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**Iraqi EFL Teachers' Perspectives Towards the Application
of Curriculum Activities to Develop Secondary-School
Students' Oral Performance**

A Thesis

Submitted to the Council of the College of Basic Education,
University of Babylon in Partial Fulfillment of the Requirements for
the Degree of Master in Education- Methods of Teaching English

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2022 A.D

1444 A.H

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

﴿يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ
بِمَا تَعْمَلُونَ خَبِيرٌ﴾

صدق الله العلي العظيم

سورة المُجَادِلَة / آية ١١

In the name of Allah, most gracious, most merciful

﴿ Allah will raise in ranks those who believed from among you and those who are given knowledge and Allah is All-Aware of what you do ﴾

Allah Almighty has spoken the truth

(Al-Mujadila, verse 11)

Translated by (Al-Hilali and Khan, 2016: 542)

Dedication

All praise and thanks be to ALLAH, until the praise reaches its point.

To my dearest mother who weaved my happiness with strings from her kindness.

To my lovely father who gave me continuous energy and hope to complete my study

To My dear brothers for their emotional support.

To my cousin and companion Maysara

To all instructors who taught me.

To my close friends and colleagues for their helps and advice.

Supervisors' Certification

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Abstract

Now, as we are in what is called 'post Covid-19 era' educational institutions return back to face-to-face education with a little mixed with distance learning and the educators resume teaching the 'Textbook materials' without the aid of the extra materials which have students used to use in learning language skills. A need analysis was conducted by distributing an open question to the EFL teachers which stated "what are the most activities that the students miss in learning English language inside classroom"? After statistically analyzing EFL teachers' responses, it is found that 64% miss curriculum activities, 19% miss online dictionary, 12% miss online listening task, and 5% miss team work activities, it is obvious that the students miss an important helpful tool (aid) that facilitates their learning. To this end, This study aims to investigate Iraqi EFL teachers' perspectives towards the application of curriculum activities. The researcher addressing the following questions:

- 1- Are there any significant statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance?
- 2- Are there any significant statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance due to the gender, age, years' experience , qualification variable?

The participants were 340 (170 females and 170 males) EFL teachers from the secondary schools in the Second Al-Karkh General Directorate of Education in Baghdad, Iraq during the academic year 2020-2021. In order to achieve the aims and answer the questions the researcher prepared a questionnaire consisted of 28 items in its final form. The results are revealed the following:

- 1- EFL teachers have positive perspectives toward applying curriculum activities in developing secondary school students' oral performance .

- 2- There are no significant statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral performance due to the gender (males and females) variable.
- 3- There are significant statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral performance due to the age variable in favour of the ages between 21-25 years.
- 4- The years of experience revealed to have an effect on EFL teachers' perspectives toward applying curriculum activities in developing secondary school students' oral performance; there were significant differences in EFL teachers' perspectives due to their years of experience and for the favour of the years more than 16 years.
- 5- The results revealed a significant difference between the teachers' qualifications towards curriculum activities application in favour of the teacher with Bachelor's qualifications.

Finally, some conclusions, recommendations, and suggestions have been presented.

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List of Abbreviations

Abbreviation	Description
EFL	English as a Foreign Language
CA	Curriculum Activities
TEFL	Teaching English as a Foreign Language
L2	Second Language
ESL	English as a second language
CLT	Communicative Language Teaching
D.F	Degree of Freedom
DP	Discriminating Power
Std.	Standard deviations
Sig.	Significance

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Chapter One

Introduction

1.1 Statement of the Problem

Recently, the educational institutions all over the world were forced to change the nature of delivering education to the learners due to the wide spread of the Covid-19 pandemic. The pandemic has forced all the educational institutions to shift from face to face education to a virtual one . The nature of virtual education is different from the face-to-face one, teachers and instructors need to change the way they teach subjects, some teaching strategies need to be modified to meet the methods of teaching via virtual electronic platforms. Also, they need to change the learning materials, and even add extra materials, to meet the method of teaching, virtual teaching, and achieve the aims of the academic course. The use of technology in education opens the wide scope of teaching techniques through which a large number can be chosen for the purpose of teaching language skills, among these techniques is the selection of materials, programs, and additional curricula that help in the teaching and learning processes. There are ready-made educational programs that consist of integrated materials and curricula to teach, for example, the technique of conversation and communication. These extra materials prove to be helpful and have developed students' language skills and performance, this has been approved by Krashen (1981), Avdeyeva, et al (2005), Druzhinina (2009), Reva (2012), Thompson et al. (2013), Bahdi (2014), Arranz (2017), Coulangeon (2018), Garrecht, et al. (2018), Díaz-Iso (2019), Sabirov (2019), Lanier, et al. (2021), Normurodova, et al. (2021). Now, as we are in what is called 'post Covid-19 era' educational institutions return back to face-to-face education with a little mixed with distance learning and the educators resume teaching the 'textbook materials' without the aid of the extra materials which have students used to use in learning language skills. According to the previous studies , it is obvious that the students

miss an important helpful tool (aid) that facilitates their learning, thus it is worth to investigate EFL teachers' perspectives towards the activities that the students most miss in using face-to face- education. A need analysis was conducted by distributing an open question to the EFL teachers which stated "what are the most activities that the students miss in learning English language inside classroom"? After statistically analyzing EFL teachers' responses, it is found that 64% miss curriculum activities, 19% miss online dictionary, 12% miss online listening task, and 5% miss team work activities. To this end, it is worth to investigate EFL Teachers' perspectives towards the application of curriculum activities to develop secondary school students' oral performance.

1.2 Questions of the Study

The design of the study is a quantitative descriptive study based on a questionnaire to collect the data. Thus, questions are formed to answer the questionnaire items as follows:

1. Are there any significant statistical differences in the Iraqi EFL teachers' perspectives towards the application of curriculum activities in developing secondary school students' oral language performance?
2. Are there any significant statistical differences in the Iraqi EFL teachers' perspectives towards the application of curriculum activities in developing secondary school students' oral language performance due to the gender, age, years' experience, qualification variable?

1.3 Aim of the Study

This study aims to investigate Iraqi EFL teachers' perspectives towards the application of curriculum activities in developing secondary school students' oral performance.

1.4 Scope of the Study

Participants: The participants are Iraqi EFL teachers at Secondary schools of the Second Directorate General of Education in Baghdad, Iraq.

Location: the location of the schools is in Al-Karkh area in Baghdad, Iraqi.

Duration: the study was conducted during the second semester of the academic year 2021-2022.

1.5 Value of the Study

The outcomes of the study will be benefit for the:

- 1- EFL teachers to use curriculum activities in teaching oral performance.
- 2- Curriculum designers to include the curriculum activities in the teacher's guide book.
- 3- Educators to pay attention to the significance features of the curriculum activities in developing students' oral performance.
- 4- It sheds light on the students' language ability and level. In addition, the outcomes will provide good opportunity for the teachers to encourage them to use curriculum activities inside the classroom due to the flexibility and easiness use of the activities.

1.6 Procedures of the Study

To achieve the aims and to answer the questions of the study, the following procedures have been conducted:

1. A need analysis has been conducted by distributing an open question to the EFL teachers stated "what are the most activities that the students miss in learning English language inside classroom"?
2. The previous literature and the previous studies were reviewed to form the items of the questionnaire.
3. The validity and reliability of the instrument were extracted.
4. The instrument was distributed manually and electronically.

1.7 Definition of Basic Terms

Curriculum Activities

Theoretical Definition: Curriculum activities are those activities occur within the regular school day and constitute the delivery of instruction as specified in the curriculum (Amin, 2017).

Curriculum activities are used in teaching to make teaching interesting, easy to understand, and effective. It outlines the goals, objectives, learning experiences, instructional resources, and assessments that make a specific educational program (Kovacs, 2017). English language teachers can also use curriculum activities types as a competition for word building, declamation, narration and debate etc. All such activities will contribute towards the development of the skills of listening and speaking in an interesting and pleasant way (Sulistiyo, 2016).

Operational Definition: The curriculum activities means those portions of the school program for which credit is granted, whether the activity is part of a required or elective program.

EFL Teachers

Theoretical Definition: Teachers are those who teach English as a Foreign Language. In order to understand the way to learn English, it is important to mention the difference between English as a second language (ESL) and English as a foreign language (EFL). “Foreign Language is the learning of a nonnative language in the environment of one’s native language.” (Gass & Selinker, 2008: 7) , while “Second Language is the learning of a nonnative language in the environment in which language is spoken.” (Gilquin & Granger, 2011, p. 2).

Operational Definition: the EFL teachers who teach English language in the Iraqi public and privet schools.

Oral Performance

Theoretical Definition: Oral performance refers to the pattern of using specific speech functions by the non-native speaker (Christina, 2001, p.29).

Operational Definition: Oral performance is the students' ability to communicate in English language to understand and to be understood in real-contexts.

Chapter Two

Theoretical Background and Related Previous Studies

2.0 An Introductory Note

This chapter falls into two parts, the first part is devoted to the theoretical background, and the second part is concerned with the pervious related studies.

2.1 Theoretical Background

Teaching English as a Foreign Language (TEFL) requires learners' exposure to foreign language skills: reading, speaking, writing, and listening. The first and the final aim of acquiring such language skills is to achieve a high development of abilities to receive and produce the FL either in an oral or written form, i.e. achieving a good mastery of the productive and receptive skills. As far as speaking is concerned, it is regarded as a significant skill to be developed because it is necessary for displaying language proficiency; learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking (Taddese, 2018, p.35).

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

However, the Oral Approach was gradually replaced by CLT in the late sixties with the subsequent modification of CLT in the eighties into Task-Based Instruction. The basis for Task-Based Teaching is Experiential Learning.

Personal background and experience are involved in language acquisition (Nunan, *ibid*), and the knowledge is not just given by a teacher to students but transformed within the learner (Kohonen, 1992). This approach emphasizes the process of learning, teaches students how to learn, encourages them to participate in discussions and share what they know, and direct themselves. This approach also promoted intrinsic motivation (Kohonen et al., 2000). All these characteristics are supportive of the development of CA. An important theoretical basis for Task-Based Language Teaching is the concept of Experiential Learning (Nunan, 2004).

In this chapter, light will be shed on the speaking skill with more details, including the definition of speaking, the importance of speaking, the nature of oral communication, characteristics of speaking performance, and speaking difficulties in foreign language learning. Finally, this chapter will end with an overview of curriculum activities (CA) and some definitions of it, types of CA, CA within foreign language learning, relationships between CAs and academic achievement, The role of CA in language teaching, Participation with CA in school-based, benefits of curriculum activity Participation, previous related studies, and discussion and comparison of the previous studies.

2.1.1 Definition of Oral Performance

Oral skills; speaking and listening; are at the very foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding. The speaking skill involves a communicative ability of producing and receiving information. Byrne (1986, p.8) states that: “Oral communication is two-way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding (or listening with understanding).”

The nature of oral communication is the ability to communicate expressing themselves through words while others may express themselves in

writing or through body language. Oral communication involves the negotiation of meaning between two persons; it is always related to the context in which it occurs. When we speak, the person should be able to comprehend what is being said. Both speaker and listener have a role to play, because speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. For Kramsch (1983, p.367) speaking involves: “Anticipating the listener’s response and possible misunderstanding, clarifying one’s own and the other’s intentions, and arriving at the closest possible match between intended, perceived and anticipated meaning”.

Stern (in Risnadedi, 2001, p.56-57) points out that a small child’s speech development should be taken into consideration ; first, he listens, then he speaks; understanding always produces speaking. Therefore this must be the correct order of presenting the skills in a foreign language. In this language learning, including speaking, there is an activity of the speaker or learner. It has to affect building the speaker’s or learner’s desires and express his/her feeling and attitudes through speaking. Thus, the learning of speaking cannot be separated from language.

On the other hand, speaking can be called an oral communication, which is one of the skills in English learning. This has become a critical subject that teachers should give. That is why the teachers have a big challenge to enable their students to master English well, especially speaking English in class or out of the class.

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

2.1.2 The Importance of Oral Performance

In the traditional approaches to language learning and teaching, speaking skills were neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation Method is one example; Richards and Rodgers (2001, p.6) mention that reading and writing are the essential skills to be focused on; however, little or no attention is paid to the skill of speaking and listening.

In the Communicative Approach, speaking was given more importance since oral communication involves speech where learners are expected to interact verbally with other people. Moreover, the teachers' talk will be reduced; that is to say, learners are supported to talk more in the classroom. Ur (2000, p.12) also declares that

"... of all the four skills [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as speakers of the language as if speaking included all other kinds of knowing".

Today, many L2 learners give the speaking skill priority in their learning because if they master this skill, they may master all of the other skills. Furthermore, the main question often given to FL learners is "do you speak English?" or "do you speak French?" but not "do you write English?" We understand that most people take speaking and knowing a language as synonyms. Celce-Murcia (2001, p.103) argues that *"the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication for most people."*

The importance of speaking is more revealed by integrating the other language skills. For instance, speaking can help students develop their vocabulary and grammar and then improve their writing skills. With speaking, learners can express their personal feelings, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can

display the different functions of language. Speaking is essential outside the classroom as well. Baker and Westrup (2003, p.5) support that "a student who can speak English well may have a greater chance for further education, finding employment and gaining promotion".

2.1.3 Characteristics of Oral Performance

In the current teaching context, much attention has been paid to design activities that focus more on tasks balanced between the need to achieve fluency and accuracy. These criteria are also based on the assessment of oral skills.

Within the Communicative Approach, fluency and accuracy are the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001: 157) mention that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but context", this is an obvious point since the emphasis of Communicative Language Teaching (CLT) is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Many questions have been raised about the role of accuracy in CLT theory. Hedge (2000, p.61) makes the important point that "The Communicative Approach somehow excuses teachers and learners from considering how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." Learners then should develop communicative competence through classroom practice; however, simultaneously, they should know how the language system works correctly and appropriately.

2.1.3.1 Fluency

The primary goal teachers wish to achieve in teaching productive speaking skills is that oral fluency being the main characteristic of the speaker's performance. Hughes (2002, p.8) defines fluency as expressing oneself intelligibly, reasonably and accurately without too much hesitation; otherwise,

the communication will break down because listeners will lose interest. Hedge (2000, p.54) also adds: *"The term fluency relates to the production and is normally reserved for speech. It is the ability to link units of speech together with facility and without strain, inappropriate shyness, or undue hesitation"* .

One can say it is the ability to respond coherently through linking the words and phrases effectively, pronouncing the sounds, using stress and intonation, i.e. doing all of these quickly. Hughes (2002, p.17) also supports that fluency and coherence refer to the ability to speak at an average level of continuity, rate and effort and link the ideas together coherently. Speech rate and speech continuity are the key indicators of coherence.

Many L2 speakers think of fluency as the ability to speak fast; they start speaking rapidly without pauses. Thornbury (2005, p.7) argues that speed is essential in fluency and pausing because speakers need to take a breath. Native speakers also need to pause from time to time to let the interlocutors catch what they say. However, frequent pausing is an indication that the speaker has problems speaking. In such cases, Thornbury suggests 'tricks' or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

2.1.3.2 Accuracy

Most FL teachers nowadays emphasize the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan 1996 b:23 cited in Ellis and Barkhuizen 2005, p.139) define accuracy as referring *"to how well the target language is produced in relation to the rule system of the target language."* Therefore, learners should focus on a number of things in their

production of the spoken language, mainly, pronunciation, vocabulary, and the grammatical structure.

2.1.3.3 Pronunciation

Either native speakers or non-native speakers have long considered the English language a complex language because of its pronunciation. Learners who want to develop their speaking skills in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are produced in one's vocal tract; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. These issues give them extra information about how to speak English effectively and help them achieve a better understanding of spoken English. However, if the pronunciation is incorrect, speakers will not be understood, so accuracy is not achieved.

Researchers like Derwing and Munro (2005, p.379) believe that one of the pivotal roles of the teacher is to guide L2 students in setting realistic, and therefore achievable, goals for their language learning that are based on current research findings. With this outlook in mind, teachers should help students realise their pronunciation goals to increase comprehensibility and intelligibility, with the understanding that a native-speaker accent is, in some cases, undesirable, and unfeasible for most who begin language learning after early childhood. As Abercrombie (1949, as cited in Field, 2005, p.400) suggests, "a comfortably intelligible pronunciation" is all that is needed for communicative success.

2.1.3.4 Vocabulary

Achieving accuracy in vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, and they lack the appropriate vocabulary. They sometimes misuse words like in the case of synonyms which do not carry the

same meaning in all contexts. Students then have to be able to use words and expressions accurately. According to Harmer (2001, p.104), the knowledge of the word classes also allows speakers to perform well-formed utterances. Schmitt (2000, p.55) emphasizes that “lexical knowledge is central to communicative competence and the acquisition of a second language” .

Furthermore, Wilkins (1972, p.97) states that: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say While without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. For this reason “When students travel, they do not carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis, 1993, p.25).

2.1.3.5 Grammar

Grammar is a system of rules (and exceptions to those rules) that reveals and structures meaning in language and is made up of two things: syntax and morphology. The syntax is concerned with the pattern or sequence of words in sentences, while morphology, as the name suggests, is concerned with the shape or nature of words. Grammar, however, is not the be-all and end-all of language. Crystal(2006, p.206) means that to get the complete picture of communicating in English, we also need to look at vocabulary, spelling, pronunciation and the structure of discourse, how people express themselves, formally and informally, in speech as well as writing: 'There is much more to language than grammar'.

According to (IELTS 2001, p.15), the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances and the ability to use the subordinating clauses. The grammar of speech differs from that of writing. Thornbury (2005, p.21) lists the following features of spoken grammar. First, the clause is the basic construction unit, and clauses are usually added (coordinate). Also, direct speech is favoured, with a lot of ellipses and many

question tags as well. Other key features of spoken grammar are head-body-tail construction and performance effects (hesitation, repetition, false starts, incompleteness, syntactic blends).

2.1.4 The Nature of Oral Communication

According to Byrne (1976, p.08), oral communication is a "two way process" between the speaker and the listener; it makes use of both speaking which is a "productive skill", and understanding (or listening with understanding) which is a "receptive skill". Speaking does not just include both skills of speaking and listening but rather integrates the four skills, namely, speaking, listening, writing, and reading, as shown in the diagram:

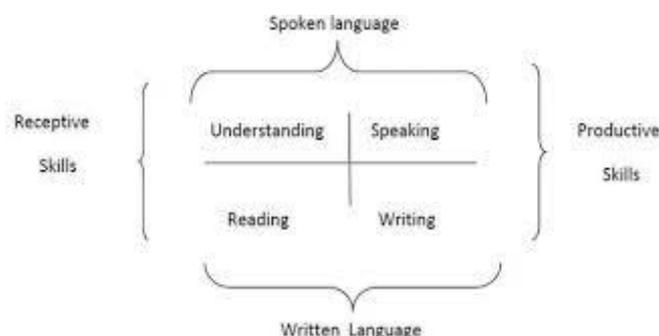


Figure 1.1. Inter - relationship of the Four Skills (Byrne, 1976, p.8)

The figure above reinforces the idea of teaching language skills communicatively and actively since it suggests the integration of the four skills. In the process of communicating orally, both the speaker and the listener cooperate: the role of the speaker is to change the ordinary language into phonemes or symbols to transmit his message to the listener (to encode), whereas the role of the listener is to find the real meaning of the spoken message which is in codes, (to decode). It is worth mentioning that the listener does not necessarily follow each word the speaker says as it is expected that speakers always add more than what is asked and include in their speech some prosodic features such as stress, intonation, body language such as facial expressions, movements and gestures which help the listener understand the speaker. It is worth stating, as well, that the spoken language includes uncompleted sentences

or incorrect grammar, false starts and many repetitions as opposed to the written one, which requires structured, gathered and complete sentences.

FL learners need to proceed listening before speaking and to be able to speak with confidence in order to carry out many of their most basic transactions, such as the transfer of information and the maintenance of social relationships. We can make the distinction between motors-perspective skills, which involve perceiving, recalling and articulating the correct order of sounds and structures of the language, and interaction skills which involve making decisions about communication, what to say, how and where to say it.

One of the most critical constraints under which the language is produced is time pressure, which affects communication in at least two main ways. On the one hand, speakers use some strategies to facilitate production, and, on the other hand, they often have to compensate for the difficulties they face while speaking. Speakers may facilitate the production of speech by simplifying structures and connecting sentences by the use of coordinating conjunctions; this is called parataxis by ellipsis, that is, the omission of parts of sentences, the use of formulaic expressions: idioms, routines, or by using chunks of language which have been learnt as wholes. Learners usually use compensation features such as self-correction, false starts, repetitions, rephrasing and hesitation. In spoken interaction, participants tend to say what they want to say in a way that the listener finds understandable. They may use routines and negotiate skills (the learners negotiate meaning to ensure understanding). Some communication strategies used are paraphrasing, metaphor, and vocabulary to the degree of precision in communication.

Brown and Yule (1983, p.13) refer to two main types of talk: "interactional" and "transactional". Interactional talk is concerned with maintaining social relationships, assumes shared knowledge between the speaker and the listener, and is primarily listener-oriented. A mainly transactional talk deals with conveying information; it is message-oriented and

often involves more specific vocabulary. The message must be spelt out clearly since the speaker assumes that much less information is shared with the listener.

International students who learn spoken English outside English speaking environment are likely to acquire it for a transactional purpose, that is, for disseminating information. They maintain that most international students need to be able to produce long transactional turns in the FL and to acquire the ability to sustain spoken discourse, which they usually have problems achieving, they suggest, as a result of too much classroom concentration, short turns and focus on mastering the language at the sentence level. This can be remedied if the teacher can support and develop the students' ability to use language communicatively over a range of situations and enable students to use the forms they know creatively and appropriately (Brown and Yule, *ibid*).

2.1.5 Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of a foreign language is not like knowing about this language. Echevarria et al. (2008) support that the difference between the knowledge of how things must be done and the ability to do these things is crucial in the learning process. Learners often find some difficulties when practicing their speaking skills, as well as those who know about the system of the FL. Parrott (1993, p.165) asserts that teachers must perform a series of tasks that aim at providing learners with the confidence and the skills required to take advantage of the classroom opportunities to speak English effectively. According to Ur (2000, p.111), there are four main problems in getting students to talk using the foreign language in the classroom.

2.1.5.1 Inhibition

learners try to participate in the classroom, but many factors stop them from doing so. Littlewood (1999, p.658) argues that “*it is too easy for a foreign language classroom to create inhibition and anxiety.*” Such factors refer to the feeling of shyness and fear of making mistakes, and these are due to the ill

development of communicative skills and the sense of linguistic inferiority. Students fear making mistakes, especially if they speak to a critical audience. Ur (ibid) states that:

“ Learners are often inhibited about trying to say things in a foreign language in the classroom: worried about, making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.”

This view is also supported by Bowman et al. (1989), who argue that in teaching speaking, you ask your learners to express themselves in front of the whole class, which leads many of them to experience stress when doing speaking activities. To end, stress and anxiety are two factors that also can stop the students from speaking confidently in front of their classmates.

2.1.5.2 Nothing to Say

The common expressions L2 learners use when imposed on participating in a given topic are 'I have nothing to talk about, 'I don't know, 'no comment', or they keep silent. These expressions are due to the lack of motivation to express themselves or the chosen topic they should discuss or talk about. Rivers (1968, p.192) says that:

“The teacher may have chosen a topic which is un congenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.”.

Moreover, the poor practice of the FL can contribute to create this problem. Backer and Westrup (2003) support that many students find it difficult to answer when teachers ask them to say something in the target language. The learners may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness. Also,

students could not carry out the discussion on topics that are not interesting to them.

2.1.5.3 Low Uneven Participation

This problem refers to the amount of each student's time talking. Rivers (1968) claims that some personality factors can affect participation in a foreign language class, and teachers should recognize them. Some students tend to be dominant and take almost all student talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent and show no interest or participation all along the course.

Harmer (2001) suggests streaming weak participators in groups and let them work together. In such cases, they will not hide behind the strong participators, and the teacher can achieve a high level of participation. Another factor that can create the problem of involvement in the classroom arrangement is that it may not help students perform some speaking activities. Bowman et al. (1989, p.40) support the idea by saying that "traditional classroom seating arrangements often work against you in your interactive teaching."

Low participation is due to the ignorance of teachers' motivation too. If the teacher does not motivate his/her learners, the talkative ones will show no interest. So, increasing and directing students' motivation is one of the teacher's responsibilities.

2.1.5.4 Mother Tongue Use

L2 students of the same mother tongue use it outside and even inside the classroom because they feel more comfortable and less exposed to the target language. According to Baker and Westrup (2003, p.184), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language."

Therefore, the learners will not be able to use the FL correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of

the target language usually leads learners to borrow words from their native language.

2.1.6 Curriculum Activities (CAs)

2.1.6.1 An Overview

Curriculum activities (CAs) fall outside the realm of the standard curriculum of school or university education performed by students. ECAs exist at all levels of education, from primary school to university. Such activities are generally voluntary, i.e. they are not part of the regular school curriculum, as opposed to mandatory, non-paying, social, and often involve others of the same age. Students often organize and direct these activities under faculty sponsorship, although student-led initiatives like independent newspapers are joint. "curriculum activity" includes the students' clubs, associations, and organizations that conduct those activities. It does not have athletic competitions or practices or athletic teams or organizations (Marsh and Kleitman, 2002, p.221).

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

The history of curriculum activities began in the United States in the nineteenth century. First, as Casinger (2010, p.127) described, they were an additional part of the normal academic year schedule. It complemented the

curriculum as much as subverted it. The students found a kind of laboratory for practical and vocational interests in it. Literary societies were the first associations that became popular at Harvard University and Yale University. Then various debate clubs appeared, and different fraternities and sororities were organized.

Millard (1930) notes that the early development of CA is slow, with many seeing it simply as a fad that would pass and quickly fade away of style. One of the early philosophies behind CA is that they should, wherever at all possible, “grow out of curriculum activities and return to curriculum activities to enrich them” (Millard, 1930: 12). Eventually, people, including educators, began to see the benefits of CAs, but it took time to embrace them. In fact, Marsh and Kleitman (2002, p.72) state that before the twentieth century, educators were sceptical of participation in CA, believing that “school should focus solely on narrowly defined academic outcomes. Non-academic activities were viewed as being primarily recreational and, therefore, detrimental to academic achievement and, consequently, discouraged”.

Deam and Bear (2006, p.58) state that, “curriculum activities supplement and extend those contacts and experiences found in the more formal part of the school day program”. As Marsh and Kleitman (2002, p.65) point out, it was not until recently that “educational practitioners and researchers have taken a more positive perspective, arguing that CA may have positive effects on life skills and may also benefit academic accomplishments”. They also state that it is evident that CA impacted academic performance and education for many years.

2.1.6.2 Curricular Activities within Foreign Language Learning

In the twentieth century, many researchers have focused on the impact of CA on students' performance in class and other skills necessary for everyday life (Tchibozo, 2007). In particular, it was observed that CAs eliminate the chances of dropping out of school for some categories of students (Mahoney and Cairns,

2000). The findings proved that the ECAs were just as necessary for building academic and social skills as the regular classes (Druzhinina, 2009; Eccles, 2003; Marsh and Kleitman, 2002; Tenhouse, 2003; Astin, 1993; Darling, Caldwell, and Smith, 2005).

Later on, curriculum activities have become an inseparable part of the context of L2 teaching and learning in university and college environments (Housen and Beardsmore, 1987, p.54). In the second part of the twentieth century, many researchers compared L2 Learning in formal and informal settings (Krashen, 1981, p.98). Oates and Hawley in 1983 suggest involving the local native speakers of the target language in delivering CAs, such as meetings, videotaped interviews, role-playing, evening get-togethers, skits, individual presentations, newspapers and language weekends.

The role of CA very strongly depended on the method employed in language teaching. Hundreds of language teaching methods and approaches sprung to life in the last hundred years, such as the Direct Method, Audiolingual Method (Larsen-Freeman, 2000, p.68), Lexical Approach, Community Language Teaching and others. Although CA was utterly discarded in most of the descriptions of language teaching approaches and methods, I would describe below some techniques that are, in my opinion, conducive to CA.

For example, in the Direct Method, language learners are exposed to ungraded foreign speech and are supposed to pick it up naturally. This method, therefore, favourably views many types of CA, including meeting native speakers or language retreats, where students have to speak a foreign language at all times.

Experiential Learning started in the eighties with the works of David Kolb and developed in the nineties by Kohonen and his followers (ibid). In the classroom, Experiential Learning is seen as the transformation of knowledge within the learner rather than from the teacher to the learner; learners are

encouraged to work in small groups and pairs; a holistic attitude to the subject matter is encouraged; intrinsic motivation is promoted; focus on process rather than on product. In experiential Learning, the teacher acts as a facilitator, and students get to manage their own Learning, and with this awareness, they are given some autonomy. Some recent works in this area developed the idea that the goal of language learning reaches a communicative competence that achieves a desirable goal via engaging in intercultural communication, with the balance between external (learning environment) and internal (language learner and his beliefs, concepts, preferences, etc.) factors in language learning (Kohonen et al. 2000). All these characteristics make Task-Based CLT and Experiential Learning ideal platforms for the promotion of CA.

Macaro et al. (2015) found that there the use of curricular activities in good manner and in a suitable time and place can play important role on students' language abilities such as:

1-Enhances Overall Student's Personality

Co-curricular activities in school help to enhance the overall personality of the students. These prepare them to take challenges heads up and also enable them to think critically. Moreover, experiences and skills acquired through these curricular activities make students proactive and prepared for their future endeavors. Therefore, the importance of curricular activities cannot be denied in overall personality development.

2- Strengthen Self Confidence

The goal of co-curricular activities is to give students better fitness and inculcate a sense of sportsmanship, competitive spirit, leadership, meticulousness, cooperation and team spirit. Therefore, many institutions are appreciating the importance of co-curricular activities, integrating a number of co-curricular activities in their syllabus, and making it mandatory for the students to choose their interest in co-curricular activities from a list of options.

So, the hidden motive behind all this is to develop self-confidence and trust in others.

3-Develop Specialised Skills

Curricular activities in school help hone the talents of young minds and give them an opportunity to develop their specialized skills. Competitions that are organized can also create a competitive environment and help them work towards continuous improvement in their skills.

Therefore, a number of schools are now understanding the importance of co-curricular activities right from the early stages of school so that students can benefit in the future as well.

4-Improve Academic Performance

Studies have shown that students pursuing their hobbies achieved better results in their studies. Likewise, their academic performance goes way up as they learn to balance their curricular activities with their academic pursuits. They also better understand how to manage their time efficiently and also increase their interest in school. Therefore, it is essential to understand the importance of co-curricular activities in improving academic performance.

5-Greater Opportunities

In this competitive era, records of participation in co-curricular activities can act as game changers during admissions into various courses. For instance, students pursuing any curricular activities of their choice are given preference over those who are not involved in any such activities. Therefore, the importance of curricular activities is immense in their future pursuits.

6-Exposure to New Activities

Students are introduced to a whole new horizon of activities that give them better insights and let them choose what they enjoy and wish to learn. In

other words, it broadens new horizons for them. These activities stimulate students' playing, painting, acting, dancing, singing, speaking, and many other skills. Thus, curricular activities broaden the scope of students in learning and exploring new activities. Thus, the importance of curricular activities is a lot in this aspect.

7-Builds Sense of Responsibilities

When students in their early life are given some responsibility or a task to handle like an application of first aid or managing the class painting board, etc., their efficiency in handling such situations becomes much better. In other words, these activities foster a sense of responsibility and accountability.

8-Enhance Physical and Mental Health

Also, curricular activities require students to stay active at school by participating. As students have no option to skip these activities, such as athletics, gymnastics, yoga, indoor games, meditation, etc. because they are part of their curriculum. This makes the importance of curricular activities very high. Curricular activities are helpful for students as they enhance their physical and mental health of a student and help relieve students from academic stress.

2.1.6.3 Relationships between Curriculum Activities and Language Achievement

Researchers have studied the relationship between curricular activities and academic performance. Darling et.al, (2005) conduct a study concerning ECAs and their effect on various aspects of development, including academic performance. The results show that the students who participated in school-based ECAs had higher grades, higher educational aspirations, and more positive academic attitudes than those who were not involved in ECAs.

VanDuyne (2004, p.201) examines the relationship between student participation in ECAs and student academic achievement when differences in

learning levels, socioeconomic status, and gender are controlled. Vandyke's sample is the entire sophomore class of one Indiana school. This study looked at the types of activities, levels of involvement in each style, total participation hours, and the relationship each has with student achievement. Understanding the connection will allow school leaders to make sound choices on the proper use of resources to improve student achievement.

The results confirmed a positive correlation between ECAs and academic achievement after controlling for learning levels, gender and socioeconomic status. On a per hour basis, educational activities were the most beneficial. Service/ leadership/ recreational activities were second-most practical. Physical activities were all shown to positively correlate with academic achievement, but at a lower level. The number of hours of involvement was shown to make a significant difference.

Sebald (2010, p.56) set out to measure student participation in ECAs, adolescent development, and academic achievement. This study aimed to investigate the relationship between the level of student participation in ECAs and academic achievement. Further, this study examined the relationship among three variables of adolescent development (self-concept, academic self-concept, and problem behaviour) and determined their effect on academic achievement. Significant differences were found between students who participated in ECAs and those who did not. The students who participated were more likely to have higher academic achievement, higher self-concept, higher academic self-concept, and lower frequencies of problem behaviour.

Broh (2002, p.98) acknowledges the numerous studies that have been conducted concerning the relationship between ECAs and academic achievement. He emphasizes that participation in ECAs have a broad range of positive impact. Total EC participation , or participation in ECAs in general, is associated with a higher grade point average, greater educational aspirations, increased college attendance, and reduced absenteeism. Guest and Schneider

(2003, p.76), in looking at the previous research on this subject, indicate that, “Researchers have found positive associations between curriculum participation and academic achievement”. They also point out that although researchers agree that ECAs do, in fact, influence academic performance, the specific effect that various activities produce is debated. One study, conducted by Nord et.al (1995), find that participation in particular activities improves achievement.

When theoretical curriculum and academic curricular activities are integrated, your chance of learning more and exploring your strengths, interests, and abilities becomes higher. Therein lies the importance of curricular activities, which are supplementary to the theoretical curriculum (Christison and Murray, 2021).

It is true that much of the intellectual development happens, to a great extent, in the classroom itself. But, various other aspects of the personality, such as emotional and social skill development, happen to a large extent through curricular activities. Furthermore, Umar (2018) revealed the most essential skills that curriculum activities can develop as follows:

1. **Logical and analytical thinking**– Analyzing reasons behind events and situations.
2. **Critical thinking**– That is examining concepts, ideas as well as problems and issues.
3. **Creative thinking**– In other words, thinking of newer ways to solve problems; visualization; thinking of new ideas.
4. **Problem-solving skills**– For instance, solving problems utilizing various concepts, solutions, etc.
5. **Leadership skills**– For instance, taking initiatives and responsibilities; influencing others in working for a good purpose; setting goals; motivating others to work towards goals; taking accountability.

6. **Social skills**– Includes collaboration; teamwork; building good relationships with others.
7. **Emotional skills**– Understanding your strengths and weaknesses; controlling your emotions as well as empathy for others.
8. **Communication skill**– Includes the power of expression, listening to others, public speaking etc.
9. **Technology skills**– Using various computer software and apps to get things done.
10. **Social values**– In other words, respecting differences among individuals, respecting others’ values and culture.
11. **Ethical values**– For example, maintaining ethics in public life; good moral values etc.
12. **Recreational values**– Understanding the importance of leisure and recreation; participating in leisure and recreational activities.

Stephens and Schaben (2002, p.35) refer to a study by the U.S. Department of Education which reveal that students who participate in co-curricular activities are “three times more likely to have a grade point average of 3.0 or better on a 4.0 scale” than students who do not participate in co-curricular activities. In addition to co-curricular or curriculum activities, “analyses revealed that regardless of students’ background and prior achievement, various parenting, volunteering, and home learning activities positively influenced students’ grades” (Stephens & Schaben, 2002, p.4). Numerous studies, Simon (1996) declares, and examines the factors influencing students’ academic achievement, and these same activities were found to have a significant influence.

Elder and Conger (2000) and Marsh and Kleitman (2002) report that participation in these CAs and service-learning activities have also been linked

to increases in interpersonal competence, self-concept, school engagement, and educational aspirations. They have also been linked to higher academic achievement, better job quality, more active participation in the political process and other volunteer activities, continued sports engagement, and better mental health during young adulthood.

Fioriello (2009, p.132) indicates that when participating in activities, students get the chance to learn group and individual responsibilities, earn eligibility to participate by keeping a minimum grade point average, applying academic skills in an actual-world context, building physical stamina and patience, and having an intrinsically well-determined will, good self-esteem and relationship abilities. These activities boost students' sense of attachment to their school and decrease the possibility of school failure.

2.1.6.4 The Role of Curriculum Activities in Language Teaching

The reported advantages of curriculum activities for language acquisition include:

- 1- improvement of student
- 2-teacher relationship as well as of student
- 3-student relationship, improvement of school morale, improvement of school
- 4-community relationship, decrease in the need for disciplinary control, and increase in the school's holding power.

Curriculum Activities have been shown to foster effective teamwork between students, school staff, teachers and the principal(Anderson, 1963, p.65). Some other demonstrated benefits of CA include enhancing social interaction, leadership, healthy recreation, self-discipline, and confidence (Astin, 1993), as well as an overall improvement of the academic performance (Marsh and Kleitman, 2002;Darling et.al, 2005). It is therefore not surprising that language-

oriented ECAs have been successfully organized in most schools and universities all over the world, and proved to be an effective form of language instruction. It appears that the benefits of CAs are particularly apparent in the following areas of language learning: learner motivation, materials development, cultural awareness and language exposure.

Kearney et al. (2022) conducted a survey study, and found that teachers who use debate in the classroom reported the following benefits:

- Improves self-confidence and self-esteem
- Uses higher order thinking skills
- Builds skills in research, teamwork and note-taking
- Is an active pupil-led classroom strategy
- Improves literacy and leads to better essay writing
- Builds speaking and listening skills
- Enforces the need to use evidence
- Teaches skills in building and responding to arguments
- Gives opportunity to practise thinking on your feet and working under pressure
- Leads to structured thought and structured writing
- Acts as an effective summary and revision tool
- Shows that there are two sides to all issues and gives a constructive format for disagreement to be aired
- Pupils enjoyed the activity and their learning.

2.1.6.5 Curriculum Activities and Learner's Motivation

Motivation is a valuable condition for learning, and students' interest is the way to secure motivation (Anderson, 1963). Maintaining a high level of motivation in language learning is one of the most vital factors in successful language acquisition (Dornyei, 2001). According to some educators, one of the

purposes of employing ECA in language teaching is to develop both social and intellectual motives for learning. Several language learner motivation models have been postulated in linguistics, sociolinguistics, and psychology. These different models can inform the development of CAs. For example, according to Gardner(2001, p.85), language learning motivation comprises three elements: first, efforts to learn the language; second, the motivated individual is eager to achieve a goal; and finally, they enjoy learning the language. From this perspective, different language-related activities provide learners with additional opportunities to boost all three components of motivation: learning the language, achieving their learning goals, and enjoying the language learning experience.

Curriculum activities can also contribute to integrative motivation since positive attitudes towards the country and people of the target language positively impact language learning. CAs can also play a role in building instrumental motivation, i.e., the aim to obtain something practical and valuable for a future career or personal life. Social skills development and language skills enhancement in the process of CAs can help the participants change their lives or get better chances to succeed in life. (Crookes and Schmidt, 1991; Hudson, 2000)

Book clubs, movie nights, and other types of CAs allow learners to select media that matches their immediate interests and not those of curriculum planners. Already in the fifties, it was suggested that one of the ways to motivate younger learners was to employ in language learning not only classical literature but modern bestsellers popular with youth. The same applies to watching films, reading authentic magazine articles and listening to music: materials of higher relevance to learners are more motivating to them, and CAs allow reflecting the interests of the learners since the learners are, in most cases, responsible for organizing CAs.

2.1.6.6 Curriculum Activities and Authentic Language Materials

Curriculum activities offer a lot of opportunities for creating situations where actual language is used, for example, with the help of authentic materials (Avdeyeva et al., 2005) defined as materials that were not initially created for teaching purposes (Nunan, 1988; Nuttall, 1989; Morrow, 1977).

Using authentic materials is one of the mainstays of an imaginative and motivating higher-level course, usually neglected at levels lower than intermediate. There are several reasons for this reluctance to use authentic materials in class, a teacher's fear that students may panic when faced with a largely unfamiliar language. Many teachers believe that language learning materials should be edited to the students' level to prevent this. Some sources show this fear to be unjustified, as using authentic materials can be rewarding and stimulating for both teachers and students (Shepherd, 2004, p.143).

2.1.6.7 Curriculum Activities and Cultural Knowledge

Interacting with others in the target language involves more than knowing the appropriate syntax and lexicon. Another important area of language competence is sociocultural knowledge, and thus L2 instruction has to address cultural issues to some extent. Kramsch (1993, p.97) states that integration of ECAs into the L2 curriculum is supported in the context of culturally oriented communicative second language teaching. A central goal of language education in the global context, according to Ingram and O'Neill(1999, p.153), is the fostering of favourable intercultural attitudes. Ingram refers to cultural competence as 'the knowledge of the conventions, customs, beliefs, and systems of meaning of another country' and states that 'it is an indisputably an integral part of FL learning'.

Curriculum activities provide language instructors and students with multiple opportunities to create the target language environment and explore different cultural issues of the country of the target language. L2 / FL learners

must adjust to the target culture and a new way of thinking and seeing the world. Cultural values, social norms and etiquette are reflected in and through the language; therefore they have to be reflected in the process of FL acquisition (Harklau, 1999, p.156). As the result of deepening into the target cultures in the ECAs, the learners develop their intercultural competence, i.e., they raise their awareness of their own and target cultures and develop social skills, tolerance and patience required for intercultural communication.

2.1.6.8 Curriculum Activities and Language Exposure

Limitations on the number of contact hours in language classes give language instructors little time to provide students with opportunities to develop and practice all the language, socio-cultural and communication skills. CAs provide a necessary supplement to the contact class hours, but not just an extension of the contact hours. It provides the learners with a different kind of learning. According to Krashen (1981, p.176), the success of language acquisition depends on two types of language exposure - outside the formal environment of the classroom and sheltered curricular exposure within the school. CAs provide the necessary experiential language exposure outside the school. The significance of an informal setting for language learning by adults has been further confirmed in Carroll, 1967.

2.1.6.9 The Integration of Curriculum Activities Inside Classroom

Alyce Holland and Thomas Andre (1987, p.456), in their paper, "Participation in Curriculum Activities in Secondary School: What Is Known, What Needs to Be Known," direct attention to an aspect of education that has been somewhat eclipsed by the emphasis on academic achievement over the past decade. More recent consideration of various extra-academic factors that may affect educational attainment has led educationists to examine how student participation in curriculum activities influences student performance. It is to this

end toward the "developing [of] a more complete understanding of the role of curriculum activities in adolescent development".

Curriculum activities have long been a fundamental part of adolescence (Larson & Verma, 1999, cited in Eccles, Barber, & Hunt, 2003). Holland and Andre (1987, p.437) state at the outset that their paper focuses "on the relationship between curriculum activities and adolescent development", but that focus is, at best, weak. These activities are athletics, band and orchestra, social clubs, academic clubs, music and theatre, and religious organizations. Often, parents encourage participation in such activities so that their children will be more competitive applicants to quality colleges and universities. However, there is debate among research community members as to the educational benefits of curriculum activity participation. Regarding the effects of involvement, Holland and Andre (1987, p.447) find that participation facilitates both academic and nonacademic goals in that "participation may lead adolescents to acquire new skills (organizational, planning, time management, etc.), to develop or strengthen particular attitudes (discipline, motivational), or to receive social rewards that influence personality characteristics".

Curriculum activities (CAs) are activities that students undertake apart from those required to earn a degree. They may include hobbies and social, sports, cultural, or religious activities. They have some benefits and possess some structure/organization. ECAs are expected to enrich students' experience, develop students' soft skills, help them cope with stress, and provide them with added advantages to increase their employability (Veronesi and Gunderman, 2012; Thompson et al., 2013)

Citing a broad spectrum of CA examples, which includes 'hobbies, social groups, sporting, cultural or religious activities and voluntary or paid work', Thompson et al. (2013, p.136) suggest that, to be classified as CAs, activities must have both 'communal interest/benefit' and 'structure/organizations. Others note that CAs are often activities that are organized within the Higher Education

Institution (HEI) and have called for an expansion of the definition to include any action undertaken either on-site or off-site and which falls outside the formal degree curriculum (Clegg, Stevenson, and Willott 2010; Stevenson and Clegg 2011; King, McQuarrie, and Brigham 2020).

2.1.6.10 Benefits of Curriculum Activity Participation

Considerable researchers (Darling, Caldwell, & Smith, 2005; Eccles et al., 2003; Herbert & Reis, 1999; Holland & Andre, 1987; Mahoney, Cairns, & Farmer, 2003; Silliker & Quirk, 1997; Tavani & Losh, 2003) have established the benefits of an curriculum activity participation on academic performance and the decrease of delinquent behaviours during adolescence. Mahoney (2000, as cited in Eccles, et al.,2003) found that participation in voluntary, school-based, curriculum activities increased students' participation and achievement in school. According to Mahoney involvement in an curriculum activity facilitated "the acquisition of interpersonal skills and positive social norms, membership in prosaically peer groups, and stronger emotional and social connections to one' school" (p. 868). Furthermore, Eccles, et al.(2003, p.870) find that constructive, organized activities are suitable for adolescents' time. These curriculum activities provide opportunities for adolescents: (a) to acquire and practice social, physical, and intellectual skills; (b) to contribute to one's community and develop a sense of agency; (c) to belong to a recognized social group that is valued within the community; (d) to establish social networks of peers and adults that can help in crisis situations; and (e) to experience and deal with the challenges of everyday adolescent life .

In addition to the social benefits of an curriculum activity participation, researchers (Darling et al., 2005; Eccles et al., 2003; Silliker & Quirk, 1997) have also focused on the educational benefits. Eccles et al (2003) and McNeal (1998) link an curriculum activity participation to (a) higher educational achievement, (b) increased job quality later in life, (c) increased participation in politics, (d) ongoing engagement in volunteer activities, and (e) better mental

health in adulthood. In addition, participation in curriculum activities leads to positive student outcomes, such as (a) increased self-concept, (b) higher grade point average, (c) better school engagement, (d) better school attendance, and (e) higher educational and career aspirations (Elder & Conger, 2000; March & Kleitman; 2002, Youniss, McLellan; & Yates, 1999; all cited in Eccles et al.; Marsh, 1992; McNeal; Otto & Awin, 1977; Picou, 1978; Spady, 1980; Jable, 1986; Laughlin, 1978; all cited in Silliker & Quirk,1997).

It has been suggested by Eccles et al. (2003, p.868) that participation in voluntary, school-based, curriculum activities increases school participation and achievement. This happens because it facilitates: (a) the acquisition of interpersonal skills and positive social norms, and (b) stronger emotional and social connections to one's school. It then stands to reason that participation may increase wellness in mental health, improve students' engagement in school and achievement, strengthen their long-term educational outcomes, and find that participation may decrease problem behaviours.

According to Gardner, Roth and Brooks-Gunn (2008, p.322), participation in organized activities during high school is positively associated with educational, civic, and to some extent, occupational success in young adulthood. The level of participation may make a difference in how much a student is affected by being involved. Reeves (2008, p.156) states a strong association between student involvement in curriculum activities and improved attendance, behaviour, and academic performance.

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

2.1.8.11 Types of Curriculum Activities

2.1.8.11.1 Group Work

Despite the need for whole-class teaching and individual work in the language classroom, group work has been emphasized as another interactional dynamic in the language classroom. Group work is a classroom situation where students are working within smaller units or groups. By interacting with each other in groups, students can be allowed to exchange. Indeed, through this kind of task, researchers believe that many aspects of both linguistic and communicative competence are developed (Bright & McGregor, 1970, p.198).

Oral interaction in the group is based on an honest attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The teacher's primary concern is to get the students to talk and stimulate their interest and imagination.

While group work has many advantages, some benefits for L2 learners include reducing the dominance of the teacher's talk over the class (Mackay & Tom, 1999, p.26). It also increases students' opportunities to practice and use new features of the target language as it increases the chances for authentic negotiation. Group work promotes collaboration among students; they do not simply throw words at each other; they interact orally with a purpose. To conclude, group work involving communicative tasks is essential to developing oral proficiency because it demands maximum student participation in an orally purposeful activity.

2.1.8.11.2 Role Play

Considerable learners derive a great benefit from role play. It can be used either to encourage general oral proficiency or to train students for specific

situations, especially when studying English. Roleplay is a precise technique involving language use in real interactive contexts. It provides a format for using elements of real-life conversation and communication.

Ravshanova and Abraimova (2022) summarize the significant of the role play activities which give students the opportunity to assume the role of a person or act out a given situation. These roles can be performed by individual students, in pairs, or in groups which can play out a more complex scenario.

Students usually find roleplaying enjoyable; for example, they might be given the role of an angry father awaiting the late return of his middle school son from a football game. Another student could be given the part of the son. Therefore, students have to prepare a dialogue for their presentation. Because role-play imitates real life, the range of language functions that might be used expands considerably. The role relationships among students call for practicing and developing sociolinguistic competence to use appropriate language skills to the situation and to the characters.

Role-play can be a direct interactive method. It is an authentic technique for language use in interactive contexts to train students for specific interactive skills of arguing, information, persuading, discussing, complaining ...etc. It promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. Indeed, as Dickson (1981, p.382) puts it: "Learners say what they want and not what someone has told them to say."

Role-play is an effective technique when it is open-ended so that different individuals would have different views of what the outcome should be and consensus has to be reached. As the roleplay progresses, there is a dynamic movement with students who lack self-confidence or have lower proficiency levels. To succeed with role play, the teacher has to give each student who does not play their role appropriately a card that describes the person or the role played. The instructor needs to identify the situation that will stimulate the

discussion and give them the position that matches the requirements of their personalities. Topics for role play should be taken from learners' current interests and anticipated experiences. This will increase the students' self-confidence as speakers and their motivation to participate more.

2.1.8.11.3 Problem Solving

Barker and Gaut (2002, p.160) define problem-solving as follows: "A problem-solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings". The label has been used to group together a range of activities which require the learners to find solutions to problems of different kinds. Duff (1986; cited in Nunan, 1989, p.243) discover that problem-solving tasks prompted more interaction than debating tasks. The problem tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of practical application in which the students become engaged to achieve a goal.

Chiang, C. L., & Lee (2016) summarized the activities that included in the curriculum concerning the use of problem solving as follows:

- 1- All problem-solving processes start with identifying the problem.
- 2- The team must assess potential courses of action and choose the best way to tackle the problem.

In problem-solving, students are involved in pooling information to solve a problem through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students: 'you are stranded on a desert island a long way from anywhere. There is a freshwater spring on the island, and there are banana trees and coconut palms. The climate is mild. Make a list of eight to twelve things you think are necessary for survival. Apart from the activities focusing on the likes and dislikes of individual learners, which therefore need an initial phase where each student works on their own, most of the problem-

solving tasks require pair or group work throughout. Thus, students can be asked to solve the problem individually or collectively. The latter is calling for cooperative negotiation. Problem-solving activities demand that the learners themselves make suggestions, give reasons, and accept, modify or reject suggestions and reasons given by others.

In brief, problem-solving is the ability of students to make choices, interpret, formulate, model and investigate problem situations, select and use technological functions and communicate solutions effectively. Students pose and solve problems when they: use mathematics to represent unfamiliar or meaningful situations (Bonotto and Santo, 2015)

2.1.8.11.4 Discussion and Debates

Discussion in any exchange of ideas and opinions either on a class basis with the teacher's role as a mediator and to some extent as a participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes, or it may continue for a whole lesson (in the case of advanced learners who have a good command of a foreign language). It may be an end in itself, a technique for developing oral expression through exchanging ideas, opinions, arguments and points of view. We can say that this technique is student-directed and teacher-guided discussion (Hill and Ruptic 1949; Byrne,1976).

While the discussion has many advantages, some benefits for L2 learners include increased comprehension levels, opportunities to improve listening skills and develop spoken language proficiency, increased participation of quiet and shy students and more time for teacher observation of students learning.

Through well-prepared discussion, the teacher's role is not to force their opinions on the students but instead encourage them to express theirs. If offered at all, the teacher's opinion should only serve to stimulate further ideas on the part of the students, not inhibit them. Secondly, the teacher should appear more

interested in the ideas, at least initially. Sometimes, the teacher may have to help students get their message across or make their meaning clear. The teacher also has to keep the channels of communication open, not by doing all the talking themselves, but by stimulating students' talks through questions that serve as stimuli for discussion as long as they generate controversial opinions amongst the students.

Walker and Kettler (2020) revealed that there are some advantages of using debate across the curriculum such as:

- 1- Improving students' ability to form arguments and to use reasoning and evidence
- 2- Allowing students to explore subject matter in depth and from different perspectives
- 3- Providing the ability to structure thoughts
- 4- Providing an engaging, active, pupil-centred activity which students enjoy
- 5- Hitting literacy and citizenship targets across the curriculum
- 6- Providing speaking and listening opportunities for EAL pupils
- 7- Giving stretch and challenge to G&T pupils
- 8- Increasing student's confidence, self-esteem and articulacy

2.1.8.11.5 Communicative Task

Long (1985, p.89) defines "A task" as a piece of work undertaken for oneself or others. Thus, examples of tasks include painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, typing a letter, weighing a patent, sorting letters, taking a hotel reservation, writing a cheque, finding a street destination and helping someone across a road. In other words, "task" is meant the hundred and one things people do in everyday life, at work, at play, and in between.

Richards et al.(1985, p.289) offer the following definition: an activity or action carried out due to processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of various kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for a classroom activity that goes beyond the practice of language for its own sake.

Here, in contrast with Long, the authors offer a pedagogical definition. In other words, tasks are defined in terms of the classroom undertakings. The final definition is from Breen(1987, p.23):

"... any structured language learning endeavor which has a particular objective, appropriate content, a specified working procedure, and a range of outcomes for those who undertake the task. 'Task' is therefore assumed to refer to a range of work plans which have the overall purpose of facilitating language learning - from the simple and brief exercise type, to more complex and lengthy activities such as group problem-solving or simulations and decision making."

All of these definitions have a common characteristic. They all suggest that tasks are concerned with communicative language use. In other words, they refer to undertakings in which the learners comprehend, produce and interact in the target language in contexts that focus on meaning rather than form. (Nunan, 1988, p.18) defines the communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting with the target language. At the same time, their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

2.1.8.11.6 Literary Activities

Bozhkova et al. (2019) raised the role of literary activities in the learning process. Literary activities are those activities which are related to literature. It includes activities like debate, elocution, recitation, writing articles, organizing visits by eminent personalities, study circle, essays, recitation of self-made poem, dramatization (dialogue writing), literature corner, exhibition, news bulletin etc. How will these activities help us in achieving educational objectives? Literary activities help in language building and in enhancing vocabulary, improve articulation, expression, communication, creative writing skills, independent thinking etc. They also give an opportunity to students to show their hidden talents and develop self-confidence. Thus literary activities help in achieving educational objectives. By now, we are clear about what activities are included in literary activities and also, we know how they help in achieving educational objectives.

Chen et al. (2020) suggested some major objectives of the literary activities as follows:

- 1- Express student's feelings effectively
- 2- Get exposure to various literary works.
- 3- Develop independent thinking.
- 4- Trace references related to a topic.
- 5- Comprehend magazine articles and edit them.
- 6- Develop interest in supplementary reading.
- 7- Collect articles related to subject matter.
- 8- Develop skill of articulation.
- 9- Comprehension and analysis.
- 10- Develop creative ability.
- 11- Develop interest in literature, and communicate effectively.

2.1.8.11.7 Cultural Activities

Bhardwaj (2015) raised a question concerning the cultural aspects that included in the curriculum activities. The answer was presented by introducing a definition of the cultural activities which are based on culture and tradition, e.g. celebration of religious, social and national festivals, folk songs, folk dance, music, drama, dance, painting, picnic, excursion, fancy dress, funfair etc. Cultural activities contribute towards attainment of group feeling i.e. belongingness, which provide an opportunity to show hidden talents. Students learn group responsibilities, express ideas, share ideas, etc. Through celebration of religious festivals or birthday celebrations students learn about culture along with entertainment. They get good exposure to our rich cultural heritage. Feelings and emotions are developed and they get a change from routine life.

Solikhah and Budiharso (2020) suggested several objectives of curriculum cultural activities that play significant role in enhancing language learning that enable students to:

- 1- Develop effective expression control their emotions.
- 2- Develop creativity.
- 3- Use leisure time properly.
- 4- Build good character and develop personality.
- 5- Exhibit hidden talents.
- 6- Become socialized.
- 7- Promote national integration.
- 8- Co-operate and co-ordinate with teachers.
- 9- Develop skill of planning and organising.
- 10- Know and respect their culture and traditions.

2.2 Previous Related Studies

2.2.1 Kuimova et al. (2016) investigate teachers' perspectives toward the use of drama in curriculum activities with students studying English as a foreign

language. The participants were 8 English language teachers in the Institute of Non-Destructive Testing, National Research Tomsk Polytechnic University, Turkey. A questionnaire was used to collect the data. The results revealed that the teachers' have positive perspectives toward the use of Drama in teaching English language as a foreign language. They believe that drama could be one of the possible means to increase motivation and self-esteem and to improve foreign language skills and cultural awareness. Also, the results revealed that there are no variance significant that attributed to gender, age, and specialization (literature, linguistics, applied linguistics, and methodology).

2.2.2 Antovska and Kostov (2016) investigate EFL teachers' perspectives toward the benefits of leisure as an curriculum activity in the primary education process. The participants were 64 teachers from the territory of the Municipalities of Tetovo and Brvenica. A questionnaire was used to collect the data. The results revealed that the language teachers have strong believe in the curriculum activities which have a significant role in building and improving the talents of students. Also, the teachers who have more than 15 years' experience show significant difference than those who have less than 15 years. There is variance difference between male and female teachers for the favorer of the male teachers.

2.2.3 Yusof and Abugohar (2017) investigate teachers' attitudes towards the use of curriculum activities (CAs) in enhancing High School students' speaking skills in Saudi Arabia. The participants were 40 high school teachers. Questionnaires and semi-structured interviews were used to collect. The results revealed that the majority of EFL teachers have positive attitudes towards CAs. Also, there is no significant difference in teachers' attitudes towards the use of curriculum activities due to gender, but there is significant difference due to years of experience for the favor of the less than 5 years.

2.2.4 Kardiansyah and Qodriani (2018) investigate the EFL university instructors' awareness and knowledge of the positive influence of English

curriculum in enhancing students' speaking skill, and the effect of English curriculum activity in enhancing students' speaking skill. The participants were the English language instructors at English Literature Study Program at Faculty of Arts and Education, Universitas Teknokrat Indonesia, and also 100 students from the same department. An observation check-list. The results revealed that English curriculum activity is oriented to public speaking skills such as debate, speech, news casting, storytelling, and etc. The curriculum activities have enhanced students' English skill. With this activity, it is possible for students to find an interesting way to acquire English language skill and exercise their English, especially spoken and written English. The results concludes that English language instructors have positive attitudes toward English curriculum activity which is proven to have a very significant role in improving students' English speaking ability.

2.2.5 Atmeh (2018) investigates EFL teachers' perspectives toward the role of primary school in activating the curriculum activities. The participants were 300 EFL teachers (150 males and 150 females) from public schools in Jarash Governorate in Jordan. A questionnaire was used to collect the data. The results revealed that the perceptions of the EFL teachers' respondents of the role of the principals in activating the curriculum activities was medium, and there was no significant difference attributed to the teachers' experiences.

2.2.6 Zakhir (2019) investigates the English language teachers' attitudes towards the use of curriculum activities in TEFL classes. The participants were 14 teachers (3 females and 11 males) who were randomly chosen from two Economic faculties in Moroccan universities. The Teachers belonged to the English department but they all taught English for Specific Purposes. Based on a quantitative and qualitative method, it examined the role of curriculum activities in developing students' self-learning of English. A questionnaire was used to collect the data. The results revealed that teachers rarely used curriculum activities to motivate students to learn. Also, the study revealed that there are no

significant differences in teachers' attitudes that attributed to gender, age, and years of experience.

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

2.2.8 Hamood (2020) investigates the EFL teachers' point of view of curriculum activities and their effect on high school students achievement and knowing the obstacles which prevent practicing such activities. The participants were 23 high school teachers and the teachers who are responsible of activities in different high school grades. A questionnaire was used to collect the data. The results revealed that the English language teachers have negative point of view toward the implementation of curriculum activities due to the actual participation of students in curriculum activities is weak due to the routine of the activities and lack of diversity. The activities do not motive students' to participate in the oral speaking activities.

2.2.9 Al-shregee (2020) investigates the principals' point of view of the obstacles that encounter to implementation of curriculum activities in schools. The participants were 159 male and female principals from Qasbet Al-Mafraq in

Jordan. A questionnaire was used to collect the data. The results revealed that the principals point of view were very high concerning the high degree of obstacles that encounter the application of curriculum activities in teaching foreign language skills in particular and education in general. The results also revealed that there are no statistical significance differences at 0.05 significant value due to qualification, gender, and years of experience.

2.2.10 Buckley and Lee (2021) investigates the impact of curriculum activity on the student experience from the EFL teachers' perspectives. The participants were 5078 from a higher level institution in the Republic of Ireland. A questionnaire was used to collect the data. The results revealed that curriculum activities are valued for more than just how they directly or indirectly affect academic performance. Respondents credited curricular activities with supporting, broadening and deepening their overall experience of higher level education.

2.2.11 Winstone et al. (2022) investigates if the Students' engagement in curriculum activities can play a significant role in their development of a student identity, as well as leading to a greater sense of belonging and wellbeing from the teachers' perspectives. The participants were instructors and students at university in UAS. An online questionnaire was distributed to the participants to collect the data. The results revealed that many perceived outcomes are positive, some students express regret at opportunities missed, and find it challenging to balance curriculum activities and their studies. Taken together, these findings indicate that not all students stand to benefit equally from engagement in extra-curricular activities. Providing a range of opportunities that are accessible to a wide range of students may promote equity in participation in curriculum activities.

2.2.1 Discussion and Comparison of the Previous Studies

The previous related studies have been discussed in terms of the aim, participants, instrument(s), and results as shown below:

1- The Aims

The aims of Hamood (2020), Ginosyan et al. (2019), Zakhir (2019), Atmeh (2018), Kardiansyah and Qodriani (2018), Yusof and Abugohar (2017), Antovska and Kostov (2016), Kuimova et al. (2016), Buckley and Lee (2021), and Winstone et al. (2022) studies investigated the English language teachers' attitudes towards the use of curriculum activities. While the aim of Al-shregee (2020) study investigated the principals' point of view towards the use of curriculum activities in education.

The aims of this study are to investigate secondary school EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' language performance in general and oral performance in particular in Baghdad, Iraq.

2- The Participants

The participants of the study of

- 1- Al-shregee (2020) were 159 male and female teachers from Qasbet Al-Mafraq in Jordan.
- 2- Hamood (2020) were 23 high school teachers and the teachers who are responsible of activities in different high school grades.
- 3- Ginosyan et al. (2019) were 33 teachers who teach English language in the foundation program students in Sultan Qaboos University in Oman.
- 4- Zakhir (2019) were 14 teachers (3 females and 11 males) who were randomly chosen from two Economic faculties in Moroccan universities.
- 5- Atmeh (2018) were 300 EFL teachers (150 males and 150 females) from public schools in Jarash Governorate in Jordan.
- 6- Kardiansyah and Qodriani (2018) were the English language instructors at English Literature Study Program at Faculty of Arts and Education, Universitas Teknokrat Indonesia.

- 7- Yusof and Abugohar (2017) were 40 high school teachers from Saudi Arabia.
- 8- Antovska and Kostov (2016) were 64 teachers from the territory of the Municipalities of Tetovo and Brvenica.
- 9- Kuimova et al. (2016) were 8 English language teachers in the Institute of Non-Destructive Testing, National Research Tomsk Polytechnic University, Turkey.
- 10- Buckley and Lee (2021) were 5078 from a higher level institution in the Republic of Ireland.

The participants of this study were 340 (170 male and 170 females) EFL language teachers from Al-Karkh Second Educational Directorate in Baghdad, Iraq.

3- Instruments

The instrument of the studies of Al-shregee (2020), Hamood (2020), Zakhir (2019), Atmeh (2018), Antovska and Kostov (2016), and Kuimova et al. (2016) was a questionnaire. While Ginosyan et al. (2019) and Yusof and Abugohar (2017), Buckley and Lee (2021), and Winstone et al. (2022) used a questionnaire and unstructured and semi-structured interviews. Whereas, Kardiansyah and Qodriani (2018) used an observation check-list.

The instrument of this study is a questionnaire prepared from the previous related studies such as Kearney, et al. (2022), Ravshanova and Abraimova (2022), Buckley and Lee (2021), Al-shregee (2020), Hamood (2020), Zakhir (2019), and Solikhah and Budiharso (2020) to collect the data of the study. The items were prepared then calculated the validity and the reliability after distributing them into dimensions to reveal teachers' perspectives towards applying curriculum activities in developing secondary-school students' language oral performance in in English.

4- Results

The results of all previous studies showed that the EFL teachers have positive attitudes and perspectives toward the significance of curriculum activities in developing students' language skills, except the result of the study of Hamood (2020) who found that the English language teachers have negative point of view toward the implementation of curriculum activities due to several factors.

Chapter Three

Methodology

3.0 Introductory Notes

This chapter aims to describe in detail all the procedures taken to achieve the aim of the study. This chapter sheds light on :

1. the population and sample selection,
2. the research instrument, and its application,
3. ascertaining the validity and reliability of the instrument and
4. the statistical tools employed for data analysis.

3.1 Descriptive Design

In this study, the researcher has used the descriptive approach because it is the most appropriate method for detecting the differences between the variables in order to describe and analyze the data under study.

Descriptive research is one of educational and non-experimental research designs that consists of quantitative data, the possibility of using qualitative data, and a mix of both quantitative and qualitative data can be used at the same time. Questions like *what, how, when and where* can be answered through a descriptive research (Best and Khan, 2006, p.24).

Unlike experimental research, a descriptive research concerns the formulation and testing of questions and sometimes in a very narrow use the hypotheses, the study of the relationship between non-manipulated variables and the production of generalization. Developing generalizations is the main feature of the descriptive research, where its variables that have already been considered are chosen for observation (Best and Khan, 2006, p.23).

The aim of the descriptive studies is to identify and interpret the current status of persons, settings, situations or events. In descriptive analysis, the researcher is actually researching the data as it actually exists; no effort is made to influence individuals, situations or incidents (Mertler, 2015, p.111).

3.2 Population and Sample

A population is characterized as a set of individuals including at least one specific feature that distinguishes this group from those other individuals. The features of these groups are of interests for researchers to study them (Best and Khan, 2006: 13). Sampling is a procedure of selecting a sample from a population and the population is a collection of all components from which the sample is derived. So, the sample is a precise representation of the population and it is a collection of components taken from a wider population due to such rules (Johnson and Christensen, 2016: 546). While Gay, et al., (2010: 13) define sample as "the process of selecting a number of individuals represents the larger group from which they were selected". According to Kothari (2004:152), sampling "is the process of obtaining information about an entire population by examining only a part of it'.

The population of the study is all the teachers of English language at the public schools in the Second Al-Karkh Directorate General of Education in Baghdad, Iraq during the academic year 2020-2021. The participants (the sample) of the study is all the English language teachers. The researcher had reached and gained valid information from 340 teachers only, thus the sample of this study is 340 English language teachers (170 females and 170 males)

To come up with accurate results, Table 3.1 shows the results of the distribution of the participants in terms of their inclusion on the following:

- 1- Teachers of both gender (males and females).
- 2- Teachers with various academic qualifications (Bachelor's, High Diploma, Master, Doctorate).
- 3- Teachers with different years of experience (less than five years, from six to ten years, from eleven to fifteen years and more than 16 years).

Table 3.1: The Distribution of The Sample Due to The Variables

Variables		No.
Gender	Males	170
	Females	170
Ages	21-25	74
	26-30	56
	31-35	71
	36 and above	139
Years of Experience	Less than 5 years	96
	6-10 years	65
	11-15 years	80
	More than 16 years	99
Qualification	Bachelor	235
	High Diploma	30
	Master	57
	Ph.D.	18

3.3 Instrument of The Study

In order to achieve the aims and answer the questions, the researcher reviewed the literature and the previous studies related to the topic, it was noticed that the best scale to collect data about the teachers' perceptions towards the application of extracurricular activities to develop secondary-school students' oral performance is a questionnaire. The questionnaire prepared from the previous related studies such as Kearney, et al. (2022), Ravshanova and Abraimova (2022), Buckley and Lee (2021), Al-shregee (2020), Hamood (2020), Zakhir (2019), and Solikhah and Budiharso (2020) to collect the data of the study. The items were prepared then calculated the validity and the reliability after distributing them into dimensions to reveal teachers' perspectives towards applying curriculum activities in developing secondary-school students' language oral performance in in English.

Due to the lack of a local or Arab scale that measures oral performance, it is required to prepare a scale that encompasses extracurricular activities features with students oral performance. Following is a detailed presentation of preparing the scale (questionnaire):

3.3.1 Construction of the Questionnaire

Allen and Yen (1979) indicate that the process of constructing any scale passes through basic steps:

1. Planning for the scale by defining the areas covered by its items.
2. Collecting, formulating and distributing items to each dimension of the scale.
3. Applying the formulated items to the research sample.
4. Conducting items' analysis (Allen & Yen, 1979, p.118-119).

A survey study is usually a form of educational research used to collect data on a certain point in a particular time. Surveys, however, vary in degree of complexity for they have various purposes, i.e., they can be used to explain the nature of the existing conditions, define criteria for comparing existing conditions or evaluate the relationships that exist between particular cases (Cohen et al., 2007, p.263) .

According to Johnson and Christensen (2016, p.415), a questionnaire is an independent data collection tool that is filled out as part of the sample analysis by research participants. Researchers utilize questionnaires to collect information about the research participants' opinions, desires, attitudes, perceptions, interests, experiences, personalities and behavioral patterns. In other words, various types of characteristics can be measured by using questionnaire.

In the current study, the researcher sets up the questionnaire and divides it into three main parts. At the beginning of the questionnaire, the researcher puts an introductory letter for teachers to give them an idea about the subject of the study and the title of the thesis. She mentions that the responses of participants

will be used for the purpose of the current study to collect adequate information. The researcher's information such as full name and phone number are put also at the beginning of the questionnaire to contact her if there is any inquiry from the respondents.

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

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

The sample has been accessed through distributing the questionnaire in two forms, i.e., through online websites and in-hand method after taking permissions (see Appendix D). A sample of 144 teachers has been collected through the online questionnaire and the rest sample of 196 teachers has been achieved though visiting random schools by the researcher (see Appendix E). The final copy of the questionnaire consists of six pages (see Appendix B).

Table 3.2 The Sample Size of The Study.

Questionnaire form	No .of male in service teachers	No .of female in service teachers	Total No.
Online questionnaire	73	71	144
In-person questionnaire	97	99	196
Total	170	170	340

3.3.2 Planning the Scale

The concept of oral performance is defined based on an exploratory study carried out by the researcher on a group of male and female teachers and after reviewing a group of previous studies that dealt with the subject of the study, two basic dimensions of this performance are identified.

3.3.3 Collecting and Forming the Items

The researcher has collected the items of the scale in three dimensions through the definition that was derived from it and the previous relevant measures, by making use of some of its items appropriate to the concept of oral performance, and in light of the foregoing, the scale comprises (28) items distributed over three dimensions.

The following dimensions were relied upon in formulating the items of the scale:

1. The content of the items should be clear, explicit and direct.
2. Avoiding complex and confusing linguistic expressions.
3. The items should not be long enough to distract individuals from responding to the researcher.
4. Stay away from confusing items that contain more than one idea.
5. To excite the respondent in such a way that it prompts him/ her to answer explicitly.
6. Avoid items that lead to suggestion (Al-Zoba'i and others, 1981, p.69) (Kandilji, 1999, p.164) (Abu El-Nil, 1984, p.22).

3.3.4 Measuring Method

The Likert Method was used in preparing the oral performance scale, because it does not require much effort in designing the questionnaire, and in calculating the values or weights of phrases, as it is easy to construct and

correct, and provides a more homogeneous scale and to distinguish it from other construction methods by deleting the inappropriate items by analyzing the items, and due to no need to use a large number of juries, and the reliability is good, as well as it allows the greatest variance between individuals (Oppenheim, 1978, p.140) (Esawy, 2000, p.169). The researcher has used suitable alternatives (Strongly agree, Agree, Neutral, Disagree and Strongly disagree).

3.3.5 Items Validity

Ebel (1972, p.55) mentions that the best means used to ascertain the validity of items is a number of specialized experts to assess their validity in measuring the quality for which they were developed. The researcher can rely on their judgment (Abbas and Nawfal, 2009, p.264).

Based on this, the formulated items were arranged in a questionnaire according to their dimension, and they were presented after their initial formulation to a group of experts in the field of English language teaching methods (Appendix C) for the purpose of judging their suitability in measuring what they were formulated for, and their suitability to the dimension in which they were placed, and the extent of the integrity of the expressions in terms of their linguistic formulation, and the appropriateness of answering alternatives. In light of their opinions and suggestions, the items that obtained an agreement rate of (80%) or more were retained, with the adjustment of some other items.

As for the items that obtained an agreement rate of less than (80%), which all the items of the second dimension (10 items, from items number 21-31), they were deleted from the scale, so that the scale became in its final formulation of (28) items . Table 3.2 shows the item numbers and the percentage of approval by experts.

Table 3.3: Oral Performance Scale Items Numbers and The Percentage of Experts Who Approved Them

Items' Number	Account of Items	number of approvers	Number of disapproves	Percentage
1, 2, 8,14, 15, 16, 18, 19, 32, 35, 37, 38, 39.	13	15	Non	100%
4, 9, 12, 31, 34, 36, 20.	7	14	1	93,33%
3, 6, 7, 10, 11, 13, 17, 33	8	13	2	86,66%
5, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	11	7	8	73,33%
Total	39	49	11	

3.3.6 Scale Instructions

The scale's instructions are a guide that guides the respondent during his response to the items of the scale, so when preparing them, they should be simplified and understandable. The researcher was keen that the scale's instructions should be in accordance with the following considerations:-

1. Emphasis on the accuracy of the respondent's selection of the appropriate response alternative to each item.
2. Emphasis on not leaving any item unanswered.
3. Emphasis on the answer which is for the purpose of scientific research only, and there is no need to mention the name of the respondent in order to reduce the factor of social desirability when answering.

3.3.7 The Pilot Study

To ensure that the concept of oral performance is most appropriate to measure the data, the clarity of the instructions of the scale, the understanding of its items for the research sample, and knowing the time needed to answer, the scale was applied to a pilot sample which consists of (30) male and female teachers. The answers were given in the presence of the researcher, and they were asked to express their observations about the concept of the data during the extracurricular activities, the clarity of the items, their formulation and the method of answering, and whether there are incomprehensible items, and the researcher has made sure that the items of the scale and the instructions are clear to the respondents, and there is no need to change or modify the wording of any items of the scale.

3.3.8 Scale Correction

It means setting a score for the examinee's response on each of the scale's items and then summing these scores to find the total score for each form. The questionnaires were corrected on the basis of (28) items, after the scores were given (1, 2, 3, 4, 5) for the positive response. On the positive items in measuring the concept, in light of the teachers' choice of one of the scale alternatives (Strongly agree, Agree, Neutral, Disagree, Strongly disagree), and the weights of these alternatives reflect in relation to the negative items, as shown in the table 3.3, thus, the highest score obtained by the respondent on the oral performance scale is (140) and the lowest score is (28), while the arithmetic mean is (84).

Table 3.4: Numbers of The Positive and Negative Items

Positive Items	All items are positive
Negative Items	Non

3.4 Implementation of the Scale

To measure the psychometric properties of the oral performance scale, it was applied to the research sample of (350) male and female teachers and (6) forms were lost and (4) forms were excluded due to lack of information or responses, and thus the total number of research forms reached (340) forms which were subjected to statistical analysis.

3.5 Statistical analysis of the scale items

Indicators of validity and reliability of the oral performance scale:

3.5.1 Validity

Validity is one of the important conditions that must be met in constructing psychological scales, and valid means the ability of the tool to measure what it was actually prepared to measure (Abbas and Nawfal, 2009, p. 261) (Saber et al., 2002, p. 167).

The researcher has verified the validity of the scale through the following types of validity:

3.5.1.1 Face Validity

The instrument is valid if its appearance indicates that in terms of form and correlation of its items with the measured behavior.

And face validity is the least important type of validity because it tries to identify the extent to which the test measures the purpose for which it was apparently organized (Al-Zoba'i et al., 1981, p. 44).

This type of validity of the scale was achieved by presenting it to the experts and taking their opinions about the validity of the items and instructions of the scale.

3.5.1.2 Discriminative Validity

Calculating the discriminatory validity of the items is an important aspect in the statistical analysis of the items in order to ensure their ability to clarify the individual differences in the trait to be measured (Ebel, 1972, p.392). It is important to keep the items with discriminatory validity in the final form of the scale, and the exclusion of the undistinguished items, modifying them or trying them again (Ghisell, 1981, p.434).

The researcher has verified the discriminatory validity of the items through:

3.5.1.2.1 The Two Extreme Group Method

To calculate the discriminatory validity of the scale items using the two extreme groups method, the total score for each of the (340) questionnaire was determined. After arranging the scores in descending order from highest to lowest, a cut-off rate of 27% of the questionnaires with the highest and lowest scores was taken in order to obtain two extreme groups that fulfill the criteria for differentiation and size (Stanley & Hopkins, 1972, p.286). In light of this percentage, the number of each of the two extreme groups was (92) forms, meaning that (184) questionnaires were subjected to analysis out of (340). The limits of the upper group's degrees ranged between (137-103) degrees, while the degrees of the lower group ranged between (65-30) degrees. Since the distribution of scores of the sample members tends to a moderate distribution (Fig. 1), and Table (3.4), the researcher resorted to using parametric statistical methods, the t-test for two independent samples was used to test the significance of the difference between the upper and lower group for each item of the scale. It was found that all the items of the scale are distinct at the level of significance (0.05), noting that the tabular T-value at the level of significance (0.05) and the degree of freedom (182) is (1.96), and Table 3.5 illustrates the results.

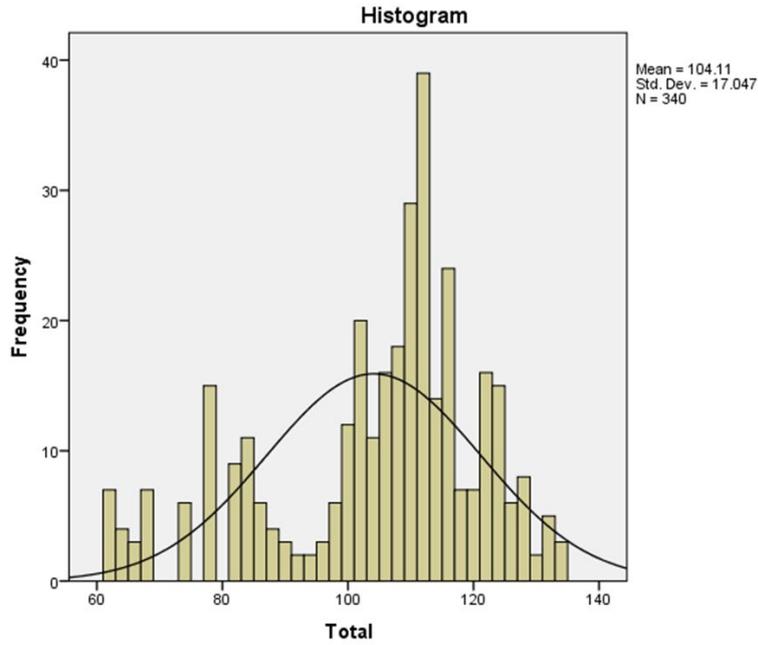


Fig 1.2 Distribution of the research sample's scores on the oral performance scale.

Table 3.5: Descriptive Statistical Characteristics of An Oral Performance Scale

Sample	Mean	Medium	St.D	Skewness	Kurtosis
340	104,11	109,00	17,04	0,056-	0,264-

Table 3.6: Discrimination Coefficients for The Oral Performance Scale Items by The Two Extreme Groups Method

No.	Upper Group		Lower Group		Calculated T- value	Sig
	Mean	St.D	Mean	St.D		
1.	4.11	0.58	3.73	0.91	3.36	Sig.
2.	4.04	0.64	2.89	1.37	7.29	Sig.
3.	4.35	0.54	2.95	.94	12.36	Sig.
4.	4.18	0.61	2.88	0.93	11.20	Sig.
5.	4.53	0.68	3.01	1.38	9.43	Sig.
6.	4.17	0.52	3.10	0.83	10.41	Sig.
7.	4.37	0.73	2.96	0.98	11.03	Sig.

8.	4.21	0.74	2.89	1.37	8.04	Sig.
9.	4.54	0.50	2.40	1.27	14.98	Sig.
10.	4.45	0.56	2.67	1.19	12.85	Sig.
11.	4.17	0.72	2.40	1.29	11.48	Sig.
12.	4.37	0.69	2.66	1.26	11.38	Sig.
13.	4.21	0.63	2.61	1.33	10.36	Sig.
14.	4.47	0.61	2.89	1.42	9.72	Sig.
15.	4.59	0.55	2.82	1.25	12.35	Sig.
16.	4.52	0.58	3.50	1.19	7.39	Sig.
17.	4.55	0.54	2.71	1.13	14.09	Sig.
18.	4.24	0.61	2.88	1.18	9.75	Sig.
19.	4.34	0.65	2.77	1.34	10.05	Sig.
20.	4.53	0.56	3.49	1.27	7.19	Sig.
21.	4.16	0.61	3.71	1.13	3.39	Sig.
22.	4.26	0.60	2.98	1.29	8.61	Sig.
23.	4.34	0.73	3.49	1.12	6.06	Sig.
24.	4.03	1.01	2.42	1.23	9.67	Sig.
25.	4.32	0.81	2.29	1.14	13.82	Sig.
26.	4.68	0.46	2.42	1.26	16.13	Sig.
27.	4.40	0.61	2.62	1.26	12.16	Sig.
28.	4.48	0.60	2.13	1.26	16.03	Sig.

3.5.1.3 The Relationship of the Item's Score with the Total Score of the Scale

Finding the relationship of the item's degree with the total degree of the scale is another method for analyzing the items, and it is one of the most accurate methods adopted in calculating the internal consistency of the items of the scale (Isawy, 1985, p.95)

According to Anastasi, the total score of the examinees is the best internal test that can be relied upon when it is not possible to obtain an external test (Anastasi, 1976, p.206) (Allam, 2000, p.278).

This method assumes that the total score of the individuals is a criterion for the validity of the test. Accordingly, the item is deleted when the coefficient of its correlation with the total score is low and not statistically significant, given that the item does not measure the data measured by the entire test (Al-Zoba'i et al., 1981, p.43).

In order to extract the relationship of the degree of the item with the total degree of the scale, the Pearson correlation coefficient was applied, and the questionnaires subject to analysis were (340); the results showed that all correlation coefficients were statistically significant at the level of significance (0.05), noting that the tabular t-value at the level of significance (0.05) and the degree of freedom for one group (338) . Table 3. 7 shows the result.

Table 3.7: Correlation Coefficients of The Item Score With The Total Score of The Academic Procrastination Scale

Item No.	Correlation Coefficient between the item's score and the total score of the scale	T- value	Sig.
1.	0.228	4.57	Sig.
2.	0.475	11.86	Sig.
3.	0.605	17.44	Sig.
4.	0.623	18.49	Sig.
5.	0.618	17.95	Sig.
6.	0.549	14.63	Sig.
7.	0.598	16.94	Sig.
8.	0.500	13.00	Sig.
9.	0.748	26.68	Sig.
10.	0.686	22.10	Sig.

11.	0.669	20.80	Sig.
12.	0.571	15.98	Sig.
13.	0.580	16.45	Sig.
14.	0.566	15.52	Sig.
15.	0.687	22.10	Sig.
16.	0.392	9.18	Sig.
17.	0.683	22.10	Sig.
18.	0.556	15.07	Sig.
19.	0.666	20.80	Sig.
20.	0.494	12.61	Sig.
21.	0.173	3.43	Sig.
22.	0.490	12.61	Sig.
23.	0.328	7.13	Sig.
24.	0.456	11.15	Sig.
25.	0.727	25.01	Sig.
26.	0.704	23.49	Sig.
27.	0.631	19.04	Sig.
28.	0.773	29.51	Sig.

3.5.2 Reliability

Reliability means the consistency of the scale's degrees in measuring what was set for its measurement (Eble, 1972, p.409). The aim of calculating the reliability is to estimate the errors of the scale and to suggest ways to reduce these errors (Murphy, 1988, p.63).

Reliability is one of the basic standard characteristics of psychological scales, although validity is more important than it, because the valid scale is considered reliable, while the fixed scale may not be true, but the reliability of the scale should be checked despite the indicators of its validity because there is no scale characterized by with complete validity (Brown, 1983, p.72), and one

of the conditions for a good scale is its high reliability (Anastasi, 1976, p.103), which is that the test gives the same results if it is re-applied to the same group of individuals in the same circumstances (Abdul Rahman, 1998, p.163). It is possible to verify the reliability of the scale and psychological tests in several ways, each of them is concerned with estimating a certain quality of the error variance. The researcher has used the following methods to extract the reliability of the scale:

3.5.2.1 Half-Split Method

This method is one of the most widely used and fast methods of reliability because it requires applying the test to individuals only once (Al-Ghareeb,1977, p.627). It represents the individual items and the other part represents the even items, then the correlation coefficient is found between the scores of the two parts, then it is corrected by the Spearman-Brown equation to extract the total reliability because the stability resulting from the split-half represents the reliability coefficient of the two halves of the test (Oudah,1998, p.349).

In addition, there are equations through which reliability can be calculated by the split-half method without the need to calculate the correlation coefficient between the two halves of the test, including the ROLON equation, which depends on the discrepancy between the differences between the two halves' scores and the variance of test scores, and the GETMAN equation, which depends on the variance of the two halves of the test and its total variance. (Al-Ajili , 1990, p.33) .

Therefore, the researcher has divided the oral performance scale into two parts after applying it to the research sample of (340) male and female teachers, the first part represents the degrees of the individual items, and the second part represents the degrees of the even items , then reliability coefficient was calculated by the Spearman- Brown, and the value of the reliability coefficient extracted by this method was (0.790), and after correcting it using the correction

equation for (Spearman - Brown), its value was (0.883), which is an additional indication that the test reliability coefficient is good in light of many previous studies.

3.5.2.2 Alpha Coefficient for Internal Consistency

This method depends on the consistency of the individual's performance from one item to another, and this factor gives us a good estimate of reliability in most situations (Thorndike et al., 1989, p. 97).

To extract reliability in this way, the statistical analysis sample questionnaires (340) were subjected to the Alpha Cronbach Formula, and the scale's reliability coefficient reached (0.925), which is high reliability when compared to the absolute standard.

In light of the foregoing, it can be said that the current research has reached a construction of an oral performance scale (questionnaire) that has several indicators of validity and reliability, as well as indicators of efficiency in distinguishing between individuals with high and low levels of oral performance.

Chapter Four

Data Analysis and Results

4.0 An Introductory Note

This chapter includes the presentation of the data analysis and the results of the study through the manipulation of the statistical tools.

4.1 Presentation of Results

The following statistical procedures have been used to analyze the collected data:

1. Teachers' responses on the questionnaire items have been recorded.
2. The following statistical scales have been used, the One-sample Test, Test value, paired Sample Test, 95% confidence interval of differences, Levene's independent sampling test for equality of variances and t-test for equality of means, Multiple comparisons and the test of homogeneity of variances of the teachers' ages, years of experience, and qualifications.
3. The total alpha is 0.05 for all tests.
4. Post-Hoc-test is used to test the differences between the groups.
5. Through the analysis, if the P-value is less than alpha 0.05, this means that the variance is significantly different. And if the P-value is greater than 0.05, this means the variance is not significantly different.
6. Some tables hold long data that cannot fit in one table due to the paper margin, and for more clarity, the researcher has divided them in more than one table under the same title.

However, to achieve the study aim and to answer the questions, the results indicate the following:

4.1.1 Results of the First Question

To answer the first question which states that "Are there any significantly statistical differences in the Iraqi EFL teachers' perspectives towards applying

curriculum activities in developing secondary school students' oral language performance?", one sample test, P-value, 95% confidence interval of differences were used. Table 4.1 and 4.1.1 show the results.

Table 4.1: One-Sample Test, Test Value, Paired Sample Test

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

Table 4.1.1: One-Sample Test the Test Value = 0

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

Table 4.1 and 4.1.1 show that the mean score is 33.96, with a standard deviation of 6.599. Due to this result, the P-value is 0.00 which is less than 0.05, and the mean difference of teachers' perspectives who respond to the questionnaire items is 33.959, and the confidence interval does not include zero; its range is basically from 33 with rounding, all the way to 34.66, these results indicate a significant positive difference in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary-school students' oral language performance. To sum-up the result, based on the P-value 0.00, which is less than 0.05 (that means that the variance is significant), and the Confidence Interval of the Difference does not include zero (33.25- 34.66). This means the variance is significantly different.

4.1.2 Result of the Second Question

To answer the first part of the second question which states that "Are there any significantly statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance due to the gender variable?",

Levene's Test for Equality of Variances and t-test for Equality of Means were used. Tables 4.2 and 4.2.1 show the results.

Table 4.2: Test for Equality of Variances and T-Test for Equality of Means.

Gender	N	Mean	Std. Deviation	Std. Error Mean
Female	170	34.10	6.322	0.412
Male	170	33.64	7.203	0.703

Table 4.2.1: Levene's Test for Equality of Variances

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

Tables 4.2 and 4.2.1 show that the mean score of the females is 34.10 and the mean score for the males is 33.64 with a standard deviation of 6.322 and 7.203 respectively, and as the F. value is 5.277, which is greater than the significance value 0.05, this means there is equal variance assumed.

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

females variable. To sum up the results, the researcher has suggested the following table, Table 4.2.2:

Table 4.2.2: Difference Between Males and Females

Gender	Means	t-value	(2-tailed) value	confidence interval	Significant
Females	34.10	0.598	0.550	Zero is existed -1.061 to 1.989	No.
Males	33.64				

-To answer the second part of the second question which states that "Are there any significantly statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance due to age variable?", a Tukey's test was used which two tables come-out, the Post-hoc-tests which is labeled Multiple Comparisons and the Test of Homogeneity of Variances which labeled Levene Statistic (ANOVA) table. Tables 4.3, 4.3.1, and 4.3.2 show the results.

Table 4.3 Test of Homogeneity

Levene Statistic	df1	df2	Sig.
24.778	3	336	0.000

Table 4.3.1: Variances of the Teachers' Ages ANOVA

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

4.3.2: Multiple Comparisons

(I) Age		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
21-25	26-30	-3.166*	1.107	0.005	-5.34	-0.99
	31-35	-1.531	1.039	0.141	-3.57	0.51
	36 and above	-5.411*	0.900	0.000	-7.18	-3.64

26-30	21-25	3.166*	1.107	0.005	0.99	5.34
	31-35	1.635	1.117	0.144	-0.56	3.83
	36 and above	-2.245*	0.990	0.024	-4.19	-0.30
31-35	21-25	1.531	1.039	0.141	-0.51	3.57
	26-30	-1.635	1.117	0.144	-3.83	0.56
	36 and above	-3.880*	0.912	0.000	-5.67	-2.09
36 and above	21-25	5.411*	0.900	0.000	3.64	7.18
	26-30	2.245*	0.990	0.024	0.30	4.19
	31-35	3.880*	0.912	0.000	2.09	5.67

*. The mean difference is significant at the 0.05 level.

Table 4.3 shows that there are significantly statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance due to the age variable. This result of Levene value of significance is 24.778 with a significance value of 0.000, which is less than 0.05 significance, indicating a significant difference. In addition, the ANOVA table shows that the degree of freedom (df) between group values is 3 and within groups value is 336 with F. value 13.880 with significance difference 0.00 which is less than 0.05 significance, that means there is a statistical difference for the favour of the ages 36 and above as shown in Post-Hoc-test table. To summarize this table, the researcher has suggested the following table, Table 4.3.3:

Table 4.3.3: Multiple Comparison Table

Ages	P-value (Sig)	Significant
21-25 vs 26-30	0.005	Yes.
21-25 vs 31-35	0.141	No.
21-25 vs 36 and above	0.000	Yes.
26-30 vs 31-35	0.144	No.
26-30 vs 36- and above	0.024	Yes.
31-35 va 36 and above	0.000	Yes.

The table shows that the ages between 36 and above are significant with the ages between 21-25, 26-30, and 31-35.

-To answer the third part of the second question which states that "Are there any significantly statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance due to the years' experience variable?" Post-hoc-tests which is labeled Multiple Comparisons and the Test of Homogeneity of Variances which labeled Levene Statistic (ANOVA) were used. Tables 4.4 , 4.4.1, 4.4.2, and 4.4.3 show the results.

Table 4.4 Multiple Comparisons

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

Table 4.4.1: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
19.905	3	336	0.000

Table 4.4.2: Variances of the Teachers' Years of Experiences.

ANOVA

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

Table 4.4.3: Post Hoc Tests Multiple Comparisons

(I) Years		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 5 years	6-10 years	-0.789	1.030	0.444	-2.82	1.24
	11-15 years	-2.408*	0.971	0.014	-4.32	-0.50
	more than 16 years	-4.120*	0.919	0.000	-5.93	-2.31
6-10 years	Less than 5 years	0.789	1.030	0.444	-1.24	2.82
	11-15 years	-1.619	1.071	0.132	-3.73	0.49
	more than 16 years	-3.331*	1.024	0.001	-5.35	-1.32
11-15 years	Less than 5 years	2.408*	0.971	0.014	0.50	4.32
	6-10 years	1.619	1.071	0.132	-0.49	3.73
	more than 16 years	-1.712	0.964	0.077	-3.61	0.19
More than	Less than 5	4.120*	0.919	0.000	2.31	5.93

16 years	years					
	6-10 years	3.331*	1.024	0.001	1.32	5.35
	11-15 years	1.712	0.964	0.077	-0.19	3.61
*. The mean difference is significant at the 0.05 level.						

Tables 4.4, 4.4.1, 4.4.2, and 4.4.3 show that the highest mean score is 36.16 for the experience year more than 16 years, and the lowest mean score is 32.04 for the experience years Less than 5 years. The Leven test value is 19.905 with a significant value of 0.000 which means that there is a significant difference between the years of experience towards applying curriculum. The ANOVA test F. value is 7.575 with a significant value of 0.000 which is less than a 0.05 significant value. This means that there is a significant difference between the years of experience variable. To reveal this variance, the Post-Hoc-Test was used. The results show that there is a significant difference between the year of experience less than 5 years and 11-15 years with a mean difference of -2.408 and with a significant value of 0.014 which is less than 0.05 significant value.

Also, there is a significant difference in the years of experience between less than 5 years and more than 16 years with a mean difference of -4.120 with a significant value of 0.000, which is less than 0.05 significant value, which means there is a significant difference, this is fostered by the confidence interval of difference which is ranged from -5.93 all the way up to -2.31 which does not include value zero, this means that the significant difference is existed.

Also, the mean difference of the experience years between 6-10 years and more than 16 years is -3.331 with a significant value of 0.001, which is less than 0.05 significant value, and the confidence interval of differences ranges from -5.35 all the way up to -1.32 which does not include value zero, this means it is significant. To sum up the results, the researcher has set the following table.

Table 4.4.4: Multiple Comparison Table

Years of Experience	P-value (Sig)	Significant
Less than 5 years vs. 6-10 years	0.444	No
Less than 5 years vs. 11-15 years	0.014	Yes
Less than 5 years vs. more than 16 years	0.000	Yes
6-10 years vs. 11-15 years	0.132	No
6-10 years vs. more than 16 years	0.001	Yes
11-15 years vs. more than 16 years	0.077	No

The experience less than 5 years is significant with the experience years between 11-15 and also with more than 16 years. In addition, the years of experience between 6-10 are significant with more than 16 years of experience.

-To answer the fourth part of the second question which states that "Are there any statistical significance differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance due to the qualification variable?", Post-hoc-tests which is labeled Multiple Comparisons and the Test of Homogeneity of Variances which labeled Levene Statistic (ANOVA) were used. Table 4.5, 4.5.1, 4.5.2, and 4.5.3 show the results.

Table 4.5 Multiple Comparisons

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

Table 4.5.1: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
0.806	3	336	0.491

Table 4.5.2: Variances of the Teachers' qualifications.**ANOVA**

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

Table 4.5.3: Post Hoc Tests Multiple Comparisons

(I) Qualification		Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Bachelor	High Diploma	4.035*	1.260	0.001	1.56	6.51
	Master	-0.890	0.960	0.354	-2.78	1.00
	Ph.D.	1.935	1.590	0.224	-1.19	5.06
High Diploma	Bachelor	-4.035*	1.260	0.001	-6.51	-1.56
	Master	-4.925*	1.466	0.001	-7.81	-2.04
	Ph.D.	-2.100	1.938	0.279	-5.91	1.71
Master	Bachelor	0.890	0.960	0.354	-1.00	2.78
	High Diploma	-4.925*	1.466	0.001	2.04	7.81
	Ph.D.	2.825	1.757	0.109	-0.63	6.28
Ph.D.	Bachelor	-1.935	1.590	0.224	-5.06	1.19
	High Diploma	2.100	1.938	0.279	-1.71	5.91
	Master	-2.825	1.757	0.109	-6.28	0.63

* The mean difference is significant at the 0.05 level.

Tables 4.5, 4.5.1, 4.5.2, and 4.5.3 show that the highest mean score is 35.16 for the Master's qualification, and the lowest mean score is 30.23 for the high diploma qualification. The Leven test value is 0.806 with a significant value of 0.491 which means that there is a significant difference between the teachers' qualifications towards curriculum applications. The ANOVA test F. value is 4.484 with a significant value of 0.004, which is less than a 0.05 significant value. This means that there is a significant difference between the teachers' qualifications variable. To reveal this variance, the Post-Hoc-Test was used. The results show that The mean difference between the Bachelor's qualifications and High Diploma qualifications is 4.035 and with a significant value of 0.001, which is less than 0.05 significant value.

Also, the mean difference between the High Diploma qualification and with Master qualification is -4.925 with a significant value of 0.001, which is less than 0.05 significant value, which means there is a significant difference; this is fostered by the confidence interval of difference which is ranged from -7.81 all the way up to -2.04 which does not include value zero, this means the significant difference is existed. To sum up the results, the researcher has set the following table, Table 4.10.4:

Table 4.5.4 Multiple comparison table

Years of Experience	P-value (Sig)	Significant
Bachelor va. High Diplona	0.001	Yes.
Bachelor vs. Master	0.354	No.
Bachelor vs. Ph.D	0.224	No.
High Diploma vs. Master	0.001	Yes
High Diploma vs. Ph.D.	0.279	No.
Master vs. Ph.D.	0.109	No.

The results show that there is a variance difference in teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance between Bachelor qualification and High Diploma qualification, also between High Diploma and Master qualifications.

4.2 Discussion of the Results

This study aims to reveal Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral language performance. The results show that the teachers' perspectives are varied due to several variables such as teachers' gender, ages, years of experience, and qualification. The results reveal the following:

1. EFL teachers have positive perspectives toward applying curriculum activities in developing secondary school students' oral language performance.

This result can be attributed to the fact that curriculum activities have positive features that students like and are interested in learning oral skills. It seems that these curriculum activities are close to students' learning preferences. Brown (2000) states that using interested instructional methods helps learners smoothly engage in the learning process. Also, the EFL teachers' positive perspectives on curriculum activities are due to the multiple choices for teaching oral skills. The freedom to choose the teaching method and the educational materials allow an excellent opportunity for both the teacher and the student to practice the English language entirely freely without the restrictions of the class and the traditional curriculum.

The results are consistent with the results of Al-shreege (2020), Ginosyan et al. (2019), Zakhir (2019), Atmeh (2018), Kardiansyah and Qodriani (2018), Yusof and Abugohar (2017), Antovska and Kostov (2016) and Kuimova et al. (2016). In contrast, the results are inconsistent with Hamood's (2020) results,

who finds that the English language teachers have a negative point of view toward implementing curriculum activities due to several factors.

2. There are no significantly statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral performance due to the gender (males and females) variable.

This result can be attributed to the fact that both the male and females EFL teachers follow the same teaching methods, and the curriculum activities are an easy task that both genders can use. Also, both the male and the female EFL teachers have benefited from the technology in providing extra activities in teaching the English language. In addition, the equalization in EFL teachers' perspectives due to gender can be attributed to EFL teachers' beliefs in the teaching tools, instruments, and strategies.

The results are consistent with the results of Al-shregee (2020), Al-shregee (2020), Zakhir (2019), and Kuimova et al. (2016), who find that there are no statistically significant differences in teachers' perspectives due to gender variables.

3. There are significantly statistical differences in the Iraqi EFL teachers' perspectives towards applying curriculum activities in developing secondary school students' oral performance due to the age variable in favour of the ages between 21-25 years.

Teachers between 21-25 years are influenced by the formal teaching methods and the textbook material. The teacher's age is close to the students' ages; thus, using curriculum activities is not within their interests. Teachers between 21-25 years old are influenced mainly by technology, and thus they try to implement technology in teaching. However, the lack of technological infrastructure inside the schools and universities is a dilemma. The results of this

study are inconsistent with the results of Ginosyan et al. (2019), Zakhir (2019), and Kuimova et al. (2016), who do not find any significant difference in teachers' perspectives toward applying curriculum activities in developing secondary school students' oral language performance.

4. The years of experience reveal to have an effect on EFL teachers' perspectives toward applying curriculum activities in developing secondary school students' oral performance; there are significant differences in EFL teachers' perspectives due to their years of experience and for the favor of the years more than 16 years.

This result can be attributed to teachers with long experience who have practiced all the teaching methods and can provisionally design curriculum activities. Thus, they show more positive perspectives toward the use of curriculum activities in teaching oral skills for the level of secondary schools. This result is inconsistent with the results of Al-shregee (2020), Zakhir (2019), and Atmeh (2018), who find no significant difference in teachers' perspectives due to experience.

The result is consistent with the results of Yusof and Abugohar (2017) and Antovska and Kostov (2016), who find a significant difference in teachers' perspectives due to the experiences in favor of the long years of experience.

5. The results reveal a significant difference between the teachers' qualifications towards curriculum applications in favor of the teacher with Bachelor's qualifications.

This result is a natural result for the previous aims that prove a significant difference in teachers' perspectives due to age between 21-25. This result shows a significant difference in teachers' perspectives in favor of the teacher with a Bachelor's qualification (usual ages between 21-25). Curriculum activities establish a sense of teamwork among students and teachers, free anxiety

communication, friendly relationships, and a sense of belonging; all these aspects enable students unconsciously to develop positive attitudes toward engaging in communication, which means to use the language not only to gain knowledge of the language system.

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

Chapter Five

Conclusions, Recommendations and Suggestions for Further Studies

5.0 An Introductory Note

This chapter includes conclusions drawn from the results and their discussion. Recommendations and suggestions for further studies are given by the researcher.

5.1 Conclusions

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

1. Concerning the role of curriculum activities in developing language performance, the EFL teachers believe that curriculum activities can provide good exposure to the new ideas and novice information, help student to express thoughts, feelings, and opinions freely, develop students' oral fluency and flexibility performance, increase student's motivation, improve students' brainstorming and problem- solving, and increase students' acceptance of different students' opinions.
2. Concerning the role of curriculum activities in developing students' oral language performance, the EFL teachers believe that curriculum activities can develop students' oral performance skills due to the use of authentic materials, take the risk of using English language in a dialogue, exchange information outside the textbook, use learning tools that close to students' interest, improve students' general communicative knowledge, encourage students to participate inside and outside the class in oral communication, and motivate students to practice exchange information in English language.

3. Curriculum activities are of great importance in teaching English language. They are a complement tool for teaching English, they can expand deep students' language knowledge, and develop oral skills. The curriculum activities can increase students' interest in learning English language. In short, the pedagogical implications of these findings are that curriculum activities facilitate teaching English, motivate students to learn and make them more interesting for long-life learning.
4. The variance of variables of gender, ages, years of experience, and qualifications do not affect the EFL teachers' perspectives toward applying curriculum activities in teaching oral skills, the general perspectives are positive.
5. Using curriculum activities prove to be used more by young teachers (males and females). Their perspectives are higher than the other teachers in using curriculum activities in teaching English language in general (the four skills).
6. Concerning the long experience, the teachers who have experience more than 16 years their level of perspectives is neutral.
7. In general, applying curriculum activities in teaching English language in oral skills have positive effects on students' language performance. The outcomes of this study are online with the outcomes of several studies conducted in this field.

5.2 Recommendations

In light of the outcomes and the conclusions, the following recommendations are put forward:

1. Sufficient care for planned and efficient practice of curriculum activities enhance EFL teachers to improve their students' oral skills.
2. Urging the directorate general of education to prepare the teachers well to lead the school's curriculum activities, effectively leading in a scientific manner.

3. Creating the infrastructure to help and encourage teachers to use curriculum activities, and following up on the preparation of curriculum activities by educational supervisors.
4. As all the English language teachers have positive perspective toward the use of curriculum activities in teaching oral skills, they need a scientific frame to practice such activities as to establish a "Students Communication Club" inside the school.
5. Due to the students' big number in the public schools classes, the teacher must divide the students into groups with appropriate preparation for each activity so that the extracurricular activity achieves its ultimate goals.
6. Learning must be as enjoyable and stress-free as possible, thus using a rigid scheme when dealing with students is not recommended.
7. To develop an educational guide for curriculum school activities by those in charge of education programs in cooperation with the Ministry's Supervision and School Activities Department provide a clear and accessible mechanism for its implementation, follow-up, and evaluation.
8. The EFL teachers can benefit from technology to provide extracurricular activities outside the classrooms to enhance textbook activities.
9. To benefit from the curriculum activities contribution in promoting a kind of reflection that helps students become aware of realities and situations can make them better professionals.
10. Enhancing EFL students' awareness of the benefits of curriculum activities in learning English language. Some extracurricular activities involve games, leisure activities, and puzzle that the students may not pay attention well during the activities.
11. Students engaged in e curriculum activities that are very close from their social life such as using drama, poetry and role-play in teaching communication.

5.3 Suggestions for Further Studies

Based on the findings of this study, the following studies are suggested:

- 1- Investigating EFL teachers' awareness of curriculum activities.
- 2- The Role of curriculum activities in developing speaking skills.
- 3- Investigating the EFL teachers' metacognitive awareness of speaking skills strategies and the effect of curriculum activities in students' speaking performance.
- 4- Investigating the obstacles that encounter EFL teachers in applying curriculum activities in teaching speaking skills.
- 5- The social factors that affect implementing curriculum activities in Iraqi schools.
- 6- The role of dram as an curriculum activity in developing primary school students' oral performance.

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Appendix (A)

Final Version of The Questionnaire

University of Babylon
College of Basic Education
English department
Higher Studies/ M.A.
Methods of Teaching English



Teachers' Questionnaire

Teacher _____

Dear teacher

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

Researcher:
Arwa Harith Hassan
Hassan

Supervised by:
Asst. Prof. Sabeeha Hamza Dehham Prof. Abd Ali Nayeef

Part One: Personal Information

Please tick the appropriate choice (✓)

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

Part Two: Teachers' Perspectives about Curriculumactivities (ECA)

Please tick the appropriate choice (✓)

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

10- CA involves imagination, originality, flexibility, and freshness of ideas then expressing their thoughts orally.					
11- CA increases the average of creative thinking					
12- CA means students work and communicate with each other in groups to solve problems, each student can take his/her role to express opinions orally and more.					
13- CA encourages discussion of social problems prevalent in society.					
14- CA improves students' brainstorming and problem-solving.					
15- CA encourages the students to break the silence and push them to participate in the class.					
16- CA increases students' motivation to learn and acquire knowledge.					
17- CA helps to strengthen students' relationship with the teacher and his colleagues.					
18- CA increases students' acceptance of different students' opinions ,backgrounds and learning styles.					
19- CA enhances students' communication and critical-thinking skills.					

Part Three: Teachers' Opinions of Curriculum Activities (CA) to Develop Students' Oral Performance

Please tick the appropriate choice (✓)

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
20- Giving students topics from real life to talk about may develop their oral performance skills.					
21- The use of multiple means of transmission to impart speaking skill by the teacher and his teaching and not just depending on provided in the book.					
22- Using the CLT method to develop their oral performance					
23- Student's general knowledge and reading literary books may improve their writing and speaking skills, not just relying on textbooks.					
24- Correcting students' mistakes when speaking can help them develop their oral performance through CA.					
25- Encouraging students to participate inside and outside the class using foreign language to enhance their oral performance.					
26- Using charts, slides, visuals, and records to learn about students' skills and develop their oral performance.					
27- Encouraging students to read and listen to reports, short stories, magazines and books to develop their oral performance.					
28- Giving students topics of their choice to speak about may improve their oral performance.					

Please add any suggestion or comment which may help to improve the research.....

.....

Researcher: Arwa Harith

Appendix (B)

List of the Jury Members

NO.	Scientific Rank	Names of Experts	Place of Work
1.	Prof. in Linguistics	Abdul-Kareem Fadhil Jameel , Ph.D.	University of Baghdad - College of Education -Ibn Rushed
2.	Prof. in ELT	Ahmed Qadoury Abed,Ph.D.	University of Al-Mustansiriyah - College of Arts
3..	Prof. in ELT	Ala'a Ismael Challob , Ph.D.	College of Education for Humanities\ University of Anbar
4.	Prof. in ELT	Salam Hamid Abbas, Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
5.	Prof. in ELT	Sami Abdulaziz Al-Mamouri, Ph.D.	College of Basic Education\ University of Diyala
6.	Prof. in TEFL	Shaimaa Al Bakri , Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
7.	Asst. Prof. in TEFL	Ali Sabah Jameel , Ph.D.	College of Arts\ University of Anbar
8.	Asst. Prof. in ELT	Asmaa' Sirry Mahmoud , Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
9.	Asst. Prof. in ELT	Bushra Sa'doon Mohammed,Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
10.	Asst. Prof. in ELT	Dhia Mizhir Kribt , Ph.D.	University of Baghdad - College of Education -Ibn Rushed
11.	Asst. Prof. in ELT	Elaf Riyadh Khalil , Ph.D.	College of Education – Ibn Rushd\ University of Baghdad
12.	Asst. Prof. in ELT	Maysaa Rashid Abdul-Majeed	College of Education For Women\ University of Baghdad
13.	Asst. Prof. in ELT	Muna Abbas AL-Kattaib, Ph.D.	College of Basic Education\ University of Babylon
14.	Asst. Prof. in ELT	Nadia Majeed Hussein, Ph.D.	Middle Technical University\ Technical Instructors Training Institute
15.	Lect.	Ahmed Rawdhan Salman,Ph.D.	College of Basic Education\ University of Babylon

Appendix (C)

Permissions

Ministry of Higher Education and Scientific Research
University of Babylon
college of Basic Education

جمهورية العراق
جامعة بابل
كلية التربية الاساسية

وزارة التعليم العالي والبحث العلمي

Ref. No.:
Date: / /

العدد: ١١٥
التاريخ: ١٤ / ١٢ / ٢٠٢١

QR Code

كلية التربية الاساسية
شعبة الموارد البشرية
الصادرة

الى / المديرية العامة للتربية في محافظة بغداد / الكرخ الثانية
م/تسهيل مهمة

تحية طيبة :-

يرجى تفضلكم بتسهيل مهمة طالبة الدراسات العليا (أروى حارث حسن ابراهيم) ماجستير في التربية/ طرائق التدريس اللغة الانكليزية و المقبولة في كليتنا للعام الدراسي (٢٠٢٠ / ٢٠٢١) و ذلك لغرض إكمال متطلبات رسالتها الموسومة ب:-
(Iraqi EFL Teachers' Perspectives Towards the Application of Extra – Curricular Activities to Develop Secondary School Students' Oral Performance)

...تفضلكم بالقبول مع فائق التحية و الاحترام ...

أ. د. فراس سليم حياوي مزوقي
معاون العميد للشؤون العلمية و الدراسات العليا
٢٠٢١/١٢/١٤

نسخة منه الى ///
- ملف الشخصية
- الصادرة

حسين

STARS

basic@uobabylon.edu.iq

وطني ٠٧٢٣٠٠٣٥٧٤٤
امنية ٠٧٦٠١٢٨٨٥٦٦

مكتب العميد ١١٨٤
المعاون العلمي ١١٨٨
المعاون الاداري ١١٨٩

العراق - بابل - جامعة بابل
بداة الجامعة ٠٠٩٦٤٧٢٣٠٠٣٥٧٤٤

Republic of Iraq

Baghdad Governorate

No :

Date : \ 2022

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ



جمهورية العراق
محافظة بغداد

المديرية العامة لتربية بغداد/الكرخ ٢
قسم الاعداد والتدريب
شعبة البحوث والدراسات التربوية
العدد: ١٤ / ٣ / ٣٨
التاريخ: ٢٠٢٢ / ١ / ١٤

الى / ادارات المدارس الاعدادي والثانوي التابعة لمديرتنا كافة



م/ تسهيل مهمة

تحية طيبة

أشاره الى كتاب وزارة التعليم العالي والبحث العلمي/ جامعة بابل/ كلية التربية الاساسية / ذي العدد (١١٧٨٩) في ٢٠٢١/١٢/١٤ .

يرجى تسهيل مهمة طالبة الماجستير (اروي حارث حسن) في التربية/ طرائق تدريس اللغة الانكليزية في الجامعة اعلاه لغرض اكمال بحثها الموسوم بـ

Iraqi EFL Teachers Perspectives Towards The Application of extra-Curricular Activities to Develop Secondary School Students Oral Performance

عند زيارتها لكم على ان لا يتعارض مع تعليمات خلية الازمة .

مع التقدير...

علي اسماعيل زاير
مدير قسم الاعداد والتدريب

٢٠٢٢ / ١ / ١٤

نسخة منه الى

- مكتب السيد المدير العام المحترم للعلم... مع التقدير
- قسم التخطيط التربوي/ شعبة الاحصاء (لتزويد الباحثة بالبيانات اللازمة) .
- قسم الاعداد والتدريب /شعبة البحوث والدراسات التربوية

سحر

Appendix (D)

Letter of Acceptance

Republic of Iraq
Ministry of Higher Education
and Scientific Research
University of Babylon
College of Basic Education
Journal of College of Basic Education



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
كلية التربية الأساسية
مجلة كلية التربية الأساسية
مجلة علمية محكمة

العدد: 150

التاريخ: 2022/6/15

السيد / اروي حارث حسن العزاوي

أ.م. صبيحه حازم دحام

أ.م.د. عبد علي نايف حسن

جامعة بابل / كلية التربية الأساسية

قبول نشر

تهديكم هيئة تحرير مجلة كلية التربية الأساسية للعلوم التربوية والإنسانية/ جامعة بابل أطيب تحياتها، ويسرها أن تعلمكم بقبول بحثكم الموسوم بـ:

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

للتنشر في العدد القادم الذي سيصدر قريباً إن شاء الله، وبإمكانكم الاطلاع عليه لاحقاً في موقع
المجلة (www.becm-iq.com).

متمنين لكم مزيداً من الإبداع.

أ.د. فراس سليم حياوي

رئيس التحرير

2022/6/15



ISSN print 2304-3717

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Scopus

Letter of Acceptance

Dear Author(s),

Mr./Mrs. _ Arwa Harith Hasan; Sabeeha Hamza Dehham; and Mr. Abd Ali Nayif Hasan

Title: _ Investigating EFL teachers' perspectives towards using extracurricular activities in developing secondary school students' performance in learning English language

Reference your article, I would like to inform you that the 1st round evaluation of your manuscript has been completed on 27 April 2022. Based on the reviewer's recommendations, I am delighted to inform you that your manuscript has been initially accepted. The article as well as has been processed utilizing the peer-review process, and has been **accepted for publication** on 9 June 2022. The article will be published in International Journal of Health Sciences (IJHS) for the next publication 6 (S5) on 29-06-2022.

Thank you very much for submitting your article to "International Journal of Health Sciences."
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Best Regards,



Prof. María Rodríguez Gámez, Ph.D.
Chief Executive Editor



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المستخلص

الآن، نحن نمر في ما يسمى بـ "حقبة ما بعد Covid-19" إذ تعود فيها المؤسسات التعليمية إلى التعليم وجهاً لوجه مع مزيج بسيط من التعلم عن بعد ويستأنف المدرسون تدريس "مواد الكتب المدرسية" بدون مساعدة المواد الإضافية التي اعتاد الطلاب على استخدامها في تعلم المهارات اللغوية. تم إجراء تحليل الحاجات من خلال توزيع سؤال مفتوح على مدرسي اللغة الإنجليزية كلغة أجنبية والذي ذكر "ما هي أكثر الأنشطة التي يفتقدها الطلاب في تعلم اللغة الإنجليزية داخل الفصل الدراسي؟" بعد تحليل استجابات معلمي اللغة الإنجليزية كلغة أجنبية إحصائياً ، تبين أن ٦٤٪ يفتقدون الأنشطة المنهجية الدراسية ، و ١٩٪ يفتقدون القاموس عبر الإنترنت ، و ١٢٪ يفتقدون مهمة الاستماع عبر الإنترنت ، و ٥٪ يفتقدون أنشطة العمل الجماعي ، فمن الواضح أن الطلاب يفتقدون أداة مفيدة مهمة (المساعدة) التي تسهل تعلمهم. ولتحقيق هذه الغاية ، تهدف هذه الدراسة إلى التحقيق في وجهات نظر مدرسي اللغة الإنجليزية كلغة أجنبية العراقيين تجاه تطبيق الأنشطة المنهجية. تناولت الباحثة الأسئلة التالية:

١- هل توجد فروق ذات دلالة إحصائية في وجهات نظر مدرسي اللغة الإنجليزية لغة أجنبية نحو تطبيق الأنشطة المنهجية في تطوير الأداء اللغوي الشفوي لطلاب المرحلة الثانوية؟

٧- هل توجد فروق ذات دلالة إحصائية في وجهات نظر مدرسي اللغة الإنجليزية لغة أجنبية نحو تطبيق الأنشطة المنهجية في تطوير الأداء اللغوي الشفوي لطلاب المدارس الثانوية تعزى لمتغير الجنس ، العمر ، سنوات الخبرة و المؤهلات؟

كان عدد المشاركين ٣٤٠ (١٧٠ إناث و ١٧٠ ذكور) من مدرسي اللغة الإنجليزية كلغة أجنبية من المدارس الحكومية في المديرية العامة لتربية الكرخ الثانية في بغداد، العراق خلال العام الدراسي ٢٠٢٠-٢٠٢١. ولتحقيق الأهداف والإجابة على الأسئلة أعد الباحث استبانة مكونة من ٢٨ فقرة في شكلها النهائي. وكشفت النتائج ما يلي:

١- لدى مدرسي اللغة الإنجليزية لغة أجنبية وجهات نظر إيجابية تجاه تطبيق الأنشطة المنهجية في تطوير أداء اللغة الشفوية لطلاب المدارس الثانوية.

٢- لا توجد فروق ذات دلالة إحصائية في وجهات نظر مدرسي اللغة الإنجليزية كلغة أجنبية نحو تطبيق الأنشطة المنهجية في تطوير الأداء الشفوي لطلاب المرحلة الثانوية تعزى لمتغير الجنس (الذكور والإناث).

٣- توجد فروق ذات دلالة إحصائية في وجهات نظر مدرسي اللغة الإنجليزية لغة أجنبية نحو تطبيق الأنشطة المنهجية في تطوير الأداء الشفوي لطلاب المرحلة الثانوية تعزى لمتغير العمر لصالح الأعمار ما بين ٢١-٢٥ سنة.

٤- تبين أن سنوات الخبرة لها تأثير على وجهات نظر مدرسي اللغة الإنجليزية لغة أجنبية نحو تطبيق الأنشطة المنهجية في تطوير الأداء الشفوي لطلاب المرحلة الثانوية. كانت هناك فروق ذات دلالة إحصائية في وجهات نظر مدرسي اللغة الإنجليزية لغة أجنبية بسبب سنوات خبرتهم ولصالح السنوات التي تزيد عن ١٦ سنة.

٥- أظهرت النتائج وجود فرق معنوي بين مؤهلات المدرسين تجاه تطبيق الأنشطة المنهجية لصالح المدرس الحاصل على بكالوريوس. وأخيرا تم عرض بعض الاستنتاجات والتوصيات والاقتراحات.



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وزارة التعليم العالي والبحث العلمي
جامعة بابل
كلية التربية الأساسية
قسم اللغة الإنجليزية

وجهات نظر مدرسي اللغة الإنجليزية كلغة أجنبية في العراق نحو
تطبيق الأنشطة المنهجية لتطوير الأداء الشفهي لطلاب المدارس
الثانوية

رسالة ماجستير

مقدمة الى مجلس كلية التربية الأساسية في جامعة بابل وهي جزء من متطلبات نيل درجة
الماجستير في التربية / طرق تدريس اللغة الانجليزية

الطالبة

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