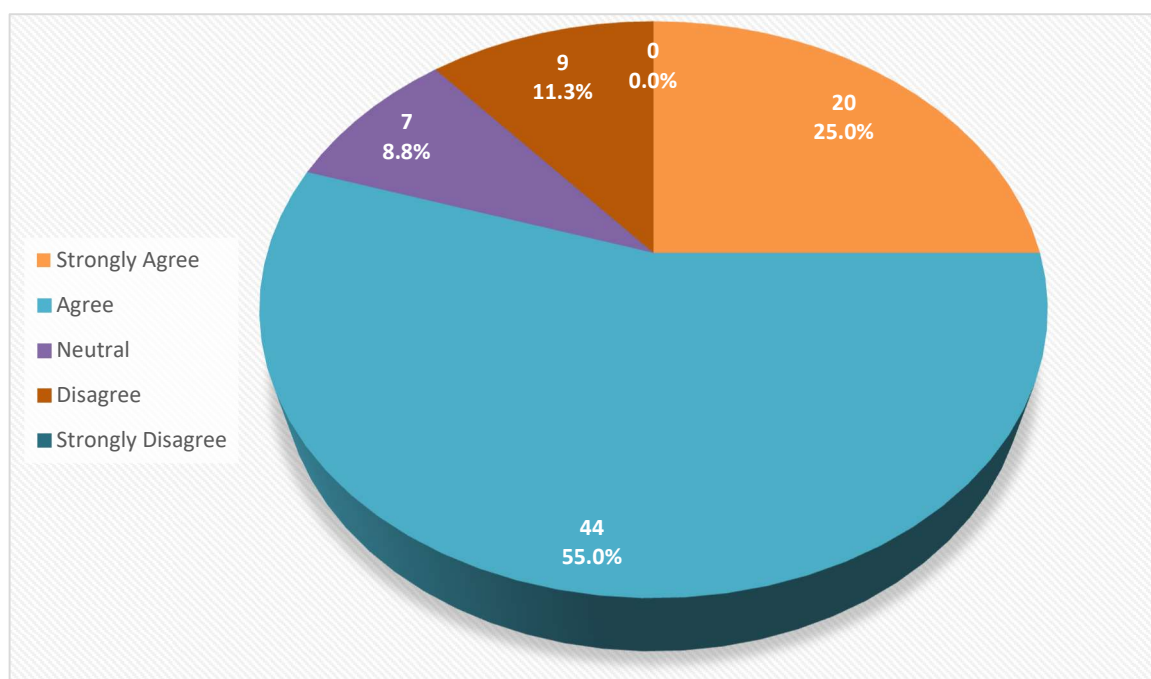
As shown, nearly 56.3% of students expressed greater confidence speaking with classmates than with teachers, indicating that the presence of authority figures can heighten anxiety and inhibit oral performance. Only 16.3% disagreed with this statement, while 27.5% remained neutral, suggesting that for some students, the audience may not significantly alter their confidence levels. Overall, these findings highlight the relevance of audience familiarity and perceived authority in shaping students' communicative ease, reinforcing the value of peer-based speaking opportunities to encourage active participation.

#### 4) Situational Communication Apprehension

These items assess Situational Communication Apprehension, which refers to the anxiety learners experience in specific communicative situations.

**Item 6:** My anxiety increases if I have to speak English about an unfamiliar topic or without preparation.

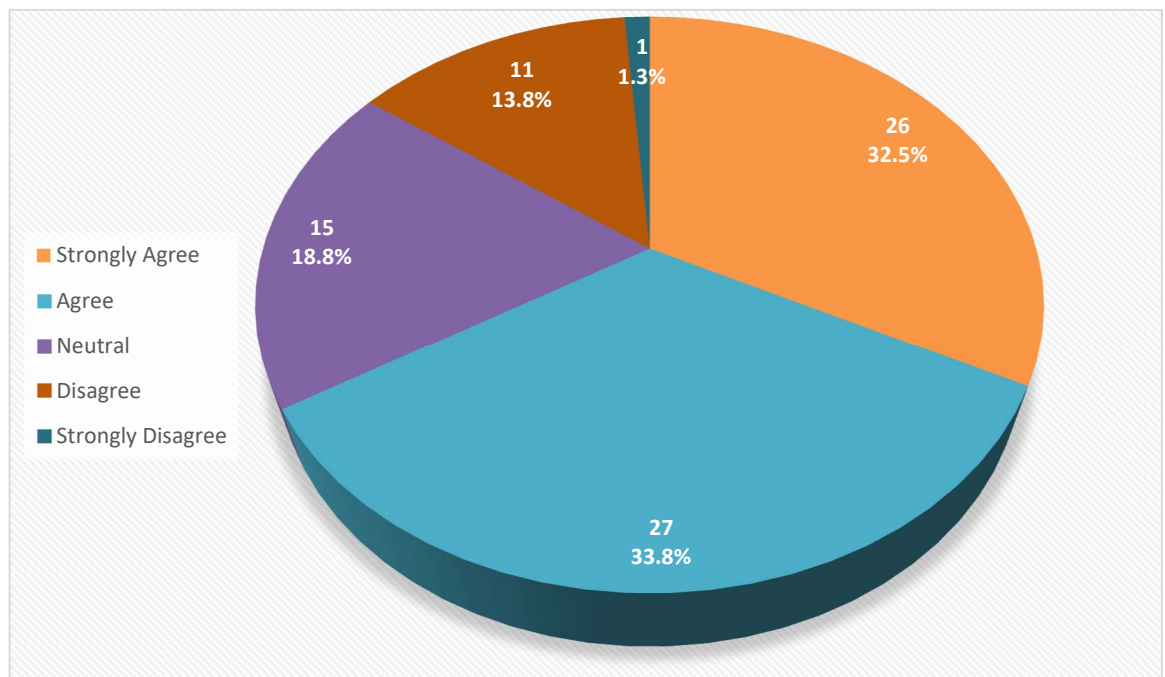
**Figure 24 : Situational Communication Apprehension 1**



The results indicate that 80% of participants agreed or strongly agreed that they feel more anxious when asked to speak on unfamiliar topics or without prior preparation. This highlights how topic familiarity and preparation significantly influence students' comfort and confidence in oral communication. In contrast, only 11.3% disagreed, suggesting that most learners depend on contextual cues and planning to express themselves effectively in English.

**Item 7:** I feel more anxious speaking English when I know I'm being evaluated or graded.

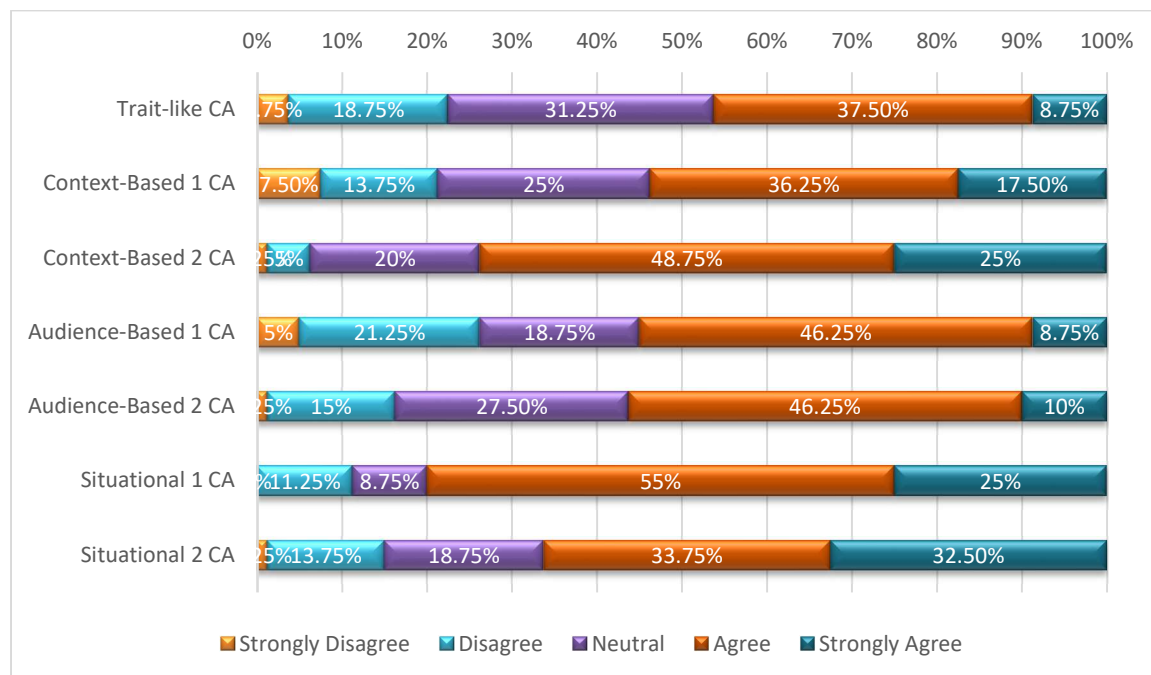
**Figure 25 : Situational Communication Apprehension 2**



As shown in the figure 19, 66.3% of participants agreed or strongly agreed that they feel more anxious when they are being evaluated or graded while speaking English. This highlights how performance pressure can undermine communicative confidence, particularly in formal or high-stakes settings. In contrast, 15.1% disagreed and 18.8% remained neutral, suggesting that individual factors such as experience, self-confidence, or coping strategies may influence the degree to which evaluation impacts anxiety levels.

### Summary of the types of communication apprehension

**Figure 26 : the types of communication apprehension**



The findings reveal that situational communication apprehension is the most dominant type among the surveyed EFL students. A striking 80% of participants reported increased anxiety when speaking English on unfamiliar topics or without preparation, and 66.3% felt more anxious when being evaluated or graded. These results suggest that students are most sensitive to immediate conditions and pressures related to the topic or setting of the interaction.

Following this, audience-based communication apprehension also appeared significantly, with 55.1% of students expressing heightened anxiety when speaking to unfamiliar people and 56.3% indicating more comfort speaking with classmates than with teachers. This reflects the influence of audience familiarity and perceived authority on students' confidence.

Context-based communication apprehension ranked next in intensity. A notable 53.8% felt tense when speaking in front of the whole class, while 73.8% reported feeling more at ease in small group settings. These findings indicate that the nature of the speaking context, especially formal classroom scenarios, strongly impacts anxiety levels.

Lastly, trait-like communication apprehension was the least dominant, though still significant. 46.3% of students reported general nervousness when speaking English, regardless of context. This suggests that while a stable, internal predisposition to communication anxiety

exists in nearly half the sample, it is less pronounced compared to context-specific or situational triggers.

In sum, situational factors (such as topic familiarity and evaluation pressure) most strongly influence students' communication anxiety, followed by audience-related and contextual factors, while trait-like anxiety appears to play a moderate but consistent role. These insights underscore the importance of designing low-pressure, familiar, and well-prepared communication environments to alleviate apprehension and promote more confident language use.

**Question14:** Which of the following would make you feel more comfortable participating in English speaking activities? (Multiple responses allowed)

This multiple-response question aims to identify the preferred conditions and supports that help students reduce anxiety and participate more confidently in English-speaking activities.

Table 14 : Factors that Enhance Speaking Comfort

Options	Students Number	Percentage
A supportive and encouraging environment	36	45%
Activities with clear guidelines	28	35%
Opportunities to practice in small groups first	33	41%
Topics I am interested in	56	70%
Positive feedback from the teacher	27	33.8%
Other	1	1.3%
<b>Total</b>	<b>80</b>	<b>100%</b>

As seen in Table 14, the majority of students (70%) indicated that discussing topics of interest would significantly enhance their willingness to speak in English. This was followed by a preference for a supportive environment (45%), and small group practice (41%), emphasizing the importance of reducing the fear of judgment. Clear activity guidelines (35%) and positive teacher feedback (33.8%) were also seen as meaningful contributors to a more comfortable speaking atmosphere. These results underline that personal relevance, emotional safety, and structured support are central to reducing communicative apprehension.

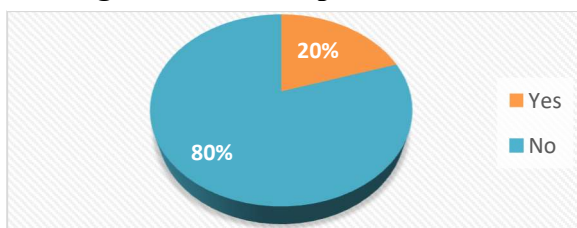
**Question 15:** Have you participated in any extracurricular English activities (e.g., speaking clubs, debate teams, online meetings) outside of your regular classes?

This question aims to explore students' prior engagement in extracurricular English activities beyond formal classroom instruction, such as speaking clubs, debate teams, or online meetings, in order to assess their exposure to informal language learning environments.

Table 15 : Participation in ECAs

Options	Number	Percentage
Yes	16	20%
No	64	80%
<b>Total</b>	<b>80</b>	<b>100%</b>

Figure 27 : Participation in ECAs



The data presented in Table 15 shows that a substantial 80% of respondents reported no prior participation in English extracurricular activities, while only 20% indicated involvement. This highlights a significant gap in practical language exposure outside the classroom setting. The limited engagement suggests a lack of available or accessible extracurricular options, as well as the potential for integrating such activities into the learning environment to support communicative competence.

**Question16:** If no, what challenges prevent you from participating in extracurricular activities?(Multiple responses allowed)

This question aims to identify the challenges or barriers that hinder students from participating in extracurricular English activities, providing insight into the factors that may limit their engagement in informal language learning opportunities.

Table 16 :Barriers to Participation in Extracurricular Activities

Options	Students Number	Percentage
No available extracurricular programs in the department	43	53.8%
Lack of confidence in speaking English	30	37.5%
Fear of making mistakes	24	30%
Lack of time	22	27.5%
Other	2	2.6%
<b>Total</b>	<b>80</b>	<b>100%</b>



Table 16 reveals that the most frequently cited barrier was the absence of extracurricular programs within the department (53.8%), reflecting a structural limitation that may hinder students' communicative development. Additionally, psychological factors like lack of confidence (37.5%) and fear of making mistakes (30%) are significant obstacles. Time constraints (27.5%) were also mentioned. Only 2.6% of participants provided other unspecified reasons. These findings underscore the need to establish accessible, supportive extracurricular initiatives to foster a safe and encouraging environment for practicing English.

**Question17:** What types of English-related extracurricular activities do you prefer?(Multiple responses allowed)

This question aims to determine students' preferences regarding various types of English-related extracurricular activities, offering insights into which formats are most appealing and potentially effective for enhancing language learning outside the classroom.

Table 17 : Preferred Types of English-Related Extracurricular Activities

Options	Number	Percentage
Peer study groups	23	28.7%
Online meetings	35	43.8%
English club discussions	55	68.8%
Games	33	41.3%
Role-playing activities	20	25%
Individual presentations	9	11.3%
Total	80	100%

As shown in Table 17, the most preferred type of extracurricular activity was English club discussions, selected by 68.8% of respondents, highlighting students' interest in collaborative and topic-based speaking opportunities. This was followed by online meetings (43.8%) and games (41.3%), suggesting a preference for interactive and technology-supported formats. A moderate number of students showed interest in peer study groups (28.7%) and role-playing activities (25%), while individual presentations were the least favoured (11.3%), which might reflect anxiety related to public speaking. These preferences suggest that students are more motivated by interactive, low-pressure, and collaborative learning environments.

**Question 18:** What topics would you find most interesting for extracurricular activities?(Multiple responses allowed)

This question aims to explore the topics that students find most engaging for extracurricular activities, helping to align future sessions with their interests and enhance motivation and participation.

Table 18 : Preferred Topics for English-Related Extracurricular Activities

Options	Students Number	Percentage
Pop culture (movies, music, gaming)	49	61.3%
Books and literature	24	30%
Society (traditions and social issues)	51	63.7%
Psychology	36	45%
Total	80	100%

Table 18 illustrates that the most interesting topics for students was about society, including traditions and social issues, with 63.7% selecting it. This was closely followed by pop culture (61.3%), reflecting students' desire to engage with contemporary, relatable content. A significant portion also showed interest in psychology (45%), suggesting a curiosity about human behaviour and mental processes, which could foster deeper discussions and critical thinking. Books and literature received the least attention (30%), possibly indicating a preference for more visually and socially engaging themes over traditional academic content. These findings highlight the importance of aligning extracurricular activities with students' cultural and personal interests to maximize engagement and communicative output.

**Question 19:** How important is it for you to have extracurricular activities as part of your English learning experience?

This question aims to assess the perceived importance of integrating extracurricular activities into students' English learning experience, providing insight into their attitudes toward the value of informal, supplementary language practice.



Table 19 : Perceived Importance of Extracurricular Activities in English Learning

Options	Students Number	Percentage
Very important	37	46.3%
Important	29	36.2%
Neutral	7	8.8%
Slightly important	4	5%
Not important at all	3	3.7%
Total	80	100

As shown in Table 19, the majority of respondents (46.3%) considered extracurricular activities to be very important in their English learning experience, while 36.2% viewed them as important. This strong majority (over 82%) signals that students recognize the value of learning beyond the classroom, especially through interactive and informal contexts. Only a small fraction of participants considered extracurricular activities as slightly important (5%) or not important at all (3.7%), suggesting minimal resistance to integrating such activities into the language learning curriculum. These results emphasize the demand for structured, engaging extracurricular programs that align with students' interests and communicative needs.

**Question20:**Do you believe that participation in extracurricular activities helps reduce your anxiety?

This question aims to examine students' perceptions of whether participating in extracurricular activities contributes to reducing language learning anxiety, thereby offering insights into the role of such activities in reducing communication apprehension.

Table 20 : The Role of ECAs in Reducing Anxiety

Options	Students Number	Percentage
Yes	52	65%
No	2	2.5%
Maybe	26	32.5%
Total	80	100%

Figure 28 : The Role of ECAs in Reducing Anxiety

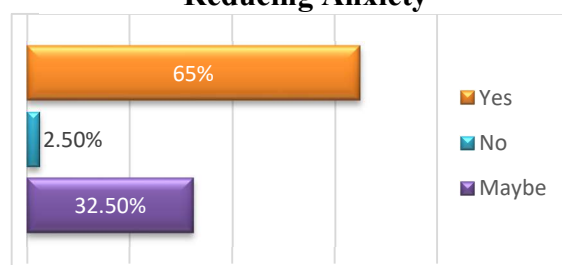


Table 20 demonstrates that a significant portion of the participants (65%) believe that involvement in extracurricular activities helps reduce their anxiety related to English communication. An additional 32.5% responded maybe, indicating a tentative acknowledgment of the potential benefits, while only 2.5% rejected the idea entirely. This finding highlights the psychological and emotional value of extracurricular programs in language learning environments. It further supports the argument for incorporating such activities into English language instruction, especially for learners struggling with communication apprehension or a lack of confidence.

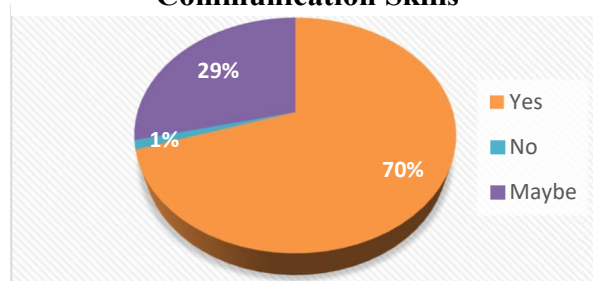
**Question21:** Do you think participating in English-language extracurricular activities can improve your English communication skills?

This question aims to investigate students' beliefs about the effectiveness of English-language extracurricular activities in enhancing their communication skills.

Table 21 : Students' Perceptions of the Impact of ECAs on English Communication Skills

Options	Students Number	Percentage
Yes	56	70%
No	1	1.25%
Maybe	23	28.8%
Total	80	100%

Figure 29 : Students' Perceptions of the Impact of ECAs on English Communication Skills



As shown in Table 21, a majority of students (70%) believe that engaging in English-language extracurricular activities can significantly enhance their communication skills. While 28.8% responded with maybe, suggesting some uncertainty or conditional agreement, only a negligible proportion (1.25%) disagreed. These results underscore the students' recognition of the potential pedagogical value of extracurricular activities. It also highlights a readiness among learners to embrace non-formal learning experiences as a means to improve practical language use, especially in communicative settings.

**Question22:** What do you hope to gain from participating in extracurricular activities?

(Multiple responses allowed)

This question aims to uncover students' expectations and goals regarding their participation in extracurricular activities, offering insight into the personal, academic, or linguistic outcomes they hope to achieve through such involvement.

Table 22 : Students' Expectations from Participating in Extracurricular Activities

Options	Students Number	percentage
Improve speaking skills	65	81.3%
Enhance vocabulary	39	48.8%
Improve pronunciation	42	52.5%
Increase confidence	44	55%
Meet new people	28	35%
Have fun	38	47.5%
Total	80	100%

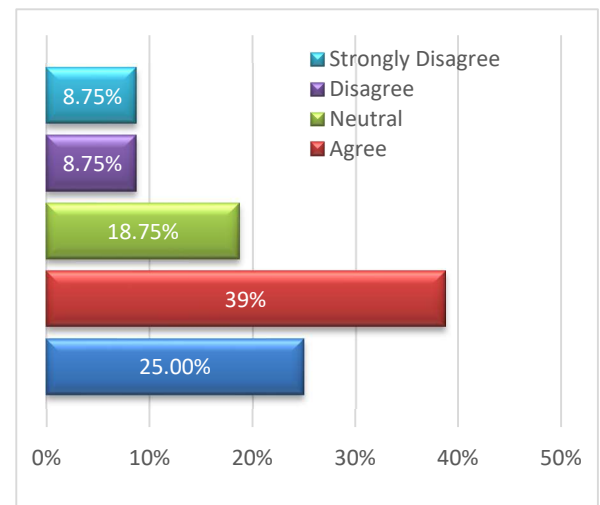
Table 22 shows that the most desired outcome from participating in extracurricular activities is the improvement of speaking skills, as indicated by 81.3% of respondents. This is followed by goals such as increasing confidence (55%) and improving pronunciation (52.5%). Nearly half of the participants also hoped to enhance their vocabulary (48.8%) and simply enjoy the experience (47.5%). Meeting new people was less frequently cited (35%), yet still represents a significant social motive. These responses confirm that students not only see extracurricular activities as a tool for language development but also value their affective and interpersonal benefits.

**Question23:** Now that you have understood the concept of extracurricular English activities, do you feel like you missed out on important opportunities during your earlier years at university due to the lack of such programs in the department?

This question aims to explore students' reflective perceptions of missed opportunities for language development due to the absence of extracurricular English activities in earlier stages of their university education, shedding light on perceived institutional gaps and unmet needs.

**Table 23 : Missed Opportunities Due to Lack of ECAs**

Options	Students Number	Percentage
Strongly Agree	20	25.00%
Agree	31	39%
Neutral	15	18.75%
Disagree	7	8.75%
Strongly Disagree	7	8.75%
<b>Total</b>	<b>80</b>	<b>100%</b>

**Figure 30 : Missed Opportunities Due to Lack of ECAs**

The results indicates that a significant portion of the respondents 63.8% (combining those who agreed and strongly agreed) believe they have missed valuable opportunities to improve their English communication skills because of the absence of extracurricular English activities in earlier academic years. Only 17.6% disagreed with this idea, while 18.8% maintained a neutral stance. These results strongly suggest that students recognize the potential value of such programs and perceive their previous university experience as lacking in practical and skill-enhancing opportunities outside the classroom.

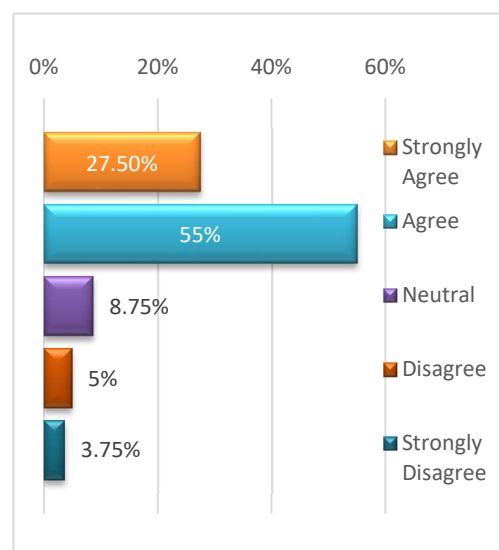
**Question24:** Do you believe extracurricular activities should be an essential part of the English department's learning experience?

This question aims to explore students' opinions on making extracurricular activities a core part of the English department's curriculum.

Table 24 : Students' perceptions of ECAs' Essentiality

Options	Students Number	Percentage
Strongly Agree	22	27.5%
Agree	44	55%
Neutral	7	8.75%
Disagree	4	5%
Strongly Disagree	3	3.75%
Total	80	100%

Figure 31 : Students' perceptions of ECAs' Essentiality



The data revealed, a total of 72.5% of students (agree + strongly agree) expressed the belief that extracurricular activities should be integrated as a core component of the English department's learning experience. This reflects a strong consensus on the educational value of such activities. In contrast, only a small fraction of the participants (8.8%) disagreed or strongly disagreed, while 8.8% remained neutral. These findings clearly support the integration of extracurricular programs as a pedagogical tool to enhance language learning outcomes and student engagement.

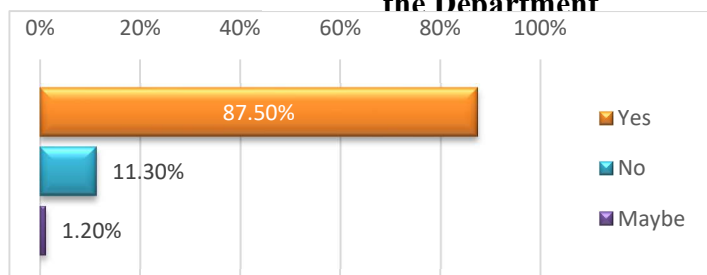
**Question25:** Would you like to have regular extracurricular activities in the department?

This question aims to find out whether students are interested in having regular extracurricular activities offered in the department.

Table 25 : Students' Desire for ECAs in the Department

Options	Number	Percentage
Yes	70	87.5%
No	9	11.3%
Maybe	1	1.2%
<b>Total</b>	<b>80</b>	<b>100%</b>

Figure 32 : Desire for ECAs in the Department



As shown in Table 25, a significant majority of the respondents (87.5%) indicated their interest in having regular extracurricular English activities within the department. Only 11.3% of the students opposed the idea, and 1.2% were uncertain. This overwhelming interest suggests a clear student demand for such initiatives, reinforcing the necessity of incorporating extracurricular programs to support communicative competence and reduce classroom anxiety.

**Question26:** How committed are you to regularly attending extracurricular activities if they were offered?

This question aims to find out students level of commitment to attend extracurricular activities if offered in the department.

Table 26 : Students' Commitment to Attending Extracurricular Activities

Options	Students Number	Percentage
Highly committed	8	10%
Committed	45	56.3%
Not sure	24	30%
Slightly committed	1	1.2%
Not committed at all	2	2.5%
<b>Total</b>	<b>80</b>	<b>100</b>

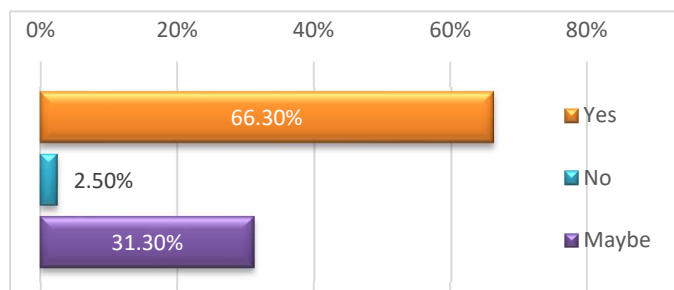
Table 26 indicates that over half of the students (56.3%) expressed a clear commitment to attending extracurricular English activities if implemented, and an additional 10% identified as highly committed. While 30% were unsure, only a small fraction (3.7%) reported little or no commitment. These findings reflect a strong willingness among students to engage in such programs, which can be interpreted as an encouraging indicator for the successful implementation and sustainability of future extracurricular initiatives.

**Question27:** If extracurricular English activities are offered regularly next year, would you be interested in participating?

Table 27 : Future Participation in ECAs

Options	Number	percentage
Yes	53	66.3%
No	2	2.5%
Maybe	25	31.3%
Total	80	100%

Figure 33 : Future Participation in ECAs



As illustrated in Table 27, a significant majority of respondents (66.3%) indicated a strong interest in participating in future extracurricular English activities if they were to be offered regularly. Meanwhile, 31.3% selected “maybe,” suggesting a level of openness or conditional interest, while only 2.5% expressed disinterest. These results suggest a positive outlook for launching sustainable extracurricular programs, as the interest is present among more than two-thirds of the surveyed students.

**Question28:** Would you prefer to: join as a participant, take a leadership role, or not engage in extracurricular activities?

Table 28 : Students’ Preferred Role in Extracurricular English Activities

Options	Number	percentage
Join as a regular participant	51	63.7%
Take an active role as a leader/founder of a group	19	23.8%
Not interested	10	12.5%
Total	80	100%

Table 28 shows that 63.7% of students prefer to join extracurricular English activities as regular participants, indicating a strong willingness to be involved without taking on leadership responsibilities. Additionally, 23.8% expressed an interest in taking an active role as leaders or founders of such groups, which reveals the presence of a potential core team for organizing and sustaining future activities. Only 12.5% reported no interest in participating, highlighting the overall enthusiasm for extracurricular engagement among the majority of students.

**Question29:** Did you know that active participation in extracurricular activities can earn you the '5-Stars Student' title, which strengthens your CV and scholarship/job applications? Would this motivate you to participate more actively?

Table 29 : Motivation to Participate Based on Career Benefits

Options	Students Number	Percentage
It would strongly motivate me to participate	45	56.3%
It might encourage me somewhat	24	30%
It would not make much difference	7	8.8%
I don't believe it would help in employment	4	5%
Total	80	100

Table 29 reveals that more than half of the respondents (56.3%) reported they would be strongly motivated to participate in extracurricular activities if such engagement were formally recognized through a '5-Stars Student' distinction that benefits their CV and career prospects. An additional 30% noted that this recognition might encourage them to some extent, while only a small fraction (8.8%) stated it would not make much difference. Just 5% expressed scepticism regarding its relevance to future employment. These findings suggest that linking extracurricular involvement to tangible academic and career incentives may significantly boost student engagement

### 3.4.2. Interview analysis

The analysis of the interview data is divided into two parts: one focusing on the teachers' responses and the other on the students' perspectives. This division allows for a clearer understanding of how both groups perceive the role and impact of extracurricular activities on EFL learning, particularly in terms of communicative competence.

#### 3.4.2.1. Teacher's interview

This section comprises six (06) questions aimed at collecting the teacher's perspective regarding the implementation of extracurricular activities in EFL teaching. It also investigates how such student-led events may contribute to language learning and communicative competence development.

**Question01:**What motivated you to organise this workshop?



- **Teacher 01:**The nature of the topic itself motivated me. When I was preparing the topic, I realized that it would not be enough to deliver everything in one or two sessions. I did not want it to be like the regular presentations we usually do. I wanted the students to understand and feel how African Americans were oppressed, and I wanted to connect this to what is still happening in Palestine, especially in the Gaza Strip. I aimed to help them draw connection between the oppression of African Americans in the 1960s and the suffering of Palestinians since 1948. Additionally, I wanted this to be a collaborative effort between teachers and across modules. Normally, our curriculum is rigid and lacks connection between modules. This event, however, involved both third- and first-year students, making it more than just a regular activity.
- **Teacher 02:**What motivated us is that, first of all, we have our perspective, let's say opinion about the future, that in order to bring mainly interdisciplinary, the interdisciplinary research, interdisciplinarity studies. And why not? We look forward in order to bring this to challenge the curriculum design, the lectures design, etc. And the second point that motivated us is that we already trust our students and we are convinced that if there is a kind of a spirit or a collaborative spirit between the teacher and the students, and of course our passion would determine or contribute to academic excellence to go forward in order to have competitions with the issues that are studied worldwide.

**Question 02:**From your perspective, how do student-led activities like this benefit EFL learners?

- **Teacher 01:**They benefit students in many ways. First of all, they help develop their language proficiency. I told the students that even if they hadn't gained anything else, they had certainly acquired new vocabulary. Secondly, the activity fostered collaboration and teamwork. It also developed their critical thinking and discussion skills. When they stood in front of visitors to present their posters, each group approached the same topic from a different perspective. Even if three groups worked on the same theme, their contributions were not identical. This diversity of thought is part of their critical thinking and their linguistic competence development.
- **Teacher02:**Of course. Here it benefits them from two sides: the development of, let's say, language proficiency, the language, linguistic skills, etc., and also delivers or pushes the students in order to participate and in order to engage in a world, a new multinational world that is demanding new skills that are known as 21st century skills, or the soft skills such as

creativity, critical thinking, problem solving, interdisciplinarity, etc. So of course, the students are not going to be just the learners of the language, but also the learners of other studies and other disciplines.

**Question 03:** Do you believe such Activities contribute to the development of communicative competence? How so?

- **Teacher 01:** Of course, as I said earlier, yes.
- **Teacher02:** “Of course, yes. Because as you have noticed in here, throughout the workshop, you find, let's say, teachers from different disciplines—you find teachers from the French department, from Arabic department, from English department. We are receiving also students from each discipline, etc. You also have noticed that we have students that worked on civilization, others worked on literature, etc. So it is a kind of a melting pot or a voice where each one shares, tries to hold the responsibility, okay, to contribute to the development of the community. Secondly, each one would—or as learners—each student can throughout this can develop the sense of sharing their ideas and talking about their viewpoints, etc.

**Question 04:** How does this activity compare with traditional teaching methods in terms of student engagement and language use?

- **Teacher 01:** Traditionally, we're used to workshops being led by teachers and directed to students. However, in this case, while the idea and guidance came from the teachers such as how to organize and design the posters, the actual work was done by the students. So, it wasn't a teacher-led workshop, it was a student-led one.
- **Teacher02:** Of course, here we are. With this workshop and the organization of this work, we hope for trying to challenge the—as I've mentioned before—the Algerian educational system by shifting from a one-size-fits-all system into an interdisciplinary-based curriculum where several competencies are met, several ideas are met. Of course, the students are engaged because they would learn, or let's say, they would learn about their value. So why not? It develops their self-confidence, self-esteem, etc. these elements all carry value in contributing to the development of our educational community, our department, and our faculty. As for language use, of course, as you may have noticed, language is selected or selects its own jargon according to the situation. This reflects what Pierre Bourdieu describes as *the symbolic power of language*, meaning that language adapts its discourse and terminology depending on different contexts and communicative needs. Furthermore,

we find here language used for politics and religious resistance language of resistance, civilization, history, literature, and more.

**Question 05:** Are there any plans to implement similar activities more regularly in the future?

- **Teacher 01:** Yes, we hope so. As I mentioned during the opening ceremony, we hope this to be the first step toward more student-led events. Today was a poster exhibition, but tomorrow it could be a study day or even a student-organized conference.
- **Teacher02:** Yes, we hope so. With the contribution of more teachers and students. We have an optimistic vision and positive prospects for the future as well. Why not? We hope that this workshop will serve as a starting point, a spirit, or even a spark that will lead to future contributions, Inshallah.

**Question 05:** In your opinion, should extracurricular events be more formally integrated into the EFL curriculum?

- **Teacher 01:** Yes, definitely. When I suggested this event to the students, they were very excited and said they had never done something like this in three years of study. They found it to be a memorable and positive experience. Moreover, the event fostered a more casual and collaborative relationship between teachers and students. It wasn't the usual rigid classroom setting it was much more flexible.
- **Teacher02:** Yes, of course. I would refer to the main purpose of the LMD system. The LMD system holds a significant hope or legacy: to bring students into the heart of the educational process. This means that the student is no longer just a passive box that receives knowledge; instead, the student becomes a starting point from which inspiring ideas emerge. As I've observed, it's interdisciplinary you can see students drawing inspiration from civilization, literature, in order to create and craft handworks. So yes, integrating extracurricular activities into the curriculum more formally would be beneficial. As I've mentioned, such activities engage students more deeply in the educational system, and this is exactly what we hope for in the future.

#### 3.4.2.2. General Analysis of Teacher's Interview (supervisors/organizers)

The interviews conducted with two university EFL teachers reveal a shared belief in the value and necessity of integrating extracurricular, student-led activities into English language education. Both teachers emphasized that their motivation to organize the workshop stemmed from a desire to break away from rigid curricular structures and traditional teaching methods.

Teacher 01 highlighted a thematic and emotional engagement with the topic of African American oppression, deliberately connecting it to the contemporary plight of Palestinians in Gaza. This indicates a pedagogical intention to foster empathy, critical consciousness, and global awareness through interdisciplinary learning. Similarly, Teacher 02 emphasized the goal of promoting interdisciplinary research and reforming curriculum design by encouraging student-teacher collaboration and creating space for shared academic responsibility.

When asked about the benefits of student-led activities for EFL learners, both teachers noted substantial gains in language proficiency, vocabulary acquisition, and soft skills such as teamwork, critical thinking, and problem solving. Teacher 01 observed that students approached the same themes from different angles, demonstrating both linguistic development and independent thought. Teacher 02 echoed this by stressing the emergence of 21<sup>st</sup>-century skills especially creativity and adaptability which are necessary for success in an increasingly interconnected world.

Regarding communicative competence, both teachers gave clear affirmations. Teacher 01 agreed confirming his previous answers, while Teacher 02 offered a deeper explanation, highlighting the diversity of participants from different departments and disciplines. This environment created opportunities for learners to engage in meaningful interaction, share ideas, and develop a sense of responsibility in contributing to academic and social dialogue. These authentic communicative experiences are in line with Canale and Swain model, which views real-life language use and contextually meaningful exchanges as essential to communicative competence development.

The distinction between traditional classroom instruction and the workshop approach was also emphasized. Teacher 01 pointed out that the students were the main agents in this event, whereas in traditional settings, teachers lead and students follow. Teacher 02 elaborated on this by criticizing the Algerian educational system's one-size-fits-all model and advocating for a move toward an interdisciplinary framework that recognizes the symbolic power of language in different contexts. She drew on Bourdieu's concept of language as symbolic capital, showing how language use in the workshop reflected themes of politics, resistance, and identity. This illustrates a pedagogical shift from surface-level language instruction to deeper, socially situated language use.

Both teachers expressed strong interest in organizing similar activities in the future. Teacher 01 envisioned expanding the scope to include study days or student-led conferences,

while Teacher 02 hoped for broader participation from both students and Teachers. Their responses reflect optimism about institutional change, driven by grassroots efforts within the department.

Finally, both teachers strongly supported the formal integration of extracurricular activities into the EFL curriculum. Teacher 01 emphasized the novelty and excitement students experienced, suggesting that such events foster more relaxed, yet impactful teacher-student dynamics. Teacher 02 linked this directly to the ideals of the LMD system, noting that these activities place the student at the centre of the educational process, encouraging originality and multidimensional learning. The implication is that formalizing these activities could help bridge the gap between theory and practice in Algerian higher education.

In sum, the teacher interviews underline the transformative potential of extracurricular, student-led initiatives in EFL contexts. Far from being peripheral, such activities can serve as powerful tools for enhancing language skills, critical awareness, and interdisciplinary engagement, while also humanizing the learning experience.

#### 3.4.2.3. Student's interview(Participants)

**Question 01:** What was your role in preparing for this workshop?

- **Student01:** Initially, I participated in creating the content, and then we presented it to the teacher. She gave us feedback, and we corrected it accordingly.
- **Student02:** I worked with my team members to prepare our poster. I was responsible for providing the context, looking for information, checking facts, citing sources, and discussing the findings with my team.
- **Student03:** I helped with information gathering and created a video using ai for our project.
- **Student04:** I helped in designing the visuals of the poster and worked with the team on choosing the content. We also made sure everything looks clear and understandable.

**Question 02:** How did participating in this event help you use English in real-life contexts?

- **Student01:** Since we are English students, we must use the language. Unlike previous workshops which focused mainly on teachers and presenters, this event

was student-centred. It gave us the chance to socialize, share our thoughts, and even better understanding our modules.

- **Student02:** As the representative of my team, I stood next to our table and explained the poster to visitors. I answered their questions, and that's how I used my English in a real context communicating directly with people.
- **Student03:** Honestly, this was a chance for us to actually use the language, not just study it. I had to talk to people, explain our topic, answer questions, all in English. It felt real, not like just an exercise.
- **Student04:** This event gave me a real opportunity to use English outside the usual classroom. I had to communicate, listen, explain, all of that in English. I felt like I was using the language the way it's meant to be used.

**Question 03:** Did this experience make you feel more confident when speaking or presenting in English?

- **Student01:** Maybe, I'm not a very confident person by nature, but our specialty requires us to speak up. Activities like this help us improve our confidence gradually.
- **Student02:** At first, I was really nervous and stressed. I'm not used to public speaking. But as time passed, I started to feel more relaxed. I noticed that I was even speaking more fluently by the end.
- **Student03:** Yes, definitely. At first, I was very anxious. I was afraid to make mistakes or forget my words. But after some time, I felt less anxious. I actually feel more comfortable now, especially when I talk to our teachers.
- **Student04:** Yes. I felt anxious at the beginning, especially with all the people and the attention. But by time, I started feeling more relaxed. I'm not saying I'm 100% confident now, but I feel less anxious than before.

**Question 04:** In what ways did this activity differ from regular classroom learning?

- **Student01:** It was more practical. We were free to create without strict rules, there was no "do this, do that." Unlike lectures, we had a more active role in shaping the content and presentations.
- **Student02:** It was completely different, much more enjoyable and engaging. In class, it can feel overwhelming, sometimes too basic or just information-heavy. But here, it felt fun and meaningful.

- **Student03:** It was more interactive. I mean, in class, we often just listen and take notes. But here, we were doing things. We prepared posters, presented, talked to others. I even used AI to help in preparing my work, like this video, it's AI-made. So I also learned how to use new tools, which is very different from traditional learning.
- **Student04:** It was more active and felt free. We are not just sitting and listening. We are engaging, discussing, sharing our ideas. It was creative. Also, I felt that the teachers were more approachable in this setting. I felt less nervous speaking to them.

**Question 05:** Would you like to take part in similar extracurricular activities in the future? Why or why not?

- **Student01:** yes, of course. This was our first big event, and we believe we need more of these kinds of activities in the university, especially through clubs. There aren't many opportunities like this, and we really need them.
- **Student02:** yes, because it will help me a lot.
- **Student03:** yes.
- **Student04:** yes, I would like to.

**Question 06:** Do you think such events improve your communicative competence? Please explain.

- **Student01:** Yes, absolutely. Workshops and clubs give us the chance to speak, interact, and share ideas. These events help us become more confident and competent communicators in English.
- **Student02:** Yes, definitely. I usually struggle with communication and have some social anxiety, but today felt like a huge step forward. It's real progress for me, and I actually enjoyed it.
- **Student03:** Yes, they do. Because we are exposed to real communication. We're not just memorizing lessons, we're actually communicating, with students, with teachers, with visitors.
- **Student04:** Yes, I believe so. We get to learn by doing, and that helps us improve how we speak, how we explain things. It's learning through exposure, and that helps us overcome fears too.

**Question 07:** What skills, apart from language, do you feel you developed through this experience?

- **Student01:** Aside from language, we gained historical knowledge, we were able to compare past struggles with current events. It felt like history repeating itself. As for other skills, maybe confidence in presenting to others, although I still don't feel fully confident yet.
- **Student02:** I improved my social skills. I don't usually communicate well with people, but today I feel like I did a great job.
- **Student03:** I'd say teamwork and social interaction. Also, I learned how to deal with anxiety through exposure. The more I spoke, the less nervous I felt. I think I also improved my digital skills, especially using AI responsibly in my learning process.
- **Student04:** Confidence, for sure. Also presentation skills, teamwork, and correct research methods. I learned how to organize my ideas and speak clearly.

#### 3.4.2.4. General Analysis of student's Interview

The interview responses revealed that students played various collaborative roles in the preparation phase of the workshop, ranging from content creation and poster design to fact-checking, video production, and teamwork coordination. These contributions highlight an active engagement in the learning process, where students were not passive recipients of knowledge but rather co-constructors of the event's content. This type of experiential learning seemed to empower students to take responsibility and make meaningful contributions within a team setting.

When asked about using English in real-life contexts, participants expressed that the event marked a shift from traditional, teacher-led settings to more authentic, student-centred communication. Several students reported that the workshop provided an opportunity to interact naturally in English through presenting, answering questions, and engaging in discussions with both peers and visitors. The experience allowed them to apply language skills in a dynamic and unscripted environment, fostering a sense of practical application beyond theoretical classroom exercises.

In terms of confidence, most participants acknowledged that although they initially experienced anxiety, the event gradually helped reduce their fears. Engaging with an audience,



responding spontaneously, and representing their teams gave them a real sense of achievement. This contributed to increased self-assurance in using English, particularly in public speaking and interpersonal interactions. For some, it even marked a turning point in overcoming social anxiety and developing fluency.

The participants consistently emphasized that this extracurricular experience was notably different from their regular classroom learning. They described the activity as more engaging, creative, and liberating. Unlike the structured and often rigid atmosphere of lectures, the workshop encouraged autonomy, interaction, and critical thinking. It also introduced digital tools like AI in the learning process, enabling students to explore innovative methods of communication and presentation.

All students expressed a clear willingness to participate in similar activities in the future. They cited the value of such events in enhancing their language use, personal growth, and engagement with the subject matter. The enthusiasm for extracurricular engagement reflected a strong desire for more hands-on opportunities at the university level.

The majority agreed that these types of events significantly contributed to their communicative competence. They noted that communicating in English during the workshop allowed them to build fluency, clarity, and interactional skills through real-life exposure. This aligns with communicative language teaching principles, emphasizing learning through use rather than rote memorization.

Beyond language, students identified a variety of soft skills they had developed. These included increased confidence, social interaction, teamwork, research skills, digital literacy, and the ability to organize and present ideas effectively. Several students also highlighted the relevance of the workshop's historical theme in deepening their critical understanding of contemporary issues, thus linking language learning to broader intellectual and civic competencies.

### **3.5. Discussion of the findings**

This subsection discusses the results of the research instruments in light of the proposed hypotheses. The study aimed to Explore the attitudes of English as a Foreign Language (EFL) learners towards the role of extracurricular activities (ECAs) in enhancing their communicative competence, and the reducing communication apprehension. The analysis was guided by the following five hypotheses:

1. EFL students perceive varying levels of communicative competence across the four core components.
2. Students experience differing types of communication apprehension due to personal and contextual factors.
3. Students have limited experience with extracurricular activities but generally hold positive attitudes toward their potential benefits.
4. Students perceive extracurricular activities as helpful in reducing communication apprehension.
5. Students view extracurricular activities as valuable tools for developing communicative skills, especially in speaking and interaction.

A critical analysis of the student questionnaires responses and teachers and students interviews revealed that the majority of English department students reported an uneven development of communicative competence across the four components proposed in Canale and Swain's model. Most students perceived themselves to be strongest in grammatical and discourse competence. However, sociolinguistic and strategic competence were consistently perceived as weaker. Many students indicated discomfort when navigating real-life communicative situations, especially when required to adapt their language use to unfamiliar social or cultural contexts. This confirms Hypothesis 1, showing that communicative competence is not uniformly developed and that certain sub-skills especially sociolinguistic flexibility and conversational repair strategies require further pedagogical attention.

The findings also provided strong support for Hypothesis 2. Students expressed noticeable levels of communication apprehension types, especially in situational communication apprehension emerged as the most dominant type, with 80% of participants feeling anxious when speaking on unfamiliar topics or under evaluation pressure. Audience-related factors also influenced anxiety, as over half of the students expressed discomfort when speaking with unfamiliar people or authority figures. Context-based apprehension was also present, particularly in formal settings like whole-class discussions. While trait-like apprehension was the least pronounced, nearly half of the students reported general nervousness regardless of the context. Additionally, both teachers acknowledged this issue, observing that students often hesitate to speak due to fear of making mistakes or being judged by others. Teacher 02 referred to this as a product of the traditional, top-down classroom structure, where students have limited agency or voice.

Hypothesis 3 was also confirmed. While students' actual engagement in extracurricular activities was limited, their attitudes toward such initiatives were overwhelmingly positive. Most respondents stated that they had never participated in organized English clubs or workshops due to a lack of opportunities, time constraints, or not being aware of such events. However, nearly all participants expressed interest in joining future activities if provided. Students believed that extracurricular activities could offer a more relaxed space for practicing English, one that complements the formal curriculum while reducing psychological pressure. These findings were echoed in the teacher interviews, where both instructors emphasized the novelty and success of the recent student-led workshop. Teacher 01 observed heightened motivation and engagement among participants, particularly because the activity was rooted in student initiative rather than imposed from above.

The data also affirmed Hypothesis 4, as students reported that extracurricular activities helped reduce communication apprehension. Many stated that the informal, supportive nature of peer-led activities allowed them to speak more freely, experiment with vocabulary, and express opinions without the fear typically associated with graded classroom performance. The relaxed setting and student-centred approach seemed to foster confidence and lower anxiety levels. Teacher 02 specifically emphasized the psychological benefits of student-led activities, pointing out how shifting responsibility to students transformed their relationship with English from passive recipients to active participants.

Finally, Hypothesis 5 was strongly supported by both sets of data. Students consistently viewed extracurricular activities especially those involving discussion, debate, games, and collaborative tasks as effective means to develop their speaking and interactive competence. A notable portion of students mentioned that the workshop helped them use English in meaningful ways and improved their fluency and coherence. Teachers reinforced this perception, with Teacher 01 noting that students demonstrated greater initiative, used richer vocabulary, and interacted more naturally. Teacher 02 interpreted this change through the lens of interdisciplinary learning, arguing that extracurriculars provide a symbolic space where language is not just practiced but performed, negotiated, and made socially relevant.

In conclusion, the analysis of both student and teacher perspectives indicates that while students may struggle with certain aspects of communicative competence and experience communication-related anxiety, extracurricular activities offer a promising and effective pathway for improvement. These activities foster a low-pressure environment that nurtures

confidence, enhances practical language use, and empowers students to take ownership of their learning. The findings advocate for a formal integration of extracurricular programs into the EFL curriculum to bridge the gap between theoretical knowledge and authentic language use.

## **Conclusion**

As it has been demonstrated in this chapter, the results obtained from the two research instruments showed the EFL learners' perceptions of communicative competence, their levels of communication apprehension, and their attitudes toward the implementation of extracurricular activities in language learning. The findings confirmed that students exhibited varying degrees of competence across the four main components of communication, with stronger performance in grammar and discourse, and lower results in sociolinguistic and strategic use. Moreover, it was revealed that students experience different types of communication apprehension, with situational and audience-based factors being the most prominent causes of anxiety. In terms of extracurricular activities, while most students had limited previous experience, they showed great interest and positive attitudes toward their integration into the learning process. The results also confirmed that ECAs play an important role in reducing anxiety and promoting speaking confidence. Additionally, students recognized the value of such activities in enhancing their overall communicative abilities, particularly in interactive and real-life situations. Therefore, it is confirmed that the implementation of extracurricular activities can serve as a helpful strategy to develop students' communication skills and reduce their speaking anxiety in EFL contexts.

# **General Conclusion**

### General conclusion

In the context of modern education, there has been a growing emphasis on the integration of extracurricular activities to support formal instruction and enhance language learning outcomes. These activities offer valuable opportunities for learners to use the target language in meaningful, real-life contexts beyond the classroom. However, it has been noticed that students at the University of Ghardaïa have limited exposure to such opportunities and that extracurricular activities are underutilized, particularly in developing communicative competence and reducing language anxiety. Therefore, this research addresses these concerns by examining the role of extracurricular activities in enhancing EFL students' communicative competence and alleviating communication apprehension. The study raises the following research questions:

1. What is the self-perceived level of communicative competence among EFL students at the University of Ghardaïa, as reflected in its core components: grammatical-linguistic, sociolinguistic, discourse, and strategic competence?
2. What types of communication apprehension do EFL students at the University of Ghardaïa experience, and what factors contribute to these feelings?
3. What are EFL students' experiences with and attitudes toward extracurricular activities at the University of Ghardaïa?
4. How do EFL students perceive the role of extracurricular activities in reducing communication apprehension?
5. What are the students' perceptions of the role of extracurricular activities in developing their communication skills in English?

Based on these questions, the following hypotheses were formulated:

1. EFL students at the University of Ghardaïa will report varying levels of self-perceived communicative competence across its core components.
2. Students will experience different levels of communication apprehension influenced by factors such as fear of negative evaluation, low confidence, and unfamiliar speaking contexts.

3. Students may have limited experience with extracurricular activities but maintain a generally positive attitude toward their potential benefits.

4. Students will perceive extracurricular activities as helpful in reducing communication apprehension through providing a relaxed, supportive environment.

5. Students will perceive extracurricular activities as useful in enhancing their communication skills in English.

The research consists of two main chapters. The first chapter presents the theoretical framework by discussing the key concepts related to communicative competence, communication apprehension, and extracurricular activities. It also includes the theoretical underpinnings of the study and previous research relevant to the topic. Communicative competence is explored through its core components, and the types and causes of communication apprehension are discussed. The chapter also highlights how extracurricular activities can foster practical language use and reduce anxiety in EFL learners.

The second chapter, which constitutes the practical part, focuses on the research methodology, participants, data collection tools, and the analysis of results. The study used a mixed-methods approach, including a questionnaire and interviews conducted with a selected sample of EFL students at the University of Ghardaïa. The questionnaire aimed to assess students' self-perceptions of communicative competence, levels and causes of communication apprehension, as well as their engagement with extracurricular activities. The interviews provided qualitative insights into teachers and students' experiences and deeper perspectives on the role of such activities in enhancing their English proficiency.

The findings suggest that students reported different levels of self-perceived competence across the four components of communicative competence, with some areas being stronger than others, confirming the first hypothesis. Concerning the second hypothesis, the results indicate that students do experience communication apprehension, with contributing factors such as fear of making mistakes, speaking in front of peers, and lack of practice. Regarding extracurricular activities, students expressed limited involvement but showed enthusiasm and interest in participating in well-organized English-based activities, which supports the third hypothesis.

The analysis further revealed that students believe extracurricular activities play a significant role in reducing their anxiety by creating a more relaxed environment for practicing English, thus confirming the fourth hypothesis. Finally, the majority of participants agreed that such activities contribute to the improvement of their communicative competence, particularly in speaking and interaction, thereby supporting the fifth hypothesis.

In conclusion, the research underscores the importance of integrating extracurricular activities in EFL settings to provide students with authentic communicative experiences. The study highlights a strong potential for these activities to not only enhance communicative competence but also reduce communication apprehension. Therefore, it is recommended that educational institutions promote and organize regular extracurricular programs tailored to the language learning needs of students. These findings can serve as a reference for EFL educators and policy-makers seeking to create a more student-centred and anxiety-reducing learning environment.



### Recommendation and suggestions

Based on the findings of this research, several recommendations are proposed to support the integration of extracurricular activities into English language programs, particularly at the tertiary level. These suggestions aim to enhance students' communicative competence and reduce communication apprehension in the EFL context. The following points should be taken into consideration:

- The English department should actively support the establishment of extracurricular language clubs and speaking activities to foster a practical, low-anxiety environment for communication.
- Teachers are encouraged to incorporate extracurricular tasks, such as debates, drama, games, and peer discussions, as extensions of classroom learning to promote active language use.
- It is recommended that language instructors receive training and guidance on organizing extracurricular sessions that are aligned with students' communicative needs and interests.
- Students should be motivated to participate voluntarily in extracurricular activities and be provided with recognition or incentives to maintain their engagement.
- Collaborative activities such as student-led speaking clubs, peer feedback sessions, and interactive language challenges should be organized regularly to build learner confidence and fluency.
- The University of Ghardaïa could support the development of a sustainable English club where learners can engage in authentic communication and exchange cultural perspectives in a supportive space.
- Extracurricular activities should be designed to include intercultural awareness, critical thinking, and real-life communication scenarios to prepare students for both academic and professional settings.
- Stakeholders, including administration and language instructors, should recognize the psychological benefits of extracurricular involvement, particularly in reducing learners' fear of speaking and building their self-esteem.

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# **Appendices**

## Appendix01

### Students' Questionnaire

Dear students,

Thank you for taking the time to complete this questionnaire. The aim of this study is to explore your experiences, attitudes, and perception regarding the impact of extracurricular activities on enhancing your English communicative competence. Your feedback will be helpful and of great significance for conducting our research. The collected data will be confidential and solely used for scientific purposes.

Please answer the following questions:

#### **I. General Information :**

1. Your Gender?

- ☐ Male
- ☐ Female

2. Your Age?

- ☐ 18–20
- ☐ 21–23
- ☐ 24 or above

3. Please select your current year of study

- ☐ L1
- ☐ L2
- ☐ L3
- ☐ M1
- ☐ M2

4. How would you describe your current level of English proficiency?

- ☐ Beginner
- ☐ Intermediate

- Advanced
- 5. What was your primary motivation for selecting English as your major?
  - To obtain a recognized qualification (diploma) .
  - To enhance my language skills and overall communication .
  - To pursue a career in teaching English .
  - Other: \_\_\_\_\_
- 6. What was your primary source of acquiring English?
  - Formal education (e.g. school, tutoring, structured classes) .
  - Self-directed learning (e.g. personal interest, media exposure, movies).
  - Both of them.

## II) Communicative Competence Self-Assessment:

	Very Poor	Poor	Average	Good	Excellent
Grammar and Vocabulary Use					
Speaking smoothly (fluency )					
Speaking clearly (Accuracy)					
Using strategies like rephrasing or asking questions when faced with language challenges.					
Understanding cultural and social contexts in English communication.					
Listening Comprehension					

- 7. Rate your current level of proficiency in the following areas:
- 8. How often do you engage in English conversations outside the classroom?
  - Almost Always.
  - Often.
  - Occasionally.
  - Rarely.
  - Never.
- 9. What do you think is the most challenging aspect of communicating in English?
  - Grammar

- Vocabulary
- Pronunciation
- Fluency
- Understanding cultural nuances .
- Other: \_\_\_\_\_

### III) Communication Apprehension:

10. How often do you participate in oral tasks in the class?

- Always
- Often
- Sometimes
- Rarely
- Never .

11. Do you face any challenges when participating in class discussions or speaking in front of others?

- Yes
- No

12. If yes, what are these challenges?

- ☐ Fear of making mistakes
- ☐ Lack of confidence
- ☐ Difficulty articulating thoughts
- ☐ Feeling shy or introverted
- ☐ Fear of negative evaluation from others
- ☐ Not feeling prepared
- ☐ Anxiety about speaking in public .
- ☐ Other: \_\_\_\_\_

13. Types of Communication Apprehension

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I often feel nervous or anxious when I need to express myself in English, regardless of the situation.					

I feel tense and uncomfortable when speaking English in front of the whole class.					
I feel more at ease speaking English in small groups than in front of the whole class.					
I feel more anxious speaking English when I don't know the people I'm talking to.					
I am more confident speaking English with my classmates than with my teachers.					
My anxiety increases if I have to speak English about an unfamiliar topic or without preparation.					
I feel more anxious speaking English when I know I'm being evaluated or graded.					

14. Which of the following would make you feel more comfortable participating in English speaking activities?

- ☐ A supportive and encouraging environment
- ☐ Activities with clear guidelines
- ☐ Opportunities to practice in small groups first
- ☐ Topics I am interested in
- ☐ Positive feedback from the teacher .
- ☐ Other: \_\_\_\_\_

#### IV) Interests and Preferences for Extracurricular Activities:

15. Have you participated in any extracurricular English activities (e.g. Speaking clubs, debate teams, online meetings) outside of your regular classes?

- Yes



- No

16. If no, what challenges prevent you from participating in extracurricular activities?

- ☐ No available extracurricular programs in the department
- ☐ Lack of confidence in speaking English
- ☐ Fear of making mistakes
- ☐ Lack of time .
- ☐ Other: \_\_\_\_\_ .

17. What types of English-related Extracurricular activities do you prefer?

- ☐ Peer study groups
- ☐ Online meetings (Google Meet, online debates and games, movies, podcasts, etc.)
- ☐ English club discussions
- ☐ Games
- ☐ Role-playing Activities
- ☐ Individual presentations .
- ☐ Other: \_\_\_\_\_

18. What topics would you find most interesting for extracurricular activities?

- ☐ Pop culture (movies, music, gaming etc.)
- ☐ Books and literature
- ☐ Society (Traditions and social issues)
- ☐ Psychology .
- ☐ Other: \_\_\_\_\_

19. How important is it for you to have extracurricular activities as part of your English learning experience?

- Very Important.
- Important.
- Neutral.
- Slightly Important.
- Not Important at All .

20. Do you believe that participation in extracurricular activities helps reducing your anxiety?

- Yes
- No
- Maybe

21. Do you think participating in English-language extracurricular activities can improve your English communication skills?

- Yes
- No
- Maybe

22. What do you hope to gain from participating in extracurricular activities?

- ☐ Improve speaking skills
- ☐ Enhance vocabulary
- ☐ Improve pronunciation
- ☐ Increase confidence
- ☐ Meet new people
- ☐ Have fun .Answer
- ☐ Other: \_\_\_\_\_

### V) Attitudes Toward Future Participation & Departmental Integration:

23. Now that you have understood the concept of extracurricular English activities, do you feel like you missed out on important opportunities during your earlier years at university due to the lack of such programs in the department?

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

24. Do you believe extracurricular activities should be an essential part of the English department's learning experience?

- Strongly Disagree
- Disagree
- Neutral

- Agree
- Strongly Agree

25. Would you like to have regular extracurricular activities in the department?

- Yes
- No.
- Maybe

26. How committed are you to regularly attending extracurricular activities if they were offered?

- Highly Committed
- Committed
- Not sure
- Slightly Committed
- Not Committed at All

27. If extracurricular English activities are offered regularly next year, would you be interested in participating?

- Yes
- No
- Maybe

28. Would you prefer to:

- Join as a regular participant
- Take an active role as a leader/founder of an extracurricular group
- Not interested.

29. Did you know that active participation in extracurricular activities can earn you the '5-Stars Student' title, which strengthens your CV and scholarship/job applications?  
Would this motivate you to participate more actively?

- It would strongly motivate me to participate
- It might encourage me somewhat
- It would not make much difference
- I don't believe it would help in employment

## Appendix02

### Teachers' interview

Dear teachers (Supervisors/Organisers)

You are kindly asked to answer the following questions which are going to be a part of my research.

1. 1.What motivated you to organize this workshop?
2. From your perspective, how do student-led activities like this benefit EFL learners?
3. Do you believe such workshops contribute to the development of communicative competence? How so?
4. How does this activity compare with traditional teaching methods in terms of student engagement and language use?
5. Are there any plans to implement similar activities more regularly in the future?
6. In your opinion, should extracurricular events be more formally integrated into the EFL curriculum?

## Appendix 03

### Student's Interview

Dear students

You are kindly asked to answer the following questions which are going to be a part of my research.

1. What was your role in preparing for this workshop?
2. How did participating in this event help you use English in real-life contexts?
3. Did this experience make you feel more confident when speaking or presenting in English?
4. In what ways did this activity differ from regular classroom learning?
5. Would you like to take part in similar extracurricular activities in the future? Why or why not?
6. Do you think such events improve your communicative competence? Please explain.
7. What skills, apart from language, do you feel you developed through this experience?

## ملخص البحث

تهدف هذه الدراسة إلى إبراز دور الأنشطة اللاصفية على الكفاءة التواصلية لدى طلبة اللغة الإنجليزية، مع التركيز على مواقف طلبة جامعة غرداية إزاء هذه الأنشطة. وعلى الرغم من أن مهارة التحدث تمثل عنصراً جوهرياً ضمن كفاءة إتقان اللغة، لا يزال عدد كبير من المتعلمين يعانون من صعوبات في تحقيق الفصاحة اللغوية، ويواجهون مستويات مرتفعة من رهاب التواصل في السياقات الأكاديمية وغير الرسمية على حدّ سواء. توفّر الأنشطة اللاصفية بيئة داعمة ومنخفضة التوتر، تُمكن الطلبة من الانخراط في تفاعلات لغوية هادفة خارج حدود الفضاء الصفّي التقليدي. اعتمدت الدراسة منهج دراسة الحالة، كما تبنت مقاربة البحث المختلط، وذلك من خلال توزيع استبيانات على طلبة من مستويات أكاديمية مختلفة، وإجراء مقابلات شبه مهيكلّة مع عدد من الأساتذة و الطلبة المشاركين المختارين. أظهرت النتائج أن معظم الطلبة عبّروا عن مواقف إيجابية تجاه الأنشطة اللاصفية، حيث أدركوا دورها الفعّال في تنمية الفصاحة اللغوية، وتعزيز الكفاءة الخطابية والاستراتيجية، والتقليل بشكل ملحوظ من قلق التواصل. كما أشار الطلبة إلى زيادة مستوى الثقة في ممارسة اللغة الإنجليزية بشكل تلقائي وهادف في المواقف الفعلية. وبناء على هذه النتائج، توصي الدراسة بإدماج برامج لا صفية منظمة ضمن المناهج الجامعية، لما لها من دور في تنمية الكفاءة التواصلية وتخفيف القلق المرتبط بممارسة اللغة الأجنبية.

**الكلمات المفتاحية:** الكفاءة التواصلية، الأنشطة اللاصفية، طلبة اللغة الإنجليزية كلغة أجنبية ، رهاب التواصل، التواصل الشفهي.