



Extracurricular Activities for Enhancing Proficiency in English Language Learning: A  
Comprehensive Analysis

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Nov 24 2023

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Comprehensive Analysis

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Degree project presented as a partial requirement to qualify for the title of:

**Graduate in Spanish and English**

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2023

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### **Abstract**

As a compilation monograph, this study discusses extracurricular activities, specifically focusing on learning English to enhance language acquisition. The primary aim of this research endeavor is to contribute to developing effective pedagogical practices rooted in extracurricular activities within the context of English language teaching. The central objective is to discern and elucidate the advantages and merits of diverse extracurricular activities designed to bolster English language learning in educational institutions, encompassing schools and universities.

This study adopted a descriptive and qualitative approach to delve into the subject. The investigation spanned local, national, and international research, drawing upon a comprehensive pool of 50 sources published between 2017-2023. From this extensive corpus, 35 articles were meticulously chosen for in-depth analysis. These 35 scholarly works underwent rigorous examination, with data extraction and coding performed in alignment with predefined categories (Student Motivation, Benefits of Extracurricular Activities, Cross-cultural Activities) within teaching and learning English as a foreign language, emphasizing extracurricular activities.

*Keywords:* Extracurricular activities, English language learning, foreign language acquisition, Compilation monograph, Literature review.



## Resumen

Como monografía recopilatoria, este estudio analiza las actividades extraescolares, centrándose específicamente en el aprendizaje del inglés para mejorar la adquisición del idioma. El objetivo principal de esta investigación es contribuir al desarrollo de prácticas pedagógicas eficaces basadas en actividades extraescolares en el contexto de la enseñanza del inglés. El objetivo central es discernir y dilucidar las ventajas y los méritos de diversas actividades extracurriculares diseñadas para reforzar el aprendizaje de la lengua inglesa en instituciones educativas, que abarcan escuelas y universidades.

Este estudio adoptó un enfoque descriptivo y cualitativo para profundizar en el tema. La investigación abarcó la investigación local, nacional e internacional, basándose en un amplio conjunto de 50 fuentes publicadas entre 2017-2023. De este extenso corpus, se eligieron meticulosamente 35 artículos para un análisis en profundidad. Estos 35 trabajos académicos se sometieron a un examen riguroso, con extracción de datos y codificación realizada en alineación con categorías predefinidas (Motivación del estudiante, Beneficios de las actividades extracurriculares, Actividades interculturales) dentro de la enseñanza y el aprendizaje del inglés como lengua extranjera, haciendo hincapié en las actividades extracurriculares.

*Palabras clave:* actividades extracurriculares, aprendizaje de inglés, adquisición de lenguas extranjeras, monografía de compilación, Revisión de literatura.

### **Abstrato**

Enquanto monografia de compilação, este estudo aborda as actividades extracurriculares, centrando-se especificamente na aprendizagem do inglês para melhorar a aquisição da língua. O principal objetivo deste trabalho de investigação é contribuir para o desenvolvimento de práticas pedagógicas eficazes baseadas em actividades extracurriculares no contexto do ensino da língua inglesa. O objetivo central é discernir e elucidar as vantagens e os méritos de diversas actividades extracurriculares destinadas a reforçar a aprendizagem da língua inglesa em instituições de ensino, incluindo escolas e universidades.

Este estudo adoptou uma abordagem descritiva e qualitativa para aprofundar o tema. A investigação abrangeu pesquisas locais, nacionais e internacionais, recorrendo a um conjunto abrangente de 50 fontes publicadas entre 2017-2023. Deste extenso corpus, 35 artigos foram meticulosamente escolhidos para uma análise aprofundada. Esses 35 trabalhos académicos foram submetidos a um exame rigoroso, com extração e codificação de dados realizados em alinhamento com categorias predefinidas (Motivação do aluno, Benefícios das actividades extracurriculares, Actividades transculturais) no ensino e aprendizagem de inglês como língua estrangeira, enfatizando as actividades extracurriculares.

*Palavras-chave:* actividades extracurriculares, aprendizagem da língua inglesa, aquisição de língua estrangeira, monografia de compilação, revisão da literatura.

## **Introduction**

Acquiring a second or foreign language is a pivotal competency in our increasingly globalized world. One cannot understate the significance of attaining proficiency in English, as it has firmly established itself as an indispensable means of global communication, access to academic and professional prospects, and active engagement within the international community. In response to this escalating demand, students have sought learning opportunities beyond the classroom, and a promising avenue lies in extracurricular activities (ECAs) focused on English Language Learning (ELL).

Moving forward, the principal aim of this review is to consolidate the scholarly literature that has examined the relationship between ECAs tailored for English Learners (EL) and their academic achievement in the domain of the English language. This research endeavors to scrutinize pivotal determinants, encompassing motivation, immersion, improvements in communicative proficiency, and the cultivation of cross-cultural awareness within ECAs. Our endeavor seeks to provide a thorough understanding of how these elements contribute to the effectiveness of ELL strategies.

Furthermore, the motivation for this research stems from the increasing significance of English as a global language and the need to comprehend and enhance learning opportunities offered by ECAs. In a milieu where English has evolved into an indispensable tool for global communication, the pursuit of academic and professional opportunities, and integration into the international milieu, it becomes imperative to leverage all pedagogical and learning opportunities at one's disposal to ensure students attain a proficient level in English.

Taking an interpretive approach, this research subscribes to the methodology of perusing the amassed data and furnishing conclusive insights, emergent trends, critical appraisals, and

blueprints for educational propositions. In other words, the compass of this monograph is delineated by the in-depth exploration and understanding of the phenomenon of instructing and acquiring proficiency in the English language within ECAs. Throughout the exposition, a range of diverse perspectives, experiences, and interpretations regarding the role of ECAs are examined, with the ultimate goal of presenting a comprehensive set of conclusions that offer a more nuanced and enriched perspective on the subject.

In addition, the compilation monograph presented herein addresses multifarious facets relevant to ECAs. To this end, a documentary research methodology is applied, commencing with the dissection of research articles from various academic and social domains. Moreover, it embraces a qualitative approach, facilitating a meticulous analysis of the information encased within the consulted documents.

Lastly, this work, encompassing seven chapters, is tailored to a diverse audience, encompassing scholars, professionals, students, and all those interested in acquiring English as a second language. Throughout this research, it is envisaged that through the assessment of motivation, immersion, confidence, and fluency, a holistic perspective on how these activities contribute to English proficiency shall be provided, rendering benefits to educators, learners, and educational program designers alike.

## Chapter 1: Problem Definition

### 1.1 Problem Statement

Within English Language Teaching (ELT), a persistent endeavor has been cultivating progressively more efficient methodologies. The pursuit of efficacy in second language acquisition has remained an ongoing objective to achieve proficiency in English in the shortest possible time, for as many people as possible, and for various learners. This relentless pursuit has resulted in the constant evolution of pedagogical methods to surpass their predecessors in effectiveness (Brown & Lee, 2015).

However, despite the advances and the vast literature available on ELT methods, such as the investigations by Santosa (2022), it is appropriate to say that one area of research has received less attention: the assessment of the efficiency of approaches applied in extracurricular ELL activities. These activities, which often occur outside the schedules and spaces predefined by a formal academic curriculum, are a significant part of the language learning process (Jannah, M., & Kurniawan, E., 2022). They comprise a broad spectrum of practices, including conversation clubs, cultural exchanges, online courses, and immersion programs abroad. Notwithstanding their popularity and relevance, the impact of ECAs on the ELT process has received limited research attention.

The fundamental problem lies in the lack of understanding of how these ECAs influence student learning. Much attention has been devoted to English instruction as a teacher-directed activity, but the relatively limited focus has been directed toward the other side of the process: learning. ECAs are often chosen voluntarily and are intended to provide a less structured learning environment than curricular classes. Despite this, their influence on the acquisition of language skills is a topic that requires further analysis.

In Colombia, English language education has been a central focus over the past few decades, with various pedagogical approaches, including the 'Colombia Bilingüe' program, to enhance communicative competence (Fandiño Y. & Lugo V., 2012, p. 369). While valuable, these approaches have sometimes overlooked the significant role those ECAs can play in language acquisition. This oversight is noteworthy, particularly emphasizing the numerous advantages adolescents can gain from extracurricular activities.

One of the most compelling findings in recent research is the positive impact of ECAs on adolescents' ability to interact with others. Engaging in debate clubs, drama groups, or even sports with an English language component provides students with distinctive opportunities to apply their language skills in authentic, real-world settings. Parra et al. (2009) evaluated the merits associated with extracurricular initiatives that encourage adolescent growth. These programs contribute to acquiring various resources and social skills that support the youths' transition into adulthood. This hands-on, practical experience facilitates the development of language proficiency and crucial interpersonal skills. Adolescents learn to communicate effectively, express their ideas with confidence, and engage in meaningful conversations, which are skills that extend beyond the classroom and into various aspects of their lives.

Furthermore, ECAs offer a platform for adolescents to acquire valuable conflict-resolution skills. Through participation in group activities, students often encounter conflicting opinions and perspectives. These encounters can lead to constructive debates and discussions, ultimately fostering an environment where conflicts may arise. However, students also learn how to navigate and resolve these conflicts peacefully, a vital life skill that extends far beyond language learning. This aspect of ECAs contributes to the comprehensive development of

students, equipping them with the ability to engage in constructive dialogue and collaborative problem-solving.

In addition to the interpersonal benefits, it is crucial to acknowledge the influence of ECAs on scholastic achievement. Scholarly inquiry consistently shows that students actively participating in these endeavors generally exhibit more robust academic performance. This may be attributed to the improved cognitive abilities, time management skills, and discipline acquired through extracurricular activities. Students who balance their academic responsibilities with these activities often demonstrate enhanced organizational skills, heightened motivation, and a more positive attitude toward their studies, positively affecting their ELL journey.

In conclusion, while Colombia has made significant strides in ELL education by adopting various communicative approaches, it is imperative to reevaluate the function of ECAs in language acquisition. The evidence suggests that these activities contribute to language proficiency and equip adolescents with essential life skills. Recognizing and integrating extracurricular activities as a complementary component of ELL education can empower students with the competencies to interact effectively, resolve conflicts peacefully, and achieve tremendous academic success. Therefore, exploring innovative ways to harness the capacity of ECAs as a potent tool in the pursuit of English proficiency and holistic personal development in Colombia is worthwhile.

From my perspective, it underscores the significance of addressing the research gap about extracurricular ELL activities and their impact on student learning. This reflection highlights several vital points that require further attention:

First and foremost, it is evident that this research area remains undervalued. While substantial research has been conducted on traditional English instruction, extracurricular ELL

activities have not been scrutinized. This dearth of focus is a missed opportunity to understand the full spectrum of language acquisition mechanisms at work, leaving a vital piece of the pedagogical puzzle unexplored.

Second, the potential benefits of extracurricular activities in the realm of ELL are too significant to ignore. By participating in these activities, students stand to gain a range of essential skills. These may include enhanced interpersonal skills, the ability to navigate and resolve conflicts effectively, and notable improvements in scholastic performance. Thus, acknowledging and harnessing these potential benefits can lead to a more comprehensive and enriching educational experience for students.

Moreover, it is imperative to emphasize that these activities contribute to holistic personal development. They provide students with a broader skill set beyond language proficiency, enabling adolescents to tackle life's challenges confidently. Extracurricular activities equip them with essential life skills relevant to language learning and future endeavors.

Furthermore, integrating extracurricular activities as a complementary component of ELL education aligns harmoniously with broader educational goals in Colombia. The nation's educational objectives, including enhancing communication, promoting peaceful conflict resolution, and facilitating academic success, can be more effectively realized by including extracurricular activities. As indicated by existing research, these activities are catalysts for students' personal and academic growth, thus making them a valuable asset to the educational landscape.

Lastly, it is crucial to recognize the research potential within this domain. By delving deeper into the impact of extracurricular ELL activities, educators and policymakers can access a treasure trove of insights. These insights, in turn, can be harnessed to optimize students' English



language acquisition experience. Expanding research in this area will pave the way for innovation and improvement in language education, ensuring that it remains efficient and empowering for Colombia's youth. This research could serve as a beacon, guiding the way toward more comprehensive and practical ELL education that ultimately benefits students and the broader Colombian society.

All these factors lead us to the following question: What is the correlation between extracurricular activities focused on ELL and academic performance?

## **1.2 Objectives**

### ***1.2.1. General Objective***

This compilation monograph aims to examine the relationship between ECA in ELL and academic performance in English through academic papers, theses, and articles, exploring key factors that contribute to effective language learning.

### ***1.2.2 Specific Objectives***

1. Identify and analyze the background and conceptual references on extracurricular activities to improve English Language Learning.
2. Analyze recent trends over the past five years concerning extracurricular activities' efficacy in enhancing ELL communicative competence.
3. Determine how certain extracurricular activities offered in ELT help students to develop their communicative competence.
4. Propose recommendations based on the documentary analysis of extracurricular activities that seek to strengthen English Language Learning within the Colombian context.

### **1.3. Justification**

The motivation for this research stems from the heightening importance of English as a worldwide language and the necessity to comprehend and enhance the learning prospects provided by extracurricular activities. English has evolved into an essential means of worldwide communication, access to academic and professional opportunities, and engagement within the international community.

In this context, it is essential to take advantage of all available teaching and learning opportunities to ensure that students reach a proficient level in English.

ECAs are an essential component of language education. They often provide a learning environment that is less formal and more oriented to students' interests (Le Xuan Mai & Le Thanh Thao, 2023). These activities include conversation clubs, cultural exchanges, online courses, immersion programs abroad, and other options beyond the traditional classroom (Chakraborty, S. B., 2021). However, despite their popularity and relevance, there has been a lack of systematic research evaluating their effectiveness within the procedure of ELL.

The relevance of this research lies in its ability to provide valuable information for multiple stakeholders. First, educators will benefit from a better understanding of how extracurricular activities can complement and enhance formal English language instruction. By doing so, they can design more effective educational programs customized to students' requirements. This, in turn, may lead to a significant improvement in students' language aptitude.

In addition, students will also benefit from making informed decisions about how to make the most of the extracurricular opportunities available to improve their English skills. By understanding how these activities can increase motivation, foster language immersion, build

confidence, and accelerate learning, students can make more informed decisions about their language development (Astari, A. M., & Hadi, M. S., 2022).

Finally, this research can potentially affect the design and execution of extracurricular programs within educational institutions and local communities. Identifying the most efficient practices within these activities makes it feasible to develop programs that optimize their influence on ELL. Consequently, students can be better equipped to confront the demands of a globalized world.

In summary, the imperative to substantiate this research underscores its significance to comprehend and enhance the efficacy of ECAs in the context of ELL, given their pivotal role in today's globalized context. Evaluating motivation, immersion, confidence, and speed is expected to provide a comprehensive view of how these activities contribute to English proficiency, benefiting educators, students, and educational program designers.

#### **1.4. Pertinence**

In alignment with the mission and vision of the University Antonio Nariño (UAN, 2013), this research focuses on the crucial role of extracurricular ELL activities in shaping highly qualified individuals committed to positive societal transformation. It recognizes the significance of providing equal access to education through diversified educational opportunities, leveraging technology and accessibility mechanisms to broaden participation. Furthermore, this research contributes to the university's vision of excellence by enhancing graduates' competitiveness through improved language proficiency, interpersonal skills, and problem-solving abilities. It also fosters research and innovation by exploring the impact of extracurricular activities on language acquisition and personal development, aligning with the institution's goal to be at the forefront of knowledge. The outcomes of this research are harmonious with the university's

graduate profile, as it empowers graduates with extensive language knowledge, excellent communication skills, and the capacity to drive positive change in their teaching profession and society, thus encapsulating the university's values and aspirations.

## **Chapter 2: Theoretical Framework**

The theoretical foundation of this fact-finding functions as the intellectual scaffold upon which this research is constructed. It provides a structured lens through which is analyzed and interpreted the subject's multifaceted aspects. This framework, rooted in established theories and concepts, guides exploring the dynamic relationship between extracurricular activities and their impact on English language teaching and learning. The content is categorized into the subsequent sections: ECAs. Types of ECAs. ELT. ELT and ECAs. ELL and ECAs. EL and ECAs. Communicative Approach and ECAs. Teacher's role and ECAs. Learner's Motivation.

### **2.1. Extracurricular Activities**

Extracurricular activities cover coordinated and structured engagements in which students participate beyond their standard academic curriculum. These pursuits may occur within the school premises or in the broader community, encompassing diverse interests and activities, from sports and clubs to community service and arts programs (Albayrak, H., & Şener, T., 2021). Participating in ECAs allows students to explore their interests, cultivate fresh skills, and expand their horizons beyond the confines of the classroom.

These activities are fundamental to a well-rounded education because they offer several benefits. First, they encourage social interaction and help students build friendships and teamwork skills. Second, extracurricular activities allow students to discover and nurture their talents and interests, whether in music, sports, or academic clubs. In addition, they provide an avenue for personal growth, boosting students' confidence (Armita, Y., 2019) as they reinforce skills they may not be able to exercise in curricular schedules.

### ***2.1.2. Types of Extracurricular Activities***

It delves into the diverse landscape of extracurricular activities, highlighting the distinctive features that set them apart from traditional curricular activities. However, what characterizes extracurricular activities is their complementary nature to curricular activities. These activities are conducted at varying times and locations, with different modalities and objectives than the usual ones (Xuan-Mai et al., 2023). Given this characterization, several of the most prevalent extracurricular activities include sports and physical activities, academic clubs, performing arts, community service, language clubs, student organizations, reading clubs, and even artificial intelligence to improve pronunciation and reinforce vocabulary.

On the other hand, (Gardner et al., 2012) provide an alternate definition of extracurricular activities. They describe these activities as encompassing academic and non-academic pursuits that are officially organized by the school but transpire beyond regular classroom hours and fall outside the formal curriculum. It is essential to highlight that ECAs do not factor into a student's academic grades or provide academic credits. These activities are voluntary and subject to the student's choice.

It is essential to acknowledge that, thus far, the discussion has exclusively centered on the overarching concept of extracurricular activities. However, it has not yet focused on those commonly used for improving English. However, the literature on the subject tells us that the possibilities are limitless and respond to different contexts and interests. For example, in Russia, the possibility of educating young students in sustainable development using only English (Makarova, E., 2019) was explored. In the Middle East, Islamic education was used as an excuse to introduce young people to the universal language (Suardi E. et al., 2017). Similarly, ESL was

practiced by teaching civic and political values (Aditama M. et al., 2022). In conclusion, the only thing that limits the type of extracurricular activity to be tested is the imagination of the teachers.

### ***2.1.3. English Language Teaching***

ELT theories and methodologies serve as the cornerstone upon which they build our understanding of how ECAs hold the potential to enrich the process of acquiring proficiency in the English language. In ELT, Titone (1968, cited in Gultom, 2015) delineates two fundamental stances. The initial approach is form-focused teaching, emphasizing the teaching of grammatical rules, language structures, vocabulary expansion, and phonetics. The second approach is meaning-focused teaching, prioritizing language application, communication fluency, and expressions' relevance in various contexts.

### ***2.1.4. English Language Teaching and Extracurricular Activities***

The effectiveness of ECAs in language teaching significantly relies on the specific methodology employed. Over the past century, numerous language teaching methods and approaches have surfaced, encompassing the Direct Method, Audio lingual Method (as delineated by Larsen-Freeman, 2000), the approach centered on vocabulary acquisition, Neurolinguistic Programming, Competency-Based Language Teaching, Community Language Teaching, and numerous others. As Bahdi (2014) noted, specific language teaching methods have proven to be particularly compatible with ECAs. These methods include the Direct Method, the Oral Approach, and Situational Language Teaching, which, in the late sixties, began to evolve into Communicative Language Teaching (CLT). In the eighties, CLT underwent further modification, leading to the emergence of Task-Based Instruction and ultimately culminating in experiential learning.



### ***2.1.5. English Language Learning and Extracurricular Activities***

The mutual connection between ELL and ECAs enriches the overall language-learning experience. It recognizes that language proficiency goes beyond the confines of grammar and vocabulary, emphasizing the importance of effective communication in real-life contexts. As Brown (2007) highlighted, classroom objectives encompass various facets of communicative competence, including grammar, discourse, functionality, sociolinguistics, and strategic language use.

The interactive and immersive nature of extracurricular activities fosters authentic language use, enabling students to apply their classroom knowledge to authentic situations. Furthermore, it encourages students to engage in peer-to-peer communication and build relationships, essential aspects of language acquisition and cultural competence.

### ***2.1.6. English Learners and Extracurricular Activities***

English Learners (EL) constitute a heterogeneous group within the realm of education. Most of these students have a native language different from English and are learning a foreign language. This group encompasses a broad spectrum of characteristics, making it unique and challenging for educational systems, as it is found in varied cultural diversity. They come from different countries and ethnic backgrounds (Martin-Beltrán, M. et al., 2021). This diversity is also reflected in the wide range of ages they span, from preschoolers to adults seeking to improve their English skills for various reasons.

The involvement of ELL in ECAs unveils a realm of opportunities for language acquisition and personal growth. EL students face the unique challenge of acquiring a new language, and ECAs can significantly contribute to their language-learning journey.

### ***2.1.7. Communicative Approach and Extracurricular Activities***

The integration of communicative approach principles into ECAs can enhance language learning outcomes. Students can practice and apply their language skills in genuine, real-world situations by engaging in debates, drama clubs, or language exchange programs. Such activities encourage learners to utilize the target language for articulating their ideas, negotiate meaning, and solve problems. This promotes fluency, accuracy, and confidence in communication. During the latter part of the twentieth century, numerous scholars focused on contrasting L2 acquisition within structured and casual settings (Krashen, 1981). Oates and Hawley (1983) proposed the incorporation of native speakers from the local community of the language being studied in leading ECAs, which might involve events like group discussions and gatherings, recorded interviews, simulated scenarios and role-playing activities, social gatherings, dramatic performances, individual presentations, newsletters, and weekends dedicated to total language immersion.

### ***2.1.8. Teacher's Role and Extracurricular Activities***

One of the pivotal aspects is the importance of the relationship between educators and students. Building a solid and positive teacher-student relationship is fundamental for establishing an environment conducive to learning. When students experience a sense of being valued, respected, and supported by their teachers, they are inclined to be engaged, motivated, and open to the learning process. This connection fosters a sense of trust and encourages students to seek assistance and guidance when needed, ultimately leading to improved learning outcomes.

According to Brown (2007), educators can fulfill various roles in the teaching process, potentially enhancing the learning experience. The effectiveness of these roles is heavily influenced by the rapport developed with their students, in addition to their proficiency,

knowledge, and skills. Brown's assertion underscores the multifaceted role of educators in the teaching and learning dynamic. Teachers are not mere conveyors of information but rather facilitators, mentors, and guides in the educational journey. Their ability to fulfill these roles effectively can significantly impact the learning outcomes of their students.

In addition to the interpersonal aspect, Brown (2007) also points out the significance of teachers' knowledge and skills. Educators play a pivotal role in molding the educational journeys of their students. Their expertise in the subject, pedagogical techniques, and instructional strategies is a crucial determinant of the quality of education provided. Competent and well-prepared teachers can effectively convey complex concepts, adapt teaching methods to diverse learning styles, and provide meaningful student guidance.

### ***2.1.9. Learners' Motivation***

It delves into the multifaceted aspects of learner motivation, focusing on intrinsic and extrinsic motivational factors. Exploring the significance, determinants, and implications of these two distinct yet interconnected forms of motivation aims to shed light on how they influence language learning outcomes and inform pedagogical practices. Intrinsic motivation, driven by internal factors, and extrinsic motivation, spurred by external rewards, provide a comprehensive view of the motivational dynamics in the language learning journey.

**Intrinsic motivation:** Understanding intrinsic motivation is vital for educators and students in educational contexts. When students possess intrinsic motivation, they are more inclined to engage actively, persist in their efforts, and take initiative in their learning. This type of motivation is often seen as a powerful force for cultivating a love of learning and a commitment to personal growth. Intrinsically motivated students may enthusiastically tackle

challenges, embrace the joy of discovery, and exhibit a sense of autonomy in their educational pursuits.

Following Brown's definition (1994), intrinsic motivation pertains to participating in activities without anticipating an obvious external reward, as the primary motivation is derived from the individual's inherent needs, wants, or desires, rendering external incentives unnecessary.

The distinctive characteristic of intrinsic motivation is that it operates independently of external rewards or incentives. Unlike extrinsic motivation, where individuals may engage in activities to attain tangible rewards like money or praise, intrinsic motivation thrives on the inherent enjoyment, curiosity, and fulfillment that the activity brings. Intrinsic motivation fuels a writer's passion for writing, an artist's compulsion to create, or a scientist's curiosity to explore the unknown.

**Extrinsic motivation:** One of the defining characteristics of extrinsic motivation is that it involves a transactional aspect, where individuals perform certain actions to attain a specific outcome or reward. For instance, students may strive to achieve high grades to gain academic recognition, employees may work diligently to earn bonuses, or athletes may compete to win trophies and medals.

According to Brown (2007), extrinsic motivation is marked by anticipating outside incentives from sources beyond the self. These rewards often include monetary incentives, prizes, academic grades, and positive feedback.

While extrinsic motivation can be a potent driving force, it is distinct from intrinsic motivation, which stems from personal interest, curiosity, or the inherent gratification obtained

from the activity. Conversely, extrinsic motivation often depends on the presence of external rewards. The promise of a tangible or intangible prize propels individuals forward.

## **2.2 Legal Frame**

Regarding learning English, Colombia takes the CEFR levels for reference, as it says that “these criteria were developed without alluding to any particular language, ensuring their pertinence and universal applicability. The descriptors delineate the gradual proficiency in each skill, rated using a six-tiered scale (A1, A2, B1, B2, C1, C2)” (The CEFR levels - Common European Framework of Reference for Languages (CEFR), n.d.).

The DBA (Derechos Básicos de Aprendizaje) underscores the Ministry of National Education's objective of positioning Colombia as the most highly educated nation in the region by the year 2025, and to achieve this, it has established programs like "Colombia Very Well" (Ministerio de Educación Nacional. 2021. p. 1). This program aims to “enhance English language instruction within the nation, elevate the overall quality of education, and educate bilingual citizens” (DBA, 2016. p. 11). Additionally, the document mentions that learning English is essential for communication and interaction and for enhancing students' human and professional capabilities (DBA, 2016. p. 16).

Regarding bilingualism programs in Colombia, the "Colombia Bilingue" (Fandiño Y. & Lugo V., 2012) program focuses on enhancing teacher training, designing educational materials, implementing innovative pedagogical models, and promoting academic and cultural exchanges. Furthermore, the document refers to other programs and projects that have contributed to the development of bilingualism in Colombia, such as the English for Competitiveness Program and the English Immersion Program. These initiatives strive to elevate the standard of education in

Colombia and prepare students to tackle the demands of an increasingly globalized and competitive world.

Continuing with the programs that the Colombian government has planned to develop in the coming years, it is found that the “Colombia Very Well” (Ministerio de Educación Nacional. 2021. p. 3) program anticipates that by the year 2025, 40% of students taking the Saber 11 exams will achieve B1+ level results. However, the latest data suggests that only 6% reach that level. It is worth noting that this national education program prioritizes public education instead of private education, which shows better results (24%) and is closer to the national goal.

Discussing ECAs, the "Colombia Very Well" program (Ministerio de Educación Nacional. 2021, pp. 18-19), as articulated in the national English program, presents a range of strategies aimed at extending English language learning beyond the conventional classroom environment. These strategies encompass the integration of English into extracurricular activities, the establishment of summer camps, the extension of school hours to offer remedial support, the implementation of structured language classes, and initiatives designed to foster familiarity with and enthusiasm for the English language. The ultimate objective of this program is to achieve a national bilingual proficiency level of B1 by 2025.

However, a notable disparity exists between the objectives of the "Colombia Very Well" (Ministerio de Educación Nacional. 2021) program and the current outcomes within Colombia's education system. Researchers are driven by the intention of this study to uncover strategies that can potentially narrow or eliminate the gaps between national educational goals and the present state of affairs. Examples like Indonesia lead us to think that there is much to research or that the investigations are not public. The reason is that, even though Indonesia faces similar limitations to ours, it is much easier to find programs, especially those related to ECAs, that actively and

exhaustively seek to improve English proficiency levels in their country. Similar cases occur in the rest of the Southeast Asian region.

### **2.3. Reference Authors**

#### **2.3.1. *Anna Reva***

Author of the thesis "The Role of Extracurricular Activities in Foreign Language Learning in University Settings," where she examines the role of extracurricular activities in language acquisition among university-level students. This research concludes that engagement in ECAs can substantially enhance students' language proficiency and recommends that more such activities be integrated into university language learning programs.

In addition to her thesis, she has some other research on the subject, including one with Veronika Makarova (presented below): "Perceived impact of extra-curricular activities on foreign language learning in Canadian and Russian university contexts." Anna Reva is a notable figure in extracurricular activities, as numerous papers referenced her work in the research.

#### **2.3.2. *Veronika Makarova***

Author of "Application of sustainable development principles in foreign language education" and "Extracurricular activities in Canadian and Russian universities: A comparative study." Within those papers, the author examines the perception of the impact of extracurricular language activities on university-level students in both Canada and Russia. The author scrutinizes their participation in and assessment of these activities. In addition, she analyzes how a Russian university applies principles of sustainable development in foreign language education, focusing on educational content and learning environment. Additionally, practical implications for student involvement in extracurricular activities related to sustainable development goals are

put forward. Both studies seek to understand and improve language education and promote sustainability in the educational context.

### ***2.3.3. Le Xuan Mai***

Participant in the authorship of the articles "English and French-major Students' Suggestions on Extracurricular Activities for English Learning: A Case in the Mekong Delta" and "Impact of Demographic Information on Students' Preferable Extracurricular Activities for English Learning: Evidence from Southwest Vietnam." The author assesses the preferences of students in Vietnam regarding ECAs for ELL and investigates how demographic information influences students' choices regarding extracurricular activities in Southwest Vietnam related to English learning.

Le Xuan Mai is a prominent figure in extracurricular activities research because her articles are well-crafted and yield conclusions for several research categories examined in this document. The author provides significant insights into what distinguishes a curricular activity from an extracurricular one (Le Xuan Mai & Le Thanh Thao. 2023), the various types of extracurricular activities, and the potential benefits they offer (Xuan-Mai., et al., 2023). She is a valuable reference for all educational researchers seeking new language teaching strategies.



### Chapter 3: Methodological References

“To push the knowledge frontier, we must know where the frontier is. By reviewing relevant literature, we understand the breadth and depth of the existing body of work and identify gaps to explore” (Xiao & Watson, 2017, p. 93). In order to accomplish this, as stated in the institutional document 'Modalidades de Trabajo de Grado,' “This chapter explicitly indicates the methodological route for the search for sources, information processing, and projection of results” (Rueda et al., 2021 p. 11). Following this, the documentary research methodology begins with a literature review, which is “an essential feature of academic research” (Xiao & Watson, 2017, p. 93)

Furthermore, a qualitative approach enables an analytical study of the information in the sources reviewed. It is worth emphasizing that qualitative research requires compliance with certain fundamental premises for its proper development:

“Scientific observation begins by selecting a group, a subject, a phenomenon as the specific object of the observation task. This is carried out in a way that is not only deliberate and conscious, but also systematic: it arranges the pieces, notes down the results of the observation, describes, relates, systematizes, and, above all, tries to interpret, to grasp their meaning, and scope.” (Balcázar, P., et al., 2013).

#### 3.1. Research Method

This study encompasses the following research progression.

##### 3.1.1. *Research group and line*

This compilation monograph is part of the framework developed by the "University Cultures" research group attached to the Education Faculty at Antonio Nariño University. Within this group, a specific line of research focuses on "Language and Human Development." The

objectives of the research group focus on the analysis and promotion of spaces for reflection connected to the function of language in human development.

### **3.1.1.1. Language and Human Development**

Language is integral to human development, enabling us to articulate and attribute significance to our world. Consequently, it empowers us to construct our unique understanding of reality. Examining the evolution and utilization of language and its relationship with educational processes is highly relevant since this faculty is the basis for creating knowledge and promoting teaching and learning procedures.

Within this framework, language is examined through its communicative function, emphasizing the significance of reading, writing, and oral communication in cultivating language as an inherent facet of the human experience.

### **3.1.2. Approach**

The approach employed in this study is qualitative, which implies that it is oriented towards a deeper understanding of research related to educational reality. Through the implementation of this approach, the aim is to thoroughly assess the issue under investigation to propose new pedagogical strategies considering the gathered information.

Qualitative research emphasizes interpreting and understanding specific data in specific contexts and realities. This allows a more precise analysis to be carried out and specific proposals to be designed based on the information collected. This type of research encompasses the collection of data, an in-depth analysis of the context, a thorough study, and the formulation of conclusions that guide future research about the influence of ECAs on instruction and ELL.

### ***3.1.3. Range***

The range of this research is interpretive since it seeks to analyze the data collected and offer conclusions, trends, criticisms, and outlines of educational proposals. That is to say, the scope of this monograph is configured by the deepening and understanding of a phenomenon, such as the teaching and learning of the English language in extracurricular activities.

Throughout the text, a range of diverse perspectives, experiences, and definitions concerning the function of extracurricular activities are examined. All this outlines a series of conclusions with a richer and more nuanced vision of the subject.

The main objective is to deepen the understanding of the phenomenon studied, seeking to identify patterns, meanings, and underlying relationships in the data. Then, special attention is paid to the perspectives and experiences of the people involved in all the research, teachers, and students, to enrich the understanding. It can also evaluate the validity and quality of existing work against a criterion to reveal weaknesses, inconsistencies, and contradictions (Paré et al. 2015). After accomplishing this, the context in which the results are acquired and reported is emphasized: historical, cultural, social, and economic contexts that can help clarify why the results are obtained. Finally, the compilation monograph describes the phenomenon and theorizes the underlying reasons and meanings that emerge from the information gathered.

### ***3.1.4. Design***

This research is governed by a descriptive design, given that its main objective is the analysis and explanation of the particularities inherent to the topic of study. Consequently, it focuses on describing and carefully examining the contexts in the documents consulted.

Following a comprehensive exploration, it is deduced that this design approach is the most suitable for investigating extracurricular activities' efficacy in instruction and acquisition of the

English language. This involves a detailed analysis and description of the reality in the places where the research that generated the relevant results was carried out.

### 3.2. Analysis Category for Data Collection

The categories of analysis for data collection were Student Motivation, Benefits of Extracurricular Activities, and Cross-cultural Activities.

**Table 1**

*Description of Categories for Data Collection*

Category	Description	Document Number in the Matrix
Student Motivation	Those documents gauge the motivation engendered by extracurricular activities and their effects on the educational process.	1, 4, 6, 7, 9, 12, 20, 22, 25, 27, 34, 35.
Benefits of Extracurricular Activities	Those papers assessed the overall advantages of extracurricular activities.	1, 2, 3, 4, 5, 6, 7, 9, 11, 12, 13, 14, 16, 17, 19, 20, 22, 23, 24, 25, 26, 28, 29, 30, 31, 32, 33, 34.
Cross-cultural Activities	Those documents analyze cultural immersion and the participation of students from different countries.	5, 15, 23, 24, 25, 26, 29, 31,

Note. This table categorizes data collection based on three categories: Student Motivation, Benefits of Extracurricular Activities, and Cross-cultural Activities. It also lists the respective document numbers associated with each category in the data collection matrix.

### 3.3. Research Stages

**Table 2**

*Stages of the Research Process*

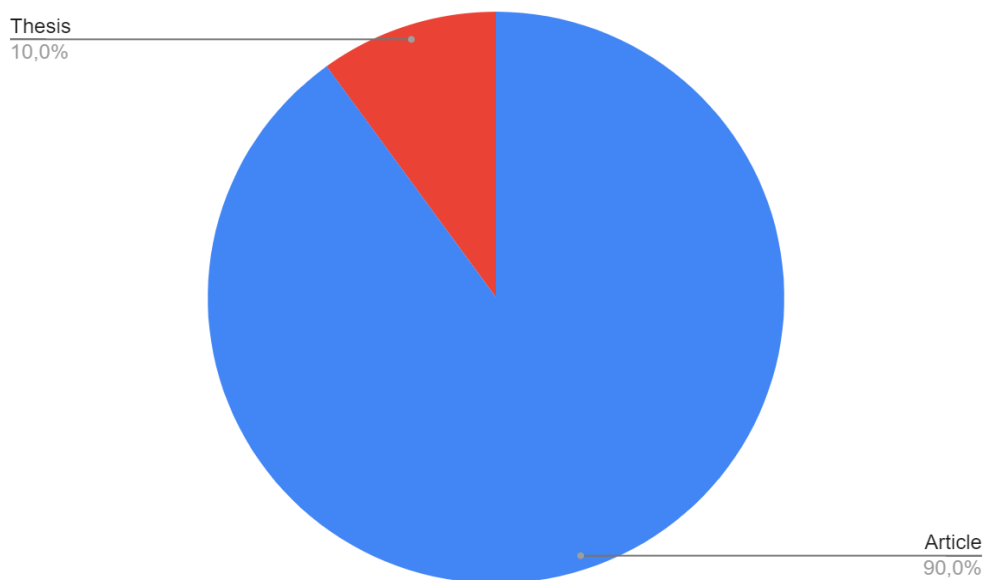
Planning the review	Stage 1:	Define the problem
Executing the review.	Stage 2:	Conduct a literature review.
	Stage 3:	Conduct an inclusion screening.
	Stage 4:	Assess quality
	Stage 5:	Extract data
	Stage 6:	Presentation and analysis of bibliographical references.
Documenting the review.	Stage 7:	Present the findings

Note. This table outlines the various stages of the research review process, including planning, execution, and documentation. It provides a structured overview of each stage's purpose and key activities as a reference for researchers and reviewers.

### 3.4. Data Collection.

**Figure 1**

*Scheme of types and quantity of documents*



Note. This figure illustrates the distribution of documents in the study, highlighting that the research comprises 10% of theses and 90% of articles. It provides a visual representation of the document types within the dataset.

**Searching for Pertinent Sources:** The primary aim at this stage is to discern and accumulate a spectrum of sources that will substantiate and enrich the research endeavor. This may encompass various scholarly documents, including academic papers, books, articles, reports, and other academic publications. Employing a multifaceted approach is crucial. Commence by delving into esteemed academic databases granting access to peer-reviewed articles and research studies. Simultaneously, leverage the comprehensive resources available through institutional libraries, often replete with extensive books and scholarly publications.

Finally, harness the capabilities of search engines, employing precise keyword queries to uncover digital sources.

**Establishing Inclusion Criteria:** The subsequent step involves the establishment of well-defined criteria for the inclusion or exclusion of sources. This meticulous approach ensures that the materials integrated into the research are of the highest quality and relevance. Conventional criteria encompass factors such as the publication date, guaranteeing the contemporaneity of the source; direct relevance to the research topic; the academic credibility of the source, such as publication in peer-reviewed journals, association with renowned publishers, or recognition of the author as an expert in the field; and the overall quality of the source, concerning methodology, validity, and reliability. The evaluation of identified sources should be undertaken with precision, applying these criteria rigorously to filter and retain those that conform to the required standards while judiciously eliminating or setting aside those that do not meet these criteria.

### **3.5. Instruments for Data Collection**

Pursuing relevant and substantive extracurricular activities in the context of language acquisition necessitates a rigorous exploration of scholarly literature. This endeavor entails systematic scrutiny of academic databases, most notably, but not limited to, Google Scholar, JSTOR, ProQuest, and Research Gate.

This scholarly inquiry involves meticulously identifying pertinent research studies and literature examining the function of ECAs in language acquisition and proficiency. The selected academic databases, renowned for their extensive repositories of peer-reviewed articles, academic papers, and research documents, serve as invaluable repositories. Combining well-crafted search queries can uncover diverse studies illuminating the nexus between extracurricular

activities and language learning. Each relevant study identified merits meticulous cataloging, including pertinent details such as title, author(s), publication date, and source.

The subsequent phase demands a thorough examination of the identified literature. This entails scrutinizing each source with discerning criteria, including relevance to the research focus, academic credibility, and methodological rigor. Pertinence to the research topic is paramount, as the inclusion of materials should unequivocally contribute to the scholarly discourse on the correlation between ECAs and language acquisition. The academic credibility of each source ascertained through criteria such as publication in peer-reviewed journals or association with established publishers, bolsters the foundation of the study. Additionally, the identified literature's methodological soundness, accuracy, and reliability play a pivotal role in upholding the research's scholarly integrity.

### ***3.5.1. Data Extraction Forms***

Information from each study in the review was recorded using forms and gathered primarily from search engines such as Google Scholar and Microsoft Bing.

### ***3.5.2. Data Analysis Software***

These software programs are used to process, manage, and analyze the data collected from the studies. Data analysis software can assist in carrying out many tasks, including computing summary statistics and conducting meta-analyses, assessing heterogeneity, exploring sources of bias, and generating tables and graphs. Some examples of data analysis software are RevMan, Stata, R, and Excel. In this case, using the Excel tool was crucial for collecting and analyzing the data underpinning this research.



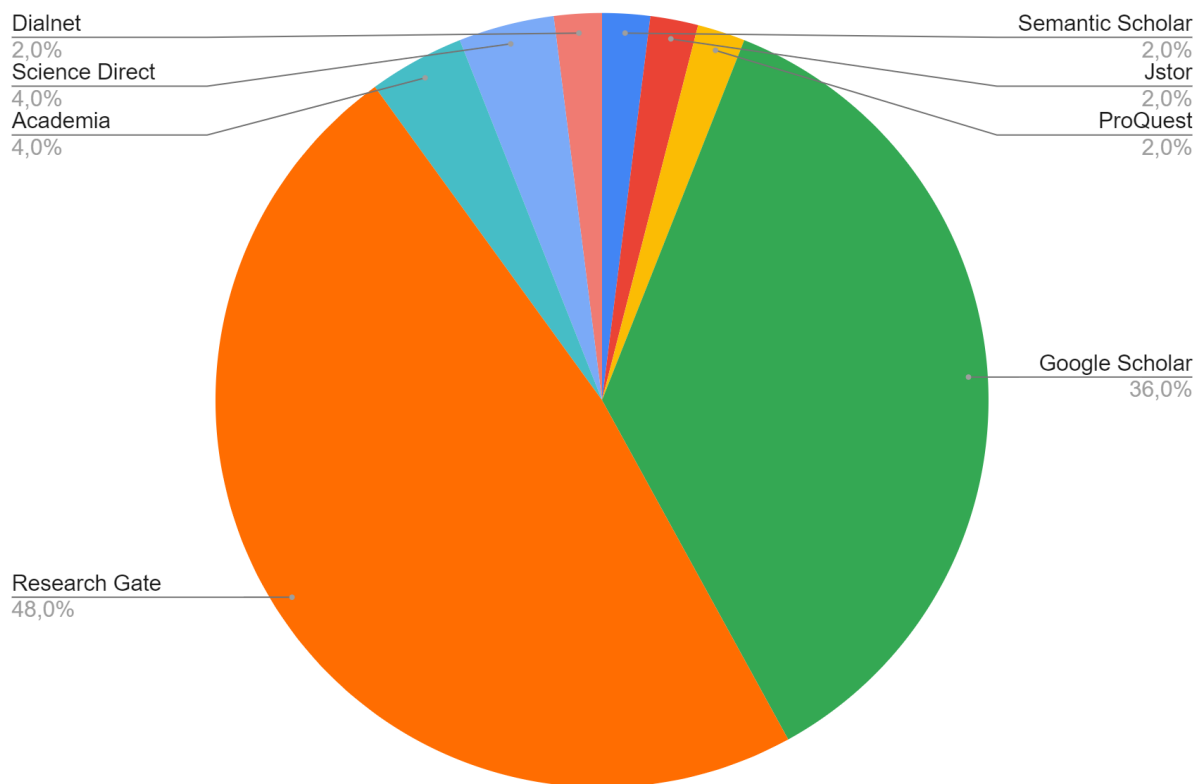
### 3.5.3. Data Visualization Tools

These tools are used to present and convey the data and the findings of the review in a lucid and visually appealing manner. Data visualization tools can help create charts, diagrams, maps, and infographics to illustrate the data's main findings, trends, patterns, and relationships. Some instances of data visualization tools encompass Tableau, Power BI, Infographic, and Canva. In this monograph, diagrams were utilized to illustrate the data samples, an analysis matrix was well-used for data selection to facilitate the progress of this research, and tables were used to provide a clear and concise representation of crucial data.

### 3.6. Databases Queried

**Figure 2**

*Percentage of consulted databases*



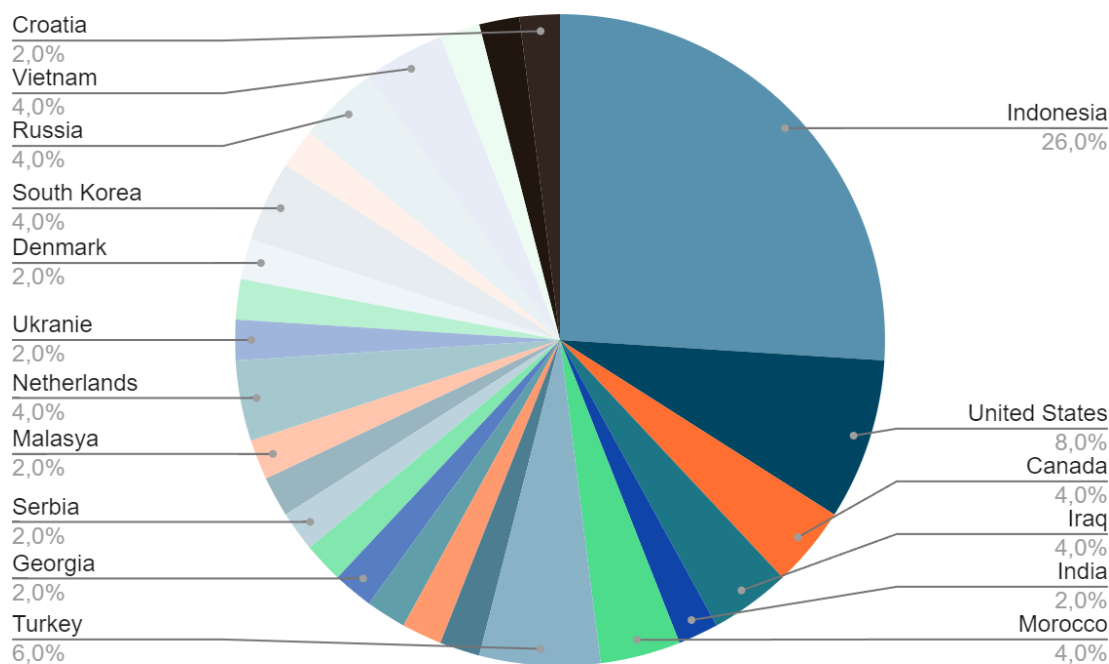
Note. This figure visually depicts the percentage of consulted databases utilized in the research. It offers insights into the sources and their contribution to the study's dataset.

### 3.6.1. Statistics for Document Identification - Country of Publication

Here is a graph depicting the countries from which the research data was collected. It reveals a noticeable trend in Indonesia and Southeast Asia, suggesting that traditional teaching strategies are being questioned and potentially evolving in these regions.

**Figure 3**

*Percentage of countries where the shortlisted papers were published.*



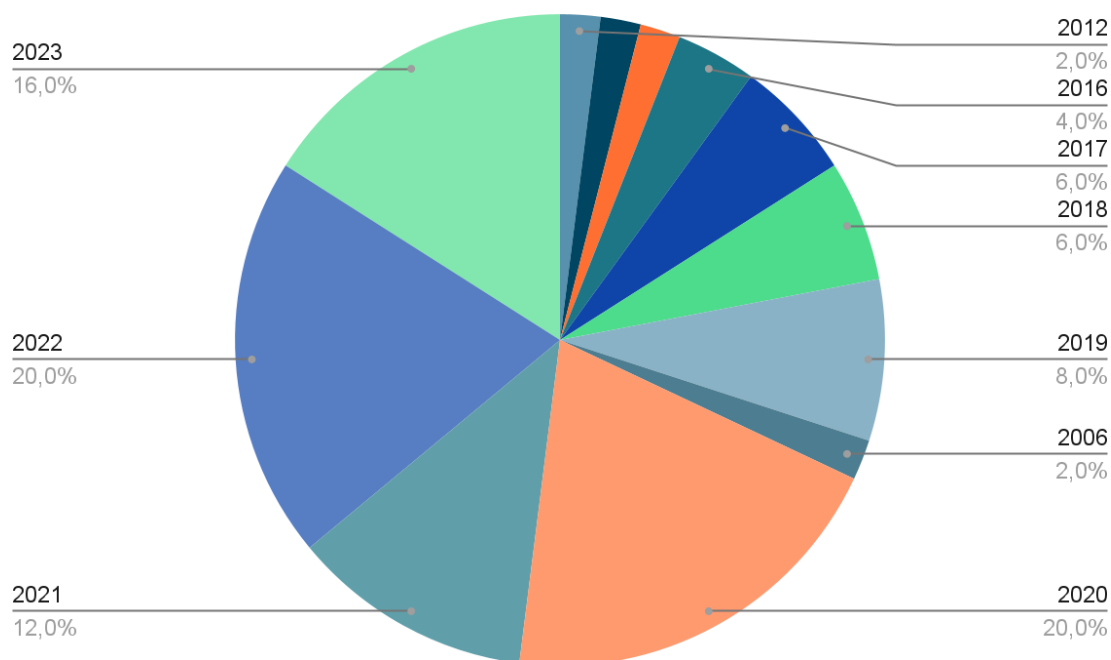
Note. This figure presents the distribution of shortlisted papers across different countries of publication, highlighting the global reach and diversity of sources included in the study. It offers valuable insights into the geographic representation of the selected papers.

### 3.6.2. Statistics for Document Identification - Year of Publication

Here is a graph displaying the years of publication of the collected documents. Most of the texts were published after 2020, which is a deliberate choice to prioritize more recent sources. Nevertheless, 15 of these documents were excluded from the bibliographical analysis of references in Chapter 4 due to the application of the exclusion criterion.

**Figure 4**

*Percentage of the year in which shortlisted papers were published.*



Note. This figure illustrates the distribution of shortlisted papers across different publication years, providing an overview of the temporal scope of the study's dataset. It offers insights into the publication trends over time.

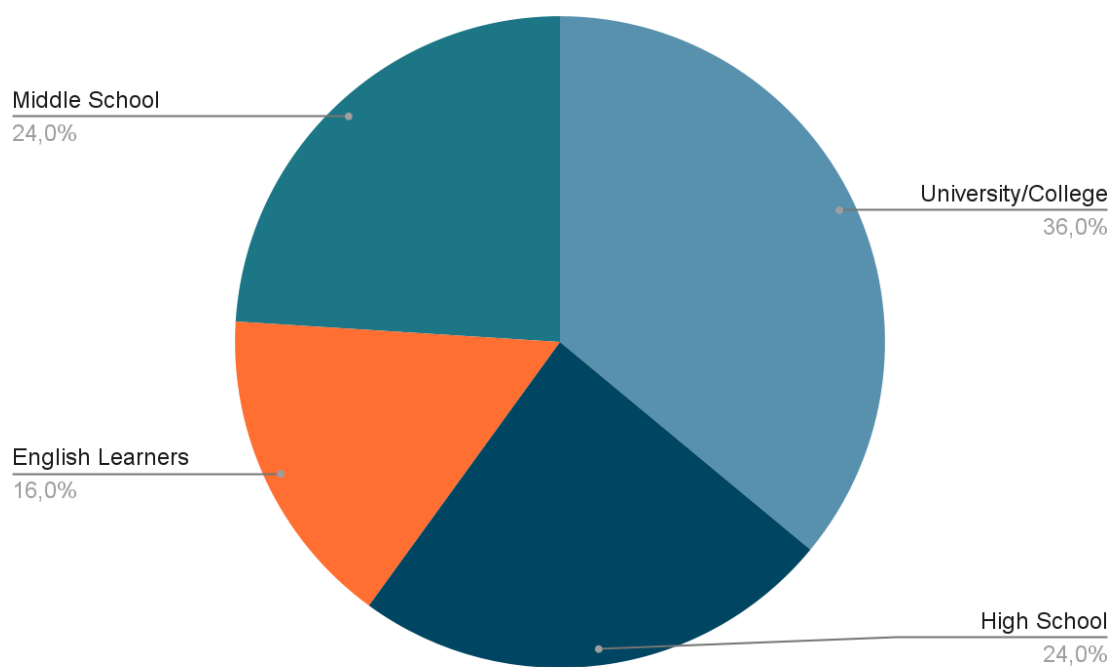
### 3.6.3. Statistics for Document Identification - Level of Study

Below is a graph depicting the educational levels of the students who served as the subjects of this study. I categorized them into four groups: university students, high school

students, lower-grade students, and English language learners. It is worth noting that the "English language learners" category does not specify the population's educational level but indicates that they are individuals learning English. This category could include private courses, but the documents did not specify this detail. Notably, there appears to be a predominant trend toward university students.

### Figure 5

*Percentage of educational attainment of research participants in the pre-selected documents*



Note. This figure displays the distribution of educational attainment levels among research participants in the pre-selected documents, offering valuable insights into the academic backgrounds of the individuals included in the study.

#### **3.6.4. Criteria and Process for the Exclusion of Documents**

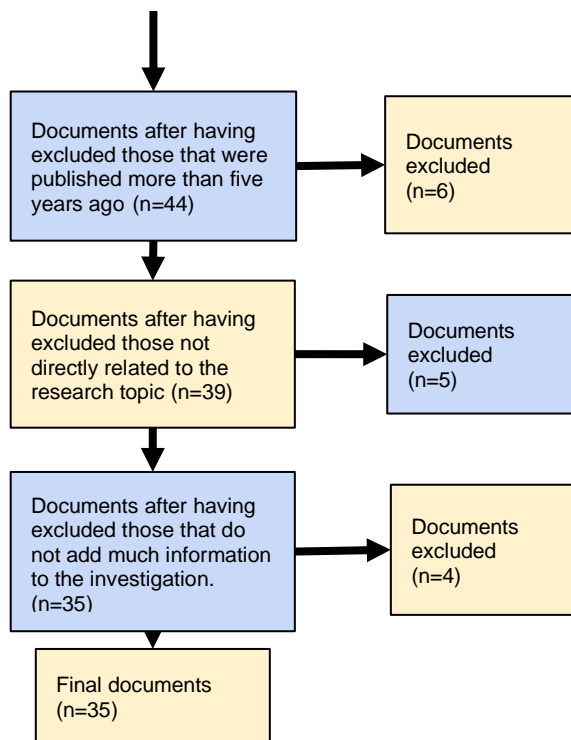
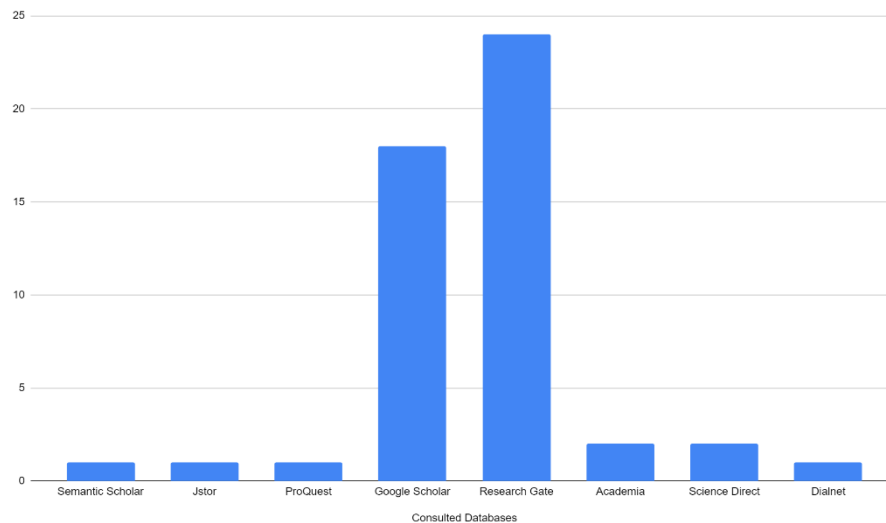
Below is a chart explaining the process and exclusion criteria. Only three exclusion criteria were considered based on the following:

Year of publication: If a document was published more than five (5) years ago, its conclusions may not significantly contribute to the current understanding of extracurricular activities.

Indirect relation: If a document does not extensively cover extracurricular activities or its primary focus is not investigating curricular activities, it lacks valuable content for inclusion.

Little additional information: Documents that do not provide additional information about the data collection process or those whose conclusions can be inferred from more comprehensive sources were deemed suitable for exclusion from the compilation. They do not contribute any new information to the analysis.

Title, abstract, and keywords: Publications will only be considered if they contain keywords related to extracurricular activities. Publications that do not include any of the following keywords or phrases in their titles, abstracts, or keywords will not be taken into account: “extracurricular activities,” “extra-school activities,” “after-school activities,” “non-academic school activities,” “co-curricular activities,” “CCA,” “academic performance,” “academic outcome,” “academic achievement.” Any data that does not meet these criteria will not be included in the research process.

**Figure 6***Document Selection Flowchart*

Note. This flowchart visually represents the document selection process, outlining the sequential steps and criteria employed to determine the exclusion of documents in the study. It offers a clear overview of the selection methodology used in the research.

### **3.7. Analysis Matrix**

This documentary selection of 35 articles is because each contributes relevant information for the in-depth bibliographic analysis that will be carried out in Chapter 4. These 35 documents were selected after applying the three filters explained in the previous session—the types of documents selected range from graduate or master's theses to scientific and popular science articles. The vast majority belongs to the latter category. In almost all the research, student and faculty populations were interviewed, surveyed, and tested, respectively.

#### **Table 3**

*Summary of the Analysis Matrix*

No	Author(s)	Title	Year	Country	Abstract	Categories	Subcategories
1	Marouane Zakhir	“Extracurricular Activities in English Language Teaching as a Foreign Language: An Individual-Centered Approach”	2019	Morocco	This research explored the perspectives of Moroccan educators and students concerning incorporating extracurricular activities within TEFL classes. The uncovered results revealed that ECAs can enhance the English language instruction process, inspire student motivation for learning, and promote sociability and a disposition for lifelong learning.	<ul style="list-style-type: none"> <li>&gt; Students Motivation</li> <li>&gt; Benefits of Extracurricular Activities</li> </ul>	48
2	Brenda Ornelas	“The Effects of Extracurricular Activities on English Learners Outside the Classroom”	2022	United States	This research delves into the impact of ECAs on ELLs beyond the traditional classroom setting. The primary objective is to examine the relationship between extracurricular activities, EL language proficiency, and overall well-being. The study will concentrate on three students, each representing a different level of English language development: a reclassified EL, an intermediate EL, and a Newcomer. Data will be gathered using a qualitative case study approach, employing interviews, observations, and document analysis.	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> </ul>	> Communicative Competence
3	Yeyen Armita	“Student Perception of English Club Extracurricular Activities in Practicing Speaking at SMA N 02 Kaur, Bengkulu”	2019	Indonesia	This research aimed to investigate students' perceptions of English club ECA, specifically concerning speaking practice at SMA N 02 Kaur, and to assess the speaking ability of English club participants. This study employed a descriptive qualitative method. A sample of 22 students, all of whom were members of the English club, was selected. Data were collected using a questionnaire and a speaking test as the primary research instruments.	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Bilingual Volunteers Program</li> <li>&gt; Faster and Deeper Learning</li> <li>&gt; Communicative Competence</li> </ul>
4	Sree Bidhan Chakraborty	“Effect of Co-curricular Activities in Learning English as a Foreign Language at a Government College of Bangladesh.”	2021	Bangladesh	Learning English in an EFL setting continues to present a substantial challenge. Students at the institution under investigation face similar obstacles. Nevertheless, this study has catalyzed the remarkable progress observed in developing Communicative Competence (CC) and attaining academic excellence in English by students engaged in Co-curricular Activities (CCAs). CCAs, such as debates, speeches, quizzes, recitations, role-plays, and magazine contributions, empower learners to build confidence in applying their English language skills. This, in turn, alleviates their apprehensions about using a foreign language like English. This research employs a qualitative methodology and examines the impact of CCAs on English language learning in an EFL context within a government college in Bangladesh. The study includes a small-scale survey with ten participants divided into two groups. Additionally, individual recorded interviews were conducted, focusing on key themes, which contributed to a more comprehensive understanding of the subject	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> <li>&gt; Students Motivation</li> </ul>	
5	Melinda Martin-Beltrán, Natalia L. Guzman, and Tabitha Kidwell.	“Building a Community of Practice to Support Adolescent Language Learners”	2018	United States	Adolescent language learners are often marginalized in schools and communities and face unique challenges as they navigate the complexities of language and culture. In this article, we delve into the significance of establishing a community of practice to support these learners. Drawing on our experiences working with adolescent language learners in various settings, we offer strategies for creating a supportive community that values linguistic and cultural diversity. We also provide examples of thriving community of practice initiatives and discuss the benefits of these initiatives for both learners and educators	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> <li>&gt; Cross-cultural Activities</li> </ul>	> Peer Friendship Model



6	M. Jannah and E. Kurniawan	“The Effect of Full-Day School Activities on English Learning Motivation in Eleventh-Grade Students”	2022	Indonesia	This study aims to determine the significant impact of full-day school activities on English language learning motivation among eleventh-grade students at SMAN 1 Jenangan. This research employed a quantitative ex-post facto design with a population of 70 eleventh-grade students from SMAN 1 Jenangan. Data collection methods included questionnaires, observation, and research documentation. Data were analyzed using a simple linear regression formula in SPSS 23.	> Benefits of Extracurricular Activities > Students Motivation	
7	Hüsna Albayrak and Tülin Şener	“The Relationship between Participation in Extracurricular Activities and Motivation of Foreign Language Learning”	2021	Turkey	This research investigates the connection between participation in ECAs and the motivation for learning a foreign language. The study involved 200 students enrolled at a private university in Ankara, Turkey. Data were collected through a two-part questionnaire: the first section gathered demographic information from the participants. In contrast, the second part focused on their involvement in extracurricular activities and their motivation levels concerning the English language.	> Benefits of Extracurricular Activities > Students Motivation	> Self-Motivated Language Learning: A Virtuous Cycle
8	Intan Maulida Qorry' Aina, Fianico Sukmana Rozy	“The Implementation of English Teaching Learning Process For Young Learners In TK Harapan, Semampir Distric, Surabaya, Academic Year 2021/2022”	2022	Indonesia	This study aimed to provide an overview of the implementation of English language learning at TK Harapan. This research utilized a qualitative approach in the form of descriptive research. Data sources included teachers and various documents (such as weekly program plans, daily lesson plans, assessment materials, students' work, photos, and videos). Data were collected through interviews, documentation, and observations, and their validity was ensured through source and technique triangulation. The analysis involved data reduction, presentation, and verification.		> Communicative Competence
9	Marina Natreba and Irina Khadzhinova	“Organization of extracurricular work in English language learning in primary school”	2020	Ukraine	The article addresses the issue of organizing extracurricular activities in primary school for English language learning. The educational reform processes in Ukraine have introduced a goal for graduates of general secondary education institutions to develop ten key competencies. One of these competencies is foreign language communicative competence, which encompasses the capability to employ a foreign language effectively in everyday communication, professional endeavors, self-education, and personal growth. This study emphasizes the importance of extracurricular activities in the context of English language learning in primary schools. Additionally, it seeks to provide a theoretical rationale for using dramatization and language camps to enhance pupils' motivation to learn English.	> Benefits of Extracurricular Activities > Students Motivation	> Communicative Competence
10	Le Xuan Mai and Le Thanh Thao	“English and French-major students' suggestions on extracurricular activities for English learning: A case in the Mekong Delta.”	2023	Vietnam	This research strives to explore the choices of English and French major students in Vietnam regarding ECA for enhancing their English language skills. The results revealed that students preferred interactive, practical, and enjoyable ECA. They also favored ECA		> Acceleration of foreign language learning process > Student Choice in

					organized by their peers or teachers. The insights gained from this study can be utilized to design more effective extracurricular activities for English language learning.		Activity Selection
11	Veronika Makarova and Anna Reva	“The perceived impact of extra-curricular activities on foreign language learning: A study of Canadian and Russian university students”	2017	Finland	This research delves into the perceived influence of ECAs on the acquisition of foreign languages among university students in Canada and Russia. The study focused on a group of university students in these two countries. It utilized a custom-made questionnaire designed by the researchers to collect data about language-related ECAs. The questionnaire encompassed demographic inquiries, inquiries about the languages studied at the university, and questions concerning language-oriented ECAs. The findings of this study reveal that the majority of respondents in both Canada and Russia took part in language-related ECAs, and they generally viewed the impact of these activities on language learning as positive.	> Benefits of Extracurricular Activities	>Fostering Emotional Engagement in Extracurricular Language Learning > Communicative Competence
12	Nguyen Vu Khanh, Truong Bach Le, and Duong Anh Chien	“Learning English beyond the classroom: Perception and practice in a Vietnamese context.”	2021	South Korea	The research aim is to investigate how English-majored students at a university in Vietnam perceive and engage in ELL outside the traditional classroom environment. The research employed qualitative and quantitative methods, combining a survey and interviews to gather participant data. The results indicate that these students have a positive attitude towards learning English beyond the classroom and actively engage in various activities, including watching English movies and TV shows, reading English books, and using social media in English.	> Benefits of Extracurricular Activities > Students Motivation	> Peer Motivation and Self-Directed Learning
13	Xuan-Mai Le, Hoang-Yen Phuong, Thanh-Thao Le	“Impact of Demographic Information on Students’ Preferable Extracurricular Activities for English Learning: Evidence from Southwest Vietnam”	2023	Vietnam	This study investigates how demographic factors influence students' preferred ECAs for ELL in Southwest Vietnam. A questionnaire with 20 items, each corresponding to an extracurricular activity for English learning, was administered to 400 students to collect data. The results reveal that the most popular ECAs for English learning among the surveyed students were watching movies in English, listening to songs in English, and reading books in English. Additionally, students' demographic information, such as gender and field of study, influenced their preferences for ECAs.	> Benefits of Extracurricular Activities	
14	Ne'matova Muhlisa and Botirova Hakima.	Significance of Extracurricular Activities in English Education	2023	Denmark	The article's abstract underscores the significance of ECAs in English education and the advantages they provide to students outside the conventional classroom environment. The article emphasizes the necessity for educational institutions to offer a diverse range of ECAs in English education to guarantee a comprehensive and holistic learning experience for students.	> Benefits of Extracurricular Activities	
15	Madya Giri Aditama, Rhizki	Implementation of character education in English language learning for junior high	2022	Indonesia	This investigation explores the incorporation of character education into ELL, covering various aspects like planning, execution, and	> Cross-cultural Activities	

	Amelia, Hikmah Pravitasari	school			evaluation. It is an observational study that employs a qualitative approach. The findings from this research reveal that character education has been successfully integrated into the English learning process at SMP Negeri 1 Limpung, encompassing planning, implementation, and assessment.		
16	Suardi, Emzir, Zainal Rafli	English Learning in Islamic Boarding School: An Ethnographic Study	2020	Indonesia	This investigation aims to offer an overview of the implementation of English language learning at Al-Junaidiyah Biru Bone Islamic boarding school. Ethnography, employing a qualitative approach, is the research method used. The findings indicate that the development of educational goals is rooted in needs analysis and the environmental context, which involves the use of appropriate curriculum and learning materials, as well as the creation of an engaging language environment.	> Benefits of Extracurricular Activities	
17	Afifah Maulina Astari and Muhamad Sofian Hadi.	Creating an English Environment at School through English Club Extracurricular Activities	2022	Indonesia	This study endeavors to clarify the importance of creating an English-speaking environment within the school setting through English club extracurricular activities. The study was conducted at a high school in Indonesia. Data collection involved observations and interviews with students who were engaged in the English club. The results indicated that the English club functions as a valuable platform for students to enhance their English skills and prepare for upcoming competitions.	> Benefits of Extracurricular Activities	> Communicative Competence
18	Nihada Delibegović Džanić and Amila Hasanspahić.	Computer assisted language learning in English language classrooms in Bosnia and Herzegovina.	2020	Croatia	This paper investigates the viewpoints of both educators and learner concerning the effective implementation of computer-assisted language learning (CALL) within English language classrooms in Bosnia and Herzegovina. The research takes the form of an empirical inquiry into the attitudes of both teachers and students on these subjects, with the results providing insights into the current stance of teachers and students on these issues. The study underscores the necessity for substantial reforms in the field of teacher education.		
19	Milawati	English language teaching in Elementary school: Effective or not?	2019	Indonesia	The aim of this study is to delineate the teaching and learning activities, including the English teacher's strategies, materials, and media. The study included an English teacher and twenty-nine students from class 4A. A mixed-methods approach was employed, utilizing observations, interviews, and questionnaires to collect data. The study discusses potential changes to enhance the effectiveness of the English teacher's strategies and increase student participation.	> Benefits of Extracurricular Activities	>Emotional Disposition's Impact on Learning and Memory in Language Education

20	Yang, X. L	Five Teaching Strategies to Stimulate Chinese Pupils' Interest in Learning English	2020	China	<p>This paper evaluates five distinct and effective teaching strategies:</p> <ol style="list-style-type: none"> <li>1. Incorporating listening to music in English classes.</li> <li>2. Incorporating gaming activities into English lessons.</li> <li>3. Employing heuristic teaching methods.</li> <li>4. Participating in a range of extracurricular English activities.</li> <li>5. Cultivating emotional communication between teachers and students.</li> </ol> <p>The distinctive merit of this paper is found in its comprehensive analysis of these five engaging methods, asserting that these exemplary teaching methods can efficiently spark the interest of primary school students in China in learning English.</p>	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> <li>&gt; Students Motivation</li> </ul>	> Communicative Competence
21	Sheikh Alauddin, Mizanur Rahman Jewel	English Language Learning system at higher secondary level in Bangladesh: Challenges and Opportunities	2018	Bangladesh	<p>The objective of this paper is to provide an overview of the English Learning System in Bangladesh. It aims to assess the current situation and challenges within the system and conclude by offering proposals and recommendations for its improvement. The paper focuses on the aims and objectives of the English Learning System in colleges within Dhaka City, aiming to address the issues in the learning environment in Bangladesh.</p> <p>The research involved a survey conducted in various well-known institutions at the higher secondary level in Dhaka city. Information was gathered using a survey instrument designed to gather the necessary information for the research and facilitate in-depth analysis. The questionnaire was created to ensure that essential data were collected to reach practical conclusions. The sample comprised seventy students randomly selected from the population, aiming to represent the entire population effectively.</p>		> Communicative Competence
22	Mona Kamal Ibrahim, Lucia Bombieri, and Liudmila Petrovna Varenina.	Improving English as a Foreign language proficiency in elementary schools: Exploring students' and parents' perceptions	2020	Turkey	<p>English instruction at the primary school level plays a substantial role in the educational journey, highlighting the importance of giving due attention to this subject. To gain insights into this, an empirical study was conducted to survey both schoolchildren and their parents (legal representatives) to understand their perceptions of studying English as a foreign language (EFL). The questionnaires were distributed to 150 elementary students and 90 parents.</p> <p>The first survey aimed to assess the students' attitudes toward learning a foreign language. The results of both surveys revealed several key issues, including a lack of motivation among schoolchildren and incomplete awareness of the importance of learning a foreign language.</p>	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> <li>&gt; Students Motivation</li> </ul>	
23	Romdanih, Iim Wasliman, Hendi Suhendraya, Deti Rostini	Management Of English Learning In Senior High Boarding School (Qualitative Descriptive Study Of Strategies To Improve The Quality Of Speaking Skills At Nahdlatul Wathan Bogor High School And Azzhahiriyah Islamic High School	2021	Indonesia	<p>This investigation focused on the management of ELL in senior high boarding schools with an emphasis on strategies to improve speaking skills. The research approach employed is qualitative research with a case study design. Data was collected through observations, interviews, and document analysis.</p> <p>The findings of the study revealed suboptimal management of</p>	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> <li>&gt; Cross-cultural Activities</li> </ul>	> Communicative Competence

		Bekasi)			English language learning within senior high boarding schools, particularly in the context of speaking skills. To address this issue, several strategies were identified to enhance the quality of speaking skills. These strategies included the implementation of communicative language teaching, fostering cross-cultural attitudes, promoting extracurricular activities, and utilizing technology in the learning process.		
24	Elena Makarova	Application of sustainable development principles in foreign language education	2019	Russia	The study highlights the significance of academic material and the educational setting in the context of sustainable development principles. It explores effective methods for developing students' competencies in ELL and cross-cultural aspects, promoting a broader understanding of sustainability. Moreover, the article suggests practical implications for students' engagement in extracurricular activities and events geared toward achieving sustainable development objectives, aligning with the broader global commitment to sustainability in education.	> Cross-cultural Activities > Benefits of Extracurricular Activities	> Communicative Competence
25	B. A. Uskova, F. Agudelo	Extracurricular activities in the process of learning English at the University	2021	Russia	The study emphasizes the potential benefits of extracurricular activities in foreign language education, emphasizing their ability to enhance motivation and stimulate interest in mastering a foreign language. It also discusses the feasibility of implementing extracurricular activities at various levels of education, underlining their role in fostering intercultural communication and expanding students' knowledge.	> Cross-cultural Activities > Benefits of Extracurricular Activities > Students Motivation	> International exchange programs
26	Avary Carhill-Poza.	"If you don't find a friend in here, it's gonna be hard for you": Structuring bilingual peer support for language learning in urban high schools	2017	United States	The study underscores the significance of peer support and its social organization in influencing the communicative competence and cross-cultural attitudes of English learners. It emphasizes that the design and implementation of extracurricular activities and other peer support mechanisms within urban high schools can have a substantial influence on language proficiency and overall learning experiences of students.	> Cross-cultural Activities > Benefits of Extracurricular Activities	> Cultural immersion activities
27	C. Zheng, X. Li, and Y. Li.	Comparing high school students' online self-regulation and engagement in English language learning	2021	United Kingdom	The objective of this study was to examine the impact of demographic variables about the online self-regulation and engagement of high school students in ELL. The research involved a sample of 1,009 secondary students from three distinct regions in China. The findings of the study revealed that demographic variables, including gender, grade level, and geographic location, significantly influenced students' online self-regulation and engagement in English language learning. These findings indicate that demographic variables play a substantial role in shaping high school students' online self-regulation and engagement in the process of ELL. Therefore, when designing online ELL programs for high school students, educators and program developers should	> Students Motivation	

					consider these demographic factors to better tailor their approaches and resources to meet the diverse needs of their students.		
28	Celik, Bunyamin and Kapukaya, Kenan	Comparative analysis of short-term intensive and long-term adaptive language teaching curriculum	2022	Iraq	<p>The research conclusions suggest that there is a need to transition from a short-term, intensive teaching program to a long-term, adaptable language teaching curriculum for EFL students at TIU Language Preparatory School (TIULPS). The limited timeframe allocated for achieving language proficiency was identified as a key challenge.</p> <p>As a result, the study recommends the establishment of a new curriculum that allows for a more extended and flexible approach to language learning. This could have implications not only for TIU Language Preparatory School but also for language teaching programs in tertiary education institutions more broadly. It highlights the importance of providing students with the time and resources necessary to attain proficiency in a foreign language effectively.</p>	> Benefits of Extracurricular Activities	
29	Budiman, Jaswadi Ishaka Putra, Rohani, Lalu Muh Halilurrahman, Slamet Riadi Jaelani	Enhancing English Language Proficiency: Strategies for Improving Student Skills	2023	Indonesia	<p>This article focuses on the crucial importance of English language proficiency for academic achievement, especially among culturally and linguistically diverse students. The primary goal is to provide educators with efficient methods to help ELLs cultivate essential literacy skills required for academic achievement. The challenge addressed in this article is the unique educational needs of ELLs, which necessitate tailored teaching methods.</p> <p>The qualitative research method employed for this article is a literature review, encompassing language acquisition and learning theories, distinctions between ingrained and scholarly language, and effective strategies used by proficient language learners. The findings highlight six fundamental strategies for instructing English Language Learners (ELLs):</p> <ol style="list-style-type: none"> <li>1. Building relationships and demonstrating cultural sensitivity.</li> <li>2. Integrating language skills throughout the curriculum.</li> <li>3. Using tangible objects to clarify concepts.</li> <li>4. Engaging in role-playing or pantomiming.</li> <li>5. Employing visual aids, such as pictures.</li> <li>6. Incorporating total physical response techniques.</li> </ol>	> Cross-cultural Activities > Benefits of Extracurricular Activities	
30	Meiliza Delviyanti	The Tenth Grade Senior High School Students' Perceptions towards English Learning Using Zoom Meeting Application	2022	Indonesia	<p>This study focuses on the perceptions of students from Class X at SMA Negeri 3 in Jambi City regarding the use of Zoom meetings for learning English, particularly in the context of issues brought about by the COVID-19 pandemic. The research design employed is qualitative, involving observation and analysis. The study's participants were students from class X MIPA 2 at SMAN 3, Jambi City. A purposeful sampling technique was used to select six students, comprising two individuals with low scores, two with moderate scores, and two with high scores. The researcher conducted interviews to gather information from the students.</p>	> Benefits of Extracurricular Activities	

					The study found that students encountered network issues when using the Zoom meeting application for practicing English. While Zoom meetings allowed teachers to share their screens and present lesson plans, students found it more convenient to engage in English language learning through the Google Meet platform. The findings also indicated that students appreciated the flexibility of scheduling and the ability to choose a location that suited their language learning needs.		
31	Valentina Đorić	The model of English language learning of the sport students	2020	Serbia	The significance of English language proficiency in the field of sports cannot be overstated, especially in the context of international competitions and global sports activities. To address this need, it is essential to formulate an ELL model within higher education institutions that focuses on CC, particularly in the domain of physical culture. This model should be context-based, meaning that it affords students the chance to participate in authentic real-life simulations of various sports and training scenarios. Key components of this approach include creating a learning environment and curriculum that immerse students in practical situations related to sports and training. Additionally, it is essential to integrate cultural aspects into language learning to foster the development of intercultural CC. By combining language skills with practical sports scenarios and an understanding of cultural nuances, students can better prepare for careers in the sports industry, which often involves diverse and international interactions.	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> <li>&gt; Cross-cultural Activities</li> </ul>	> Communicative Competence
32	Ivanna Lisbeth and Haydée Ramírez	A Humanistic Approach-Based Didactic Strategy to Improve Rural Students' English Language Learning	2023	Ecuador	The study conducted in rural areas of Esmeraldas, Ecuador, aimed to develop a Didactic Strategy Rooted in the Humanistic Approach to Improve ELL in Rural Students. The qualitative investigation involved 30 rural English language teachers, with an in-depth analysis of 10 selected teachers. The research utilized various investigative methods and survey techniques. The study highlights the need for teachers to have a deeper understanding of humanistic approaches to create effective didactic guidelines for rural students' language learning, promoting a more student-centered and engaging educational experience.	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> </ul>	
33	Munirah, Aziz Thaba, and Amaluddin	Enhancing Indonesian EFL students' learning outcomes by implementing brain gym	2022	Indonesia	This investigation aimed to enhance the learning goals of English language students through the integration of the empirical approach with brain gym activities. It followed an experimental research design with a one-group pretest-posttest design. The study was conducted with students from class XI at SMA Negeri 4 Luwu Utara, Indonesia. The sample consisted of 32 students from the Department of Social Studies, but the final sample included 28 students who met the requirements. Data were collected through learning outcomes tests and analyzed using the	<ul style="list-style-type: none"> <li>&gt; Benefits of Extracurricular Activities</li> </ul>	<ul style="list-style-type: none"> <li>&gt; Cognitive Development and Improved Content Comprehension</li> <li>&gt; Consistent Language Practice and Brain Stimulation</li> <li>&gt; Communicative Competence</li> </ul>

					SPSS application. The results indicated that the integration of brain gym activities into English language instruction led to improved learning outcomes among the EFL students. This propose that incorporating physical activities, such as brain gym exercises, can have a positive consequence on language learning goals.		
34	Iris Klosi	From page to stage: Teaching English through students' involvement in playwriting in production and performance	2023	North Macedonia	The paper emphasizes the importance of providing ECAs for English language students to achieve various educational objectives, such as stimulating creativity, fostering academic growth, enhancing language proficiency, promoting cooperative learning, and encouraging team building. The research provides insights into the students' experiences on the stage of the National Experimental Theatre in Tirana, including their engagement with various theatrical elements such as backstage, forestage, lighting effects, musical accompaniment, stage design, stage cues, spatial relationships, vocal delivery, articulation, breath control, and more.	> Benefits of Extracurricular Activities > Students Motivation	> Communicative Competence
35	Elizabeth J. Erlinga, Sandra Radingerb and Anouschka Foltz	Understanding low outcomes in English language education in Austrian middle schools: the role of teachers' beliefs and practices	2023	Austria	This article addresses educational disparities in ELL outcomes among middle school students in Austria. It acknowledges that previous research often attributed these disparities to socioeconomic status or students' multilingual backgrounds but argues that a fresh perspective is needed, one that considers the intricate connections between these factors. To do so, the theory of intersectionality is employed. The research combines a qualitative analysis of the educational environment in Austrian middle schools with a quantitative investigation. A questionnaire was used to gather data from 56 English teachers to understand their perceptions of their students' capabilities, motivations, and exposure to English beyond the classroom. The teachers' language usage during instruction was also examined. The findings suggest that teachers' perceptions and instructional strategies are connected to the lower English language proficiency outcomes among Austrian middle school students.	> Students Motivation	

Note. This figure presents a summarized overview of the key elements within the analysis matrix, including the number of documents, authors, document titles, publication years, countries of origin, abstracts, and document categorization into categories and subcategories. It offers a concise representation of the essential information gathered during the research analysis.



## Chapter 4: Analysis Bibliographic References

### 4.1. Student Motivation

Concerning the significance of motivation in students' involvement in extracurricular endeavors aimed at elevating their competence in the English language, the literature is extensive and positive in almost all cases. In other words, various studies (Zakhar, 2019) on this type of activity consistently show that students increase their motivation levels in language learning. This finding is not isolated, and researchers may consider it this way because ECAs play a crucial role in optimizing language acquisition (Makarova & Reva, 2017). Nevertheless, this element assumes a pivotal role in the learning process. The reason is that the more motivated the student is, the more optimal their learning will be.

The extensive and predominantly positive literature regarding the influence of motivation on students' participation in extracurricular English language activities raises some noteworthy points for critical consideration. While students tend to exhibit increased motivation in these settings (Albayrak, 2021) it is essential to delve deeper into the factors contributing to this phenomenon. Does the nature of extracurricular activities inherently foster motivation, or are there specific elements within these activities that have a motivational impact? Furthermore, while motivation is undeniably crucial for effective learning, it is important to question to what extent extracurricular activities can sustain and nurture this motivation in the long term. Are there any limitations or potential drawbacks to relying heavily on extracurricular activities to enhance motivation? Exploring these questions can provide a more nuanced understanding of the complex relationship between motivation, extracurricular language activities, and language acquisition.

In my view, one of the critical benefits of ECAs in language learning is the opportunity they provide for real-world application. Students are not just learning English; they are using it in varied contexts, which deepens their understanding and makes the learning process more meaningful. This practical application is crucial, as it extends learning beyond theoretical knowledge, helping students to internalize language structures and vocabulary more effectively.

Moreover, ECAs facilitate extensive social interaction, a cornerstone of effective language acquisition. By collaborating with peers, students engage in authentic conversations, practice different dialects, and even pick up colloquial language, significantly enhancing their fluency and comprehension. This kind of social learning environment improves language skills and builds confidence in using English, particularly in speaking and listening.

One cannot overstate the importance of the personalization aspect of ECAs. When activities align with students' interests, the learning experience becomes more engaging and, thus, more effective. The key to sustained motivation in language learning is continuously innovating these activities, ensuring they remain relevant and exciting to the students.

However, it is essential to address potential limitations. Overemphasis on ECAs could create an imbalance, focusing more on practical language use and less on formal aspects like grammar. Also, these activities become monotonous without careful design, potentially diminishing their motivational impact.

In essence, while ECAs significantly enhance motivation and thereby optimize language learning, it is crucial to maintain a balance and ensure these activities are well-structured and varied to sustain interest and motivation over the long term. This approach ensures a comprehensive development of all language skills, ultimately leading to a more profound and lasting proficiency in English.

#### ***4.1.1. Fostering Emotional Engagement in Extracurricular Language Learning***

The student's emotional disposition towards the language differs as it stems from genuine motivation to learn rather than being an obligation. "The literature reaffirms that individuals who engaged in extracurricular activities in prior years remember their learning process with better emotions (Makarova V. & Reva A., 2017)." Furthermore, this contributes to the assimilation of information, enhancing the educational experience for both students and teachers.

The variation in students' emotional disposition toward language learning is crucial, as it signifies a shift from obligatory to genuine motivation. The literature consistently supports the idea that individuals actively participating in extracurricular activities recall their learning experiences with more positive emotions. This finding underscores the emotional impact of such activities on language learners. Moreover, this emotional connection to the learning process has broader implications. It enriches students' language acquisition journeys and enhances the overall educational experience for both students and educators (Makarova V. & Reva A., 2017). This is a valuable factor in the effectiveness of these endeavors and warrants further exploration to understand its nuances and implications better.

In my view, the emotional benefits of engaging in extracurricular language activities significantly enhance students' overall language proficiency. These benefits are multifaceted and profoundly impactful.

Firstly, when students participate in activities they genuinely enjoy, their emotional investment in the learning process increases. This shift from learning as an obligation to learning as a choice fosters a more positive and enthusiastic approach to language acquisition. Such emotional engagement can lead to a deeper motivation, where students are not just learning to fulfill curriculum requirements but because they find joy and satisfaction in the process. This

heightened motivation is a critical driver in language learning, as it encourages consistent practice, persistence in overcoming challenges, and a willingness to engage more deeply with the language.

Moreover, the positive emotions associated with these extracurricular activities can significantly enhance memory and retention. Students who associate language learning with enjoyable experiences are more likely to retain and recall information more easily. Thus, emotional arousal can strengthen the encoding of memories, making the learned language more accessible for future use.

Another aspect is the confidence boost that comes from these positive experiences. According to (Yildiz, 2015, as cited in Zakhir, 2021) confidence is crucial in language learning, especially in skills like speaking and listening. When students feel good about their learning process, they are more likely to take risks using the language, participate in conversations, and express themselves more freely. This confidence can lead to significant improvements in fluency and conversational skills.

Lastly, the positive emotional experiences from extracurricular activities often translate into a long-term love and appreciation for the language. This enduring interest can motivate students to continue improving their language skills even after formal education, leading to lifelong learning and proficiency.

#### ***4.1.2. Emotional Disposition's Impact on Learning and Memory in Language Education***

Similarly, this emotional disposition will help their brain receive and retain information more effectively. On the contrary, the brain may seek to forget information associated with discomfort or displeasure. Various studies (Milawati. 2019) demonstrate that curricular classes

that continue to use old texts and employ less didactic teaching methods have a negative impact and may even lead to a reluctance to acquire a new language.

From my view, the emotional disposition of students towards language learning, mainly when it is positive and driven by engaging and interactive methods, is crucial for adequate language acquisition. Positive emotional experiences in learning environments significantly enhance the brain's ability to absorb and retain new information, making the process more effective and enjoyable.

In contrast, traditional and less interactive language teaching methods, which might induce negative emotions such as boredom or frustration, can hinder learning. These negative experiences can lead to mental blocks, making it difficult for students to absorb and remember new language information.

Therefore, educators must create learning environments that foster positive emotional experiences. Educators can significantly improve the effectiveness of language learning by incorporating more dynamic, engaging, and emotionally stimulating teaching techniques. This approach enhances the student's ability to learn and retain a new language. It instills a lasting interest and love for the language, essential for continuous learning and proficiency.

#### ***4.1.3. Self-Motivated Language Learning: A Virtuous Cycle***

The learner dedicates more hours (outside regular classes and ECAs) and employs various methods to learn the language independently. The stimulation is such that it creates a virtuous cycle in which the learner learns because they are motivated, and this motivation drives them to learn more. While in some cases, English curriculum programs can be counterproductive, Albayrak, H., and Şener, T. (2021) mentioned that 'evaluating the efficacy of ECAs as an alternative approach to English teaching is crucial, especially considering that

conventional teaching methods often yield similar results in terms of students' proficiency and motivation. Therefore, it is essential to explore and integrate these activities into foreign language education in Turkey (p. 3).

This observation points to a fascinating phenomenon in language learning: the self-motivated learner who dedicates extra hours and employs diverse methods to enhance their language skills. Such motivation sets in motion a virtuous cycle, where the learner's drive fuels their quest for more knowledge.

In my opinion, Researchers and educators cannot overstate the role of self-motivation in language learning. The phenomenon where learners, driven by their intrinsic motivation, dedicate extra hours outside of regular classes and extracurricular activities, using diverse methods to enhance their language skills, is a testament to the power of self-motivation. This approach sets in motion a virtuous cycle, where increased motivation leads to more learning, and the resulting proficiency further boosts motivation. Therefore, education systems should focus more on fostering an environment that encourages this type of self-motivation, especially in foreign language education. Educators can facilitate a more effective and enduring language acquisition process by integrating methods that teach the language and inspire students to pursue learning independently. This shift in focus could significantly improve language proficiency levels, making the learning process more enjoyable and successful for students.

#### ***4.1.4. Peer Motivation and Self-Directed Learning***

Motivation is contagious, with a motivated student capable of inspiring peers to share the same emotional state. It eases the teacher's role by reducing the need to motivate each student individually. It not only simplifies the role of the motivator but also that of the content provider, as a motivated learner will actively seek knowledge beyond the material provided in the

classroom. Under the recommendations of Nguyen Vu Khanh, Truong Bach Le, and Duong Anh Chien (2021) propose that educators and curriculum developers should consider incorporating students' extracurricular learning activities and affording them increased opportunities for self-directed and naturalistic language acquisition (p. 13).

In my opinion, motivation being contagious among students is a compelling point, it holds significant implications for the educational environment, particularly in language learning. When one student is highly motivated, their enthusiasm and dedication can inspire their peers, creating a positive and dynamic learning atmosphere. This collective motivation eases the teacher's role in fostering individual student motivation and enriches the classroom experience.

The impact of a motivated student extends beyond their learning journey. They can act as a catalyst, sparking interest and enthusiasm among their classmates. This peer influence is a powerful tool in education, as students often look to their peers for cues on engaging with the learning material. In a setting where motivation is shared and visible, students are more likely to emulate this positive approach, leading to a more engaged and proactive classroom environment.

## **4.2 Cross-cultural Activities**

### ***4.2.1. International Exchange Programs***

Extracurricular activities serve as conduits for intercultural engagement, offering students opportunities to develop intercultural competence. As Uskova and Agudelo (2021) point out, extracurricular activities, particularly international exchange programs, play a pivotal role in the ELL process.

These programs immerse learners in foreign contexts, enabling them to comprehend the cultural differences that distinguish different countries and regions. International exchange

programs facilitate language acquisition and cultural awareness, enhancing students' educational experience.

The role of extracurricular activities, especially international exchange programs, in facilitating intercultural engagement and competence is crucial to language learning. I strongly agree with the perspective Uskova and Agudelo (2021) offered. These activities extend the scope of traditional language learning by immersing students in environments where they can experience firsthand the culture and context of the language they are studying.

Moreover, these programs contribute significantly to a student's overall educational experience. They broaden their horizons, exposing them to different ways of thinking and living, essential for developing empathy and global awareness. This expanded worldview is crucial to intercultural competence, which is increasingly important in our globally connected world.

In terms of language acquisition, the benefits of such immersion are manifold. Students learn to navigate linguistic challenges in real-time, adapt to different accents and dialects, and acquire a more authentic and colloquial command of the language. Furthermore, cultural immersion enhances our understanding of the context in which people use specific phrases and expressions, often lost in translation in a typical classroom setting.

#### ***4.2.2. Cultural Immersion Activities***

Cultural immersion activities are essential for ELL aiming to integrate into language and culture. However, while valuable, research suggests that such activities may only sometimes lead to positive outcomes. Carhill-Poza (2017) highlights that specific school policies can unintentionally segregate language learners from their mainstream and bilingual peers, affecting their ability to engage in opportunities for utilizing and acquiring academic English.



Consequently, achieving a harmonious blend of cultural immersion and adequate language support is vital, ensuring students navigate language and cultural challenges effectively.

In my opinion, the key to maximizing the benefits of cultural immersion activities lies in striking a careful balance. On the one hand, these activities provide ELL students ample opportunities to engage with the language in authentic settings, allowing them to practice and refine their language skills in real-world contexts. On the other hand, it is crucial to ensure that these experiences do not isolate ELL students from their mainstream or bilingual peers.

Practical language support is paramount in this context. ELL students should have access to resources and guidance that assist them in overcoming language barriers, ensuring that they can fully participate in and benefit from cultural immersion experiences. This support can take many forms, from language tutoring and mentoring to bilingual instruction and culturally responsive teaching practices.

#### ***4.2.3. Peer Friendship Model***

In response to the potential isolation of ELL students within international groups, Martín-Beltrán M. et al. (2021) propose a peer friendship model. This model emphasizes the importance of establishing a community of practice that supports adolescents learning languages. It underscores the need for collaboration between educators and community members to create a nurturing environment that values linguistic and cultural diversity. The peer friendship model seeks to build bridges between the distinct cultural islands that can form within international ELL groups, ultimately promoting more effective language acquisition and intercultural competence.

From a personal standpoint, this model is particularly effective because it focuses on fostering a community of practice that supports language learning through collaborative and

interpersonal connections. Establishing a community of practice for adolescents learning languages is essential. This community provides a supportive learning environment and facilitates the exchange of linguistic and cultural knowledge among peers. When ELL students form friendships and meaningful connections with their peers, they are more likely to feel comfortable and confident using the language, leading to more effective language acquisition.

Moreover, the emphasis on collaboration between educators and community members is crucial to this model. It acknowledges that language learning and cultural integration are not confined to the classroom but are part of a broader social context. By involving community members, the model allows for a more holistic and inclusive approach to language education that recognizes and values students' diverse linguistic and cultural backgrounds.

#### ***4.2.4. Bilingual Volunteers Program***

Armita's (2019) concept of a bilingual volunteer program introduces a tutoring approach that connects students with the international community. This program goes beyond traditional language learning and encourages advanced students to tutor those seeking language proficiency. It improves language acquisition and fosters cultural exchange and the development of cross-cultural friendships. Bilingual volunteers from diverse backgrounds collaborate to enrich language skills and deepen cultural understanding. This pedagogical approach offers a promising avenue for enhancing language education.

I find this concept particularly promising as it aligns with the modern pedagogical understanding that language learning is most effective when it is interactive, culturally engaging, and peer supported. The idea of advanced students serving as tutors to their peers who are seeking language proficiency is a multifaceted approach. Firstly, it allows learners to engage with the language in a practical, conversational setting, which can be more effective than

traditional, textbook-based learning. This peer tutoring creates a more relaxed and relatable environment for language practice, which can be particularly beneficial for learners who may feel intimidated or anxious in more formal educational settings.

Furthermore, the cultural exchange element of this program is invaluable. When students from different cultural backgrounds come together in a learning environment, they share linguistic knowledge and cultural insights. This exchange deepens their understanding of the language as they learn about the cultural contexts and nuances that influence its use. Understanding is crucial for true language proficiency, beyond grammar and vocabulary, to include cultural competence.

### **4.3. Benefits of Extracurricular Activities**

The analyzed documents show compelling evidence of the positive outcomes and far-reaching benefits of participating in extracurricular activities.

#### ***4.3.1. Social Benefits***

Skills development: Extracurricular activities allow students to cultivate various skills, including teamwork, leadership, time management, communication (Zakhir, M., 2021), problem-solving, and critical thinking. These skills are often transferable and valuable in both academic and professional settings. These skills are not confined, which is their beauty to specific domains; they transcend boundaries and have the potential to enrich a student's life journey. They are not just assets for academic achievement but also valuable attributes for personal development, career advancement, and societal engagement.

The value of extracurricular activities extends far beyond the immediate context of the activity, offering long-lasting benefits that prepare students for various facets of life. Skills like teamwork, leadership, time management, communication, problem-solving, and critical thinking

are foundational to academic and professional success. The ability to work effectively with others, lead initiatives, manage time efficiently, communicate, solve complex problems, and think critically is highly sought in virtually every field. What makes these skills particularly invaluable is their versatility. They are not limited to a single academic discipline or professional sector. However, they are universally applicable, providing students with a relevant and helpful toolkit in various situations.

Moreover, developing these skills through extracurricular activities often occurs in dynamic, real-world contexts, which can be more effective and impactful than learning in traditional classroom settings. For instance, participating in a team sport can enhance teamwork and leadership skills, while engaging in a debate club can sharpen communication and critical thinking abilities. These experiences are educational and enjoyable, which can lead to a deeper and more meaningful engagement with the learning process.

**Improved social skills:** Engaging in extracurricular activities introduces students to various peer groups with common interests. It fosters the development of social skills, friendships (Budiman., et al., 2023), and a sense of belonging, contributing to their overall well-being. Participation in extracurricular activities opens doors to a dynamic social landscape where students can engage with others who have similar interests and passions. This environment cultivates a fertile ground for cultivating crucial social skills, forming friendships, and a profound sense of belonging, all of which collectively contribute to students' overall well-being.

In my opinion, when students engage in extracurricular activities, particularly those that align with their interests, they naturally find themselves in situations where communication is vital. For language learners, this is an invaluable opportunity. Interacting with peers in a relaxed, interest-driven setting can significantly boost their language skills. They use the language in

authentic, real-life contexts, which is far more effective for language acquisition than rote learning.

The development of friendships within these groups is another critical factor. When students form friendships, they communicate more freely and frequently, providing ample practice in the target language. This frequent use of language in a comfortable and supportive environment helps improve fluency, expand vocabulary, and understand colloquial expressions.

Exploring interests: After-school activities allow students to explore interests and passions they may not have encountered in their regular courses (Zakhir, M., 2021). After-school activities serve as an invaluable playground for students to venture beyond the confines of their regular academic courses, offering a unique opportunity for exploration and discovery. In the structured environment of traditional classroom settings, students may find themselves immersed in a predefined curriculum, which, although essential, may only sometimes cater to their interests and passions. In contrast, after-school activities create a dynamic space where students can take the reins of their learning journey.

From my perspective, in the structured environment of traditional classroom settings, where the focus is mainly on adhering to a predefined curriculum, students often have limited opportunities to explore areas outside the core academic subjects. While this curriculum is essential for foundational learning, it might only sometimes align with every student's interest or passion. This is where after-school activities become invaluable. They provide a dynamic and flexible space where students can take control of their learning journey, exploring areas in which they are genuinely interested.

This nurturing environment of extracurricular activities is essential for personal development. Students get to delve into diverse fields, whether the arts, sciences, debate, or

community service. Such exploration is not just about finding new hobbies; it is about igniting curiosity, fostering enthusiasm, and developing a deeper understanding of their capabilities and interests. For instance, participating in a drama club might reveal a student's talent for public speaking, or involvement in a robotics club could spark an interest in engineering.

Effective conversation practice in a foreign language: Extracurricular activities, especially language clubs, substantially enhance conversational mastery in a foreign language. These activities provide students with a dynamic and interactive environment where they can apply the knowledge and competencies they have applied in real-life situations beyond the classroom. Language clubs, for instance, provide a platform for students to engage in meaningful dialogues, cultural exchanges, and practical activities. All of these factors contribute to a more profound comprehension of the language.

Students value these opportunities to enhance their communication skills, as they experience a greater sense of comfort practicing in a dynamic group environment rather than a solitary exam (Armita, Y., 2019).

I believe the role of language clubs and similar activities in foreign language education is crucial for several reasons. First, these clubs create an interactive space where students can engage in meaningful conversations and cultural exchanges. This setting is far more reflective of how people use the language in everyday life than a typical classroom's more structured and formal atmosphere. Such practical activities and dialogues deepen students' language understanding, making learning more engaging and effective.

Beyond linguistic proficiency, these clubs foster cultural sensitivity and cross-cultural communication skills. By interacting with peers from diverse backgrounds, students gain insights into different cultures, an integral part of learning a language. This holistic approach enhances

their language skills and prepares them to navigate and communicate effectively in a multicultural world.

#### ***4.3.2. Cognitive Benefits***

Academic improvement: Contrary to the belief that extracurricular activities can harm academic performance, research suggests (Ne'matova, M., & Botirova, H., 2021) that participation can lead to improved grades. It teaches students discipline and time management, enabling them to effectively balance their commitments, both in and outside the classroom.

The practice of balancing academic studies with extracurricular involvement provides students with valuable lessons in time management. They must learn to juggle multiple commitments, prioritize tasks, and allocate their time effectively. These transferable skills extend beyond extracurricular activities to academic coursework, making students more proficient in managing their time and meeting academic deadlines.

This finding aligns with my perspective on the educational value of ECAs. The key benefit lies in developing essential life skills such as discipline and time management. When students engage in activities outside the classroom, they are not merely spending time on hobbies or interests but learning how to balance multiple commitments. This balancing act requires them to prioritize tasks, manage their time effectively, and stay organized. These skills are crucial not just for extracurricular success but also for academic achievement. Students who can effectively juggle various commitments are more likely to handle their academic responsibilities efficiently, leading to better academic performance.

Additionally, the discipline required to succeed in extracurricular activities directly applies to academic pursuits. The self-discipline students develop in managing their time and meeting commitments can mirror their extracurricular pursuits in their approach to academic

work. This discipline is essential for academic success, as it helps students stay focused, meet deadlines, and maintain a consistent study routine.

**Cognitive development and improved content comprehension:** Extracurricular activities enhance students' cognitive development, enhancing their understanding of academic content. Incorporating these activities achieves a faster and deeper learning process into the educational process, facilitating a more robust comprehension of subjects and language (Munirah et al., 2022).

In my opinion, integrating these activities into the educational process is a critical factor in facilitating a more comprehensive and profound learning experience. Extracurricular activities have the potential to enrich the cognitive development of students significantly. These activities often require critical thinking, problem-solving, and creative skills, essential for cognitive growth. When students engage in activities such as chess clubs, science fairs, or debate teams, they learn new content and sharpen their cognitive abilities. This enhanced cognitive development can translate into a better understanding of academic subjects.

**Consistent language practice and brain stimulation:** This constant exposure keeps the brain engaged and encourages the brain's plasticity, allowing it to adapt and evolve in response to new linguistic challenges. It is akin to a mental workout that enhances students' language processing abilities. Moreover, as students tackle language in real-life scenarios, they become adept at comprehending and producing language in context, a critical aspect of language fluency. This language immersion environment helps strengthen neural connections, contributing to more effective language retention. Consistent language practice enhanced by cognitive stimulation improves language acquisition (Munirah., et al., 2022).



From my perspective, this approach aligns well with contemporary understandings of cognitive development and language acquisition. Continuous engagement with a language, especially in diverse and dynamic settings outside the traditional classroom, acts as a mental workout for the brain. This workout is not merely about memorizing vocabulary or understanding grammar; it is about challenging the brain to adapt to new linguistic contexts, nuances, and structures. This kind of cognitive stimulation is crucial for language learning, as it encourages the brain's plasticity, allowing it to adapt and evolve in response to new linguistic challenges.

Furthermore, engaging with language in real-life scenarios is invaluable for developing true language fluency. Using a language in practical situations forces students to comprehend and produce language in context. This goes beyond textbook learning, as students must navigate idiomatic expressions, colloquial language, and cultural nuances. This immersive experience is critical for building language proficiency, as it reflects the real-world application of language.

Faster and deeper learning: Language immersion and continuous exposure to ECAs demonstrate to expedite and deepen the learning process. These factors are particularly crucial in second language acquisition, as in this environment, students use the target language in practical contexts. By actively participating in ECAs, particularly in conversation clubs, cultural events, or exchange programs, students can apply their language skills in genuine, real-world scenarios, thus enhancing their understanding and linguistic proficiency. This language and cultural immersion afford a more holistic comprehension and a more efficient language acquisition (Armita, Y., 2019).

I believe these elements play a critical role in deepening and expediting the language learning process. Language immersion through ECAs provides an authentic environment for

students to engage with the target language. Unlike the controlled environment of a traditional classroom, ECAs, such as conversation clubs, cultural events, and exchange programs, offer real-world contexts to use language naturally and dynamically. This kind of immersion is invaluable for language learners, pushing them to apply their language skills in practical and varied situations.

Moreover, the real-world application of language skills in these settings helps solidify linguistic knowledge. When students use the language in meaningful contexts, they are more likely to remember what they have learned and apply it effectively. This practical application also aids in building confidence in using the language, which is a crucial factor in achieving fluency.

Acceleration of foreign language learning process: Engaging in ECAs is acknowledged as a valuable method for accelerating the process of foreign language acquisition. These activities create an immersive environment where language learners experience real-life language use. Through conversations, debates, drama performances, or language-focused clubs, students encounter language in contexts that mimic genuine communicative situations.

This immersion accelerates their comprehension and motivates them to use the language actively and consistently, thereby fostering fluency. These activities' various approaches and strategies can be tailored to different audiences (Le Xuan Mai & Le Thanh Thao, 2023). By providing a dynamic and engaging environment, ECAs motivate students to engage in language learning more effectively, resulting in increased fluency and comprehension.

I concur with their view and believe that the immersive environments created by ECAs are instrumental in enhancing language learning. ECAs provide a setting where language is used in practical, real-life situations, which is crucial for language acquisition. Activities like debates,

drama performances, and language-focused clubs offer diverse contexts for students to encounter and use the language in ways that mimic genuine communicative scenarios. This variety maintains students' interest and engagement and exposes them to different linguistic styles and uses.

The immersive nature of these activities plays a significant role in accelerating language comprehension. When students encounter situations where they must use language to communicate, it compels them to process and understand it more quickly. This necessity drives a deeper level of engagement with the language, enhancing their ability to comprehend and respond in real time.

#### ***4.3.3. Affective Benefits***

Stress reduction: After-school activities provide a healthy outlet for stress and can serve as a buffer from academic pressure (Klosi, I., 2023). After-school activities emerge as a vital sanctuary for students, offering a healthy outlet for the stress and pressures often associated with academic pursuits. In the fast-paced and demanding landscape of education, where academic performance is a paramount concern, students often grapple with substantial stress and expectations. This is where after-school activities step in, serving as a crucial buffer to alleviate the academic pressure.

In my view, it is crucial to emphasize the immense value of these activities in the grand scheme of a student's mental and emotional well-being. Neglecting the significance of these activities could have detrimental effects on their personal growth and development. The modern educational landscape often places intense demands on students, strongly emphasizing academic performance and achievement. This environment can lead to significant stress and pressure, which can be detrimental to students' mental health and overall well-being. After-school

activities offer a necessary respite from these pressures, serving as a sanctuary where students can engage in enjoyable and fulfilling activities separate from their academic responsibilities.

Participation in extracurricular activities (ECAs) allows students to step away from the rigor and routine of classroom learning. Engaging in creative pursuits like drama and arts clubs provides a channel for self-expression and emotional release. Similarly, physical activities such as sports or fitness clubs not only offer physical benefits but also help reduce stress and improve mental health by releasing endorphins.

#### **4.4. Communicative Competence**

Participation in ECAs assumes a substantial role in English students' overall journey to enhance their communicative competence. Characterized by adequate and appropriate use of English in real-life situations. These activities serve as a valuable path for their development, aligning perfectly with the principle's instruction centered around tasks where practical application is paramount.

Creating real-life scenarios is highly recommended based on students' career paths to allow them to become proficient language users. It represents a method of leveraging one's profession as a means of language acquisition, as exemplified in Đorić's research (2020). Đorić's study, focusing on university students in physical education, demonstrates the integration of relevant vocabulary into their daily lives. Essentially, it grounds linguistic theory in students' everyday practice.

Participation in debate clubs, theater groups, and conversation clubs offers students a distinctive opportunity to refine their oral communication abilities. In these relaxed and supportive environments, students gain fluency and work on their pronunciation (Romdanih I. et al., 2021). English students need to speak and listen. They also need vocabulary, grammar,

syntax, and even the history of the language. However, in practice, many want to see results when they speak, as they are there to learn and use the language. In everyday life, speaking fluently and understanding most of what they hear is more important. That is why activities like "English coffee" have been shown to enhance communication skills.

These activities notably increase students' confidence. Public speaking events, such as speeches or presentations, strengthen their confidence in using English effectively. As Klosi's research concludes regarding the confidence gained through public speaking: "The main findings of the article are that the extracurricular activity of producing and presenting a show in English called 'Curtain Call' had a positive impact on students' language competence, academic development, creativity, cooperative learning, and team formation" (2023, p.15).

The role of extracurricular activities (ECAs) in enhancing communicative competence among English learners is indeed profound and multi-faceted, as highlighted in the research by Đorić (2020) and Romdanih et al. (2021) and further supported by Klosi (2023). These activities align closely with task-based language teaching, emphasizing practical application and real-life context as critical points.

In my estimation, the immersion provided by ECAs is invaluable for cultivating language proficiency. Activities such as debate clubs, theater groups, and conversation clubs offer students practical scenarios to apply and refine their language skills, particularly oral communication abilities. This practical application is crucial in language learning, enabling students to move beyond theoretical knowledge and engage with the language meaningfully.

Đorić's study, focusing on university students in physical education, illustrates this perfectly. Language learning becomes more relevant and practical by integrating relevant vocabulary and linguistic concepts into students' daily lives and career paths. This approach of

grounding linguistic theory in everyday practice can be adapted to various fields, making language learning more accessible and applicable to students' future professional lives.

Furthermore, we must recognize the significance of these activities in enhancing students' fluency and pronunciation. In relaxed and supportive environments like "English coffee" sessions, students can practice speaking and listening in a more natural setting. This practice is essential for developing real-world language proficiency, where fluency and comprehension are more critical than perfect grammar or extensive vocabulary.

One of the critical benefits of participation in ECAs, as noted in Kłosi's research, is the increase in students' confidence, especially in public speaking scenarios. Confidence is crucial in language learning, as it encourages students to use the language more freely and effectively. By participating in public speaking events and presentations, students gain the assurance to express themselves and communicate in English more confidently.

### **Chapter 5: What about Colombian Context and Extracurricular Activities?**

In Colombia, there is a small amount of existing literature. There appear to be a few investigations on the topic of ECAs in the context of ELL and ELT. There is a possibility of extracurricular activities with good results, but the sample is small, or it needs to be more information open to the public. The same situation can be extrapolated to the case of Latin America, as only one document selected in this compilation monograph belongs to the South American region (Ecuador: Lisbeth, I., & Ramírez, H. 2023).

What should we do with this information? It could already look for a way to consolidate a research group or research group on the subject. Extracurricular activities do exist, and Colombia can implement extracurricular activities. It is a good indication that most of the selected documents are from Southeast Asia since one can say that it is a socially and politically similar region: developing countries and emerging countries with a high migrant population. The only difference is their political commitment to implement effective education policies and the educational commitment to research academia from academia itself.

Another topic of consideration is the panorama of ECA in Colombia, which presents a notable paradox that warrants examination. While there is an array of summer camps available, they often remain shrouded in obscurity, with limited discourse surrounding their existence and relevance in students' educational and personal development. Several factors contribute to this need for more attention.

Firstly, the cost associated with summer camps in Colombia can be prohibitive, rendering them accessible only to a select group of individuals. While prevalent in many parts of the world, this exclusivity underscores a significant socio-economic divide in access to such enriching

extracurricular experiences. The disparity in access to summer camps mirrors and perpetuates broader socio-economic inequalities in the country.

Secondly, there needs to be more research and academic interest in the realm of summer camps in Colombia. While many studies explore various facets of traditional education, there appears to be a comparative lack of scholarly attention given to extracurricular activities such as summer camps. This gap hinders the dissemination of knowledge regarding the potential benefits of summer camps and their shortcomings.

Particularly striking is the need for more government support for summer camps in Colombia. In contrast to many other countries where summer camps receive varying degrees of government sponsorship, in Colombia, these activities appear to operate in a vacuum of official indifference. This dearth of support is emblematic of the broader disinterest in extracurricular activities and indicative of a missed opportunity to bolster educational and personal development beyond the classroom.

It is, therefore, apparent that Colombian society is not reaping the potential benefits of these summer camps, whether due to lack of financial accessibility, lack of information, or the absence of governmental support. Addressing these issues requires a concerted effort, with potential strategies including subsidies or scholarships to make summer camps more accessible, increased academic research to shed light on their effectiveness, and government initiatives to recognize and support the value of ECAs as a vital component of holistic education. This realization underscores the need to elevate the discourse surrounding extracurricular activities, like summer camps, in the Colombian educational landscape to ensure that all students can access the opportunities they offer, regardless of their socio-economic backgrounds.



In any case, although the objectives of the DBA continue to ignore the reality of Colombian education and its possibilities, as a teacher, it is crucial to stay up-to-date with the latest teaching strategies and techniques. This means constantly seeking out opportunities to learn and reflect on our practices. By doing so, we can continue to innovate and improve how we educate our students, ensuring they receive the best possible education. Remember, the more we invest in our professional development, the better equipped we will be to guide and inspire our students. Implementing and promoting these extracurricular activities, which provide us with so much evidence of their effectiveness, is a path that must continue to be built and investigated for the good of education in Colombia.

## Chapter 6: Conclusions

This comprehensive analysis of educational research literature has explored the multifaceted realm of language acquisition and the interaction of crucial elements that significantly enhance its enhancement. Following this context, the intrinsic relationship between student motivation, communicative competence, and engagement in extracurricular activities emerges as a pivotal force, collaboratively shaping a more effective language acquisition experience.

- **Motivation: The catalyst of language acquisition**

Undoubtedly, student motivation stands out as a fundamental driver of language acquisition. The research reviewed emphasizes the transformative power of motivation. Highly motivated learners are eager to acquire language skills, fostering a positive and enduring learning experience. This heightened motivation goes beyond mere enthusiasm; it signifies an emotional investment in the educational process. Consequently, motivated students exhibit improved information retention, leading to a deeper and more comprehensive understanding of the language. Furthermore, this intrinsic motivation propels students to invest additional hours in self-directed language learning, creating a self-reinforcing cycle of motivation and progress.

- **Extracurricular activities: A practical patch for language application**

Engaging in ECAs is essential in developing language competence by offering students a practical and dynamic platform for real-world language application. Engaging in diverse activities, such as debate clubs, theater groups, or conversation clubs, goes beyond the confines of traditional language instruction and significantly contributes to enhancing language skills.

**Fostering Language Fluency:** Extracurricular activities serve as laboratories for applying language skills. In debate clubs, students engage in lively discussions, articulate their viewpoints,

and practice the art of persuasive communication. Such interactions demand language proficiency and the capacity to think quickly and effectively, react to counterarguments, and adapt their language to different contexts. As a result, students develop fluency, the ability to express themselves quickly and precisely, and a deep understanding of the nuances of language use.

**Building Confidence:** These extracurricular settings provide an encouraging setting that enables students to cultivate their confidence in utilizing the language they are studying. Theater groups, for instance, involve students in dramatic performances, requiring them to deliver lines, engage in improvisation, and convey emotions effectively. This experience not only enhances their command of the language but also fosters self-assurance in using it. Confidence is critical to language proficiency, as it empowers learners to communicate clearly and without hesitation.

**Authentic contexts for language use:** The hallmark of these activities is the creation of authentic contexts for language use. Conversation clubs, for example, simulate real-life dialogues where students engage in genuine conversations with their peers. This authenticity ensures treating language not as a living tool but as an abstract subject of study for communication. It transforms language from theory to practice, making it relevant and meaningful in students' lives.

In these scenarios, students do not just study language; they live it. They learn to adapt their language to different social situations, understand cultural nuances, and use language to connect with others. The result is a more comprehensive and practical language competence beyond the classroom.

Overall, participation in extracurricular activities empowers students to become proficient language users and confident communicators in real-life situations. These activities enrich the

language learning experience by making it dynamic, engaging, and relevant, ultimately preparing students for effective communication in diverse contexts inside and outside the classroom.

- Cultural exposure and language learning

Students are introduced to diverse cultures and perspectives, broadening their understanding of the world and how language conveys meaning. While cultural immersion is generally a positive aspect of language learning, we must acknowledge the potential pitfalls, including over-secularization, identified in some studies. Researchers have proposed innovative strategies to address these challenges and enrich the language acquisition experience. These include fostering peer friendships and introducing bilingual volunteer programs, requiring a balanced approach.

In this journey through the educational research landscape, it is evident that EL is a dynamic process shaped by various interconnected factors. Student motivation, communicative competence, and extracurricular activities combine to create a synergistic and enriching environment for language learning. As we conclude this exploration, it becomes clear that the future of language acquisition holds significant promise, driven by motivated learners and the diverse array of opportunities provided through extracurricular engagements. The dynamic interplay of these elements can reshape the landscape of language education, fostering a more comprehensive and impactful approach to language acquisition.

This research contributes to the realm of knowledge within the educational domain. It underscores the importance of recognizing and harnessing these essential factors in designing effective language teaching and learning strategies. As educators, policymakers, and stakeholders move forward, they should consider the implications of this investigation,

embracing the role of motivation, the ability to communicate effectively, and extracurricular activities as fundamental elements in shaping the future of language education.

### **6.1. Recommendations**

To maximize the benefits of extracurricular activities (ECAs) for language learning, these recommendations aim to address various aspects of educational practices. These suggestions aim to improve research, collaboration, funding, and teaching methodologies to enhance language learning experiences and overall educational quality.

- **Promote Research Initiatives**
  - **Establish research groups:** Forming dedicated research groups or networks focused on ECAs in language learning can lead to a deeper understanding of their impact and effectiveness. This collaborative approach can result in innovative methodologies and evidence-based practices in language education.
  - **Research funding:** Securing funding is crucial for conducting comprehensive studies on ECAs. This financial support can enable extensive research, leading to more informed decisions and potentially groundbreaking discoveries in language education.
- **Foster Collaboration**
  - **International collaborations:** Collaborating with regions that have successfully integrated ECAs can bring new perspectives and successful methodologies to the Colombian context. This knowledge exchange can lead to improved language education practices and cross-cultural understanding.

- **Cross-regional conferences:** Organizing conferences creates a platform for knowledge exchange and networking, fostering global dialogue and potential partnerships in language education.
- **Address Socioeconomic Disparities**
  - **Subsidies and scholarships:** Providing financial assistance ensures equitable access to ECAs for students from diverse backgrounds. This inclusivity can lead to a more diverse learning environment and equal opportunities for language acquisition.
  - **Fee structures:** Flexible fees enable participation from a broader student demographic, promoting diversity and inclusivity in language learning experiences.
- **Strengthen Academic Interest**
  - **Incentive programs:** Incentives can encourage more research and exploration in the field, leading to richer academic content and innovative teaching methods in language education.
  - **Curriculum integration:** Incorporating ECAs into the curriculum ensures that extracurricular learning aligns with academic goals, enhancing language learning.
- **Advocate for Government Support**
  - **Educational policy reform:** Collaborating with policymakers can lead to recognition and support for ECAs in language education, providing a more supportive legislative and funding environment.

- **Pilot programs:** Demonstrating the effectiveness of ECAs through pilot programs can secure government funding and support, leading to broader implementation and impact.
- **Disseminate Information**
  - **Awareness campaigns:** Educating the community about the benefits of ECAs can lead to increased participation and support, enhancing the overall quality and reach of language education.
  - **Educational partnerships:** Collaborations for hosting information sessions can increase awareness of available opportunities, leading to greater student engagement and diversity in ECAs.
- **Emphasize Holistic Education**
  - **Inclusive educational policies:** Advocating for policies emphasizing holistic education can lead to a more balanced educational approach, recognizing the importance of personal and social development alongside academic achievements.
  - **Teacher training:** Training teachers to value holistic education ensures They equip themselves to support students in ECAs, enhancing the overall educational experience.
- **Innovate Teaching Strategies**
  - **Professional development:** Providing teachers with resources and training to incorporate ECAs into their teaching can make language learning more engaging and effective.

- **Curriculum enhancement:** Developing curricular materials that integrate ECAs aligns language learning with educational standards and goals, ensuring a comprehensive and practical educational experience.

. The implementation of these recommendations is poised to significantly enhance the landscape of language education through the integration of ECAs. By promoting research initiatives and fostering local and international collaboration, we can develop a more profound and evidence-based understanding of ECAs' role in language acquisition. This approach will bring innovative practices to the forefront and ensure that they are grounded in solid research and real-world effectiveness.

Addressing socioeconomic disparities through subsidies, scholarships, and flexible fee structures is vital to ensure that all students, regardless of their economic background, have access to these valuable learning experiences. This inclusivity is vital to creating a diverse and enriching learning environment.

Strengthening academic interest through incentive programs and curriculum integration will ensure that no one sees ECAs as peripheral activities but as integral components of language education. This integration will enhance the overall quality and effectiveness of language learning.

Advocating for government support through educational policy reform and pilot programs can provide a more supportive framework for integrating ECAs. This support is crucial for implementing and sustaining effective language learning strategies.

Disseminating information through awareness campaigns and educational partnerships will increase the visibility and perceived value of ECAs, encouraging greater participation and support from the broader community.



Finally, emphasizing holistic education and innovating teaching strategies are essential steps toward a more comprehensive and practical approach to language education. We can create a more dynamic, engaging, and fruitful language-learning environment by valuing personal growth and experiential learning alongside academic achievements and equipping teachers with the necessary tools and resources.

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