



The Impact of English Club Activities on EFL Students' Communicative Skills

ID No. 3525

(PP 285 - 295)

<https://doi.org/10.21271/zjhs.24.4.18>

Sheelan Ahmad Hamadameen

English Department, College of Basic
Education / Salahaddin University-Erbil
sheelan.hamadameen@su.edu.krd

Qani Nasih Najim

Department of Chemistry - College of
Science / Salahaddin University-Erbil
qani.najim@su.edu.krd

Received: 03/03/2020

Accepted: 08/08/2020

Published: 11/11/2020

Abstract

This paper is concerned with the “Impact of English Club Activities on EFL Students' Communicative Skills “. It aimed at finding out the extent to which English club has an effect on students' competence and to modify students' attitudes towards the effect of English club activities. To achieve these aims, a set of questionnaire was designed for (63) students at the different stages at English Department, College of Basic Education-Salahaddin University in the academic year (2019-2020). After analyzing the results of the questionnaire, students' attitudes were greatly enhanced and have become more positive toward the effects of English club activities and they were interested in joining the English club very much.

This paper focuses on some important issues like the importance of English club activities and its objectives. It also sheds light on some problems that face students in performing activities in the English club.

Keywords: English language, English club, communicative skills.

1. Introduction

Learning a foreign language, English in particular is a commonplace activity. People aim at learning it for different reasons, such as academic or professional purposes or simply out of interest. Depending on the country, the success in learning English and achieving proficiency levels will vary as a lot of different factors that influence the process of learning.

Therefore, acquiring a second language (L2) or foreign language (FL) has become necessary for international communication, and, due to globalization, English is the language that has generally been selected for such an attempt. Many countries all over the world have adapted their policies with the aim of increasing the presence of English in social media (e.g., the Internet, television, and radio) and public places (such as in street signs, posters, and written advertisements) so that all citizens can have access to it. This is the case for several countries, where factors such as tourism, internationalization of the economy and social mobility have given rise to the concern for expanding the knowledge and use of English in different public spheres. As a result, almost everybody can now become a learner of English as an FL (EFL learner), either voluntarily or incidentally, since the opportunities for exposure to it in naturalistic environments are infinite.

Depending on investigations, many researchers agree upon the significance of activating learning through English club activities since it contributes at building the success of college



students. Chickering and Gamson (1987) consider active learning as one of the seven principles that constitute good undergraduate education. According to Braxton, Milen, and Sullivan (2000), active learning includes different activities such as debates, role-playing, cooperative learning, and discussions. Away from classrooms, active learning activities can be fully implemented and organized in educational clubs, and these clubs should be "based on student-selected areas of interest" (Casy, 2008, p.285). Astin (1993) posits that getting involved in educational clubs and organizations influences and contributes to the development of college students. Students learn more when they get more involved (Chang, 1990; Huang & Chang, 2004). Learners who join clubs and organizations have better scores and achieve more than nonmembers on many aspects such as career planning, cultural integration, and academic autonomy (Cooper et al., 1994), additionally, participating in extracurricular activities, that can be practiced in educational clubs fosters learners' competency and interpersonal relationships (Hood, 1984; Martin, 2000).

Furthermore, English clubs come in many different shows. What they do all have in common, however, it aimed at providing an opportunity for English language learners to practise using English in a relaxed environment and friendly setting. They can make an excellent contribution to student life at a university language, a state school or at a private language school, for example. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.

2. General Background of English Language Club

Language is defined as a "system of arbitrary symbols that help the people of a particular community to communicate and to interact" (Bashir *et al*, 2011:36). This means that language has an important role to understand and speak to others. People need language in their daily lives. Thus, they learn it to imitate the language when they were babies. When they are young, they learn to speak. This means that, in the era of globalization, people need to communicate with each other. They can be in different countries and languages. They can use the English language as an international language to communicate. On the other hand, the club is defined from the Oxford Advanced Learner's Dictionary of Current English (1987: 158), as "Join or act together, with others for a common purpose". Therefore, from both general explanations, the English club is a group of people who meet, join, or act together to participate in an activity for a common purpose that has been structural, especially to learn the English language.

An English-Club (also called English Conversations Club, Spoken English Club, or English Conversation Circles) is a great way to improve communicative skills. Once students have learned the basics of English grammar and have developed a vocabulary of basic words, they should start practicing the English language. It is also a place for language learners to use English in a casual setting. Also, (Tom, 2013) expresses that English clubs come in many different guises. What they do all have in common, however, is that they provide an opportunity for English language learners to practise English in a relaxed and friendly setting. They can make an excellent contribution to students' life at a university language, a state school or at a private language school, for example. English clubs give students a chance to practice English in a relaxed, informal environment, and to meet new people.



2.1 Objectives of English Club Activities

The general objectives, to be pursued, do not appear to be entirely directed to the accomplishment of educational knowledge, however, they aim at consolidating the transversal skills that contribute to the whole growth of an individual as (Hassane and Lahcen, 2009) expressed below:

- A. Strengthen the processes of teaching and learning English language through the integration of communication and information technologies, arts and also the promotion of the institutional values.
- B. Encourage the consolidation of language and communication skills in foreign languages to facilitate the enrolment in any national and international colleges.
- C. Create situations to allow the practical use of the language skills acquired in hands-on activities, games, and other forms of expression.
- D. Strengthen cross-language skills to be learned concerning completely different cultures.
- E. Build an awareness of themselves as individuals with special different abilities and capacities.
- F. Promote learners and teachers to join the English Conversation Club.
- G. Exchange ideas regarding fun, attention-grabbing, and enjoyable English Club activities

2.2 Problems which face students during the English Club activities

There are various problems that arise at the English Conversation Club. Firstly, the students lack confidence to speak. They are unwilling to communicate in the ECC learning process. They solely keep silent and do not have the motivation to speak, whereas the aim of the program is concentrated on the students' speaking skills.

The second drawback is regarding the material. Material is one factor that influences the effectiveness of the program. Within the English Conversation Club, the materials used are usually taken from the coursebook for teaching regular English classes. Moreover, the materials were not specifically emphasized on the speaking skill. It can be inferred that there is no specific materials used in the program. In other words, the learning materials for ECC are not available in the program yet (Gandi, 2013).

The third aspect is that Textbooks often fail to realise a significant level of involvement on the part of the learners; learning need not be confined to the classroom with set textbooks and practice (Griffiths & Keohane, 2000).

Other challenges are under mentioned according to (Kathleen and SMEDLEY, 2016):

Men speak more than women.

Some members attend occasionally.

The participants typically cannot use the target language well.

Not having ideas concerning the suggested topic.

Learners Sometimes cannot get chances to speak due to a big number in the group.

Some members are afraid of speaking because of shyness.



3. Research Design and Methodology

The study aimed at investigating the impact of English club activities; how it is useful in students' performance. Therefore, in order to achieve this study's outcomes, it was decided that the best method to adopt for this investigation was questionnaire instrument.

3.1 Questionnaire

The study was conducted using a questionnaire to elicit information on students' attitudes and reflections concerning using English language in English club activities. The purpose of using a questionnaire was to gather information or collect data from a large number of participants. However, it is disadvantageous in that participants are not willing always or able to respond to the questionnaire (Girden, 1996). Therefore, a questionnaire is simply a list of printed questions that is completed by respondents to offer their opinions. Additionally, it is the main method of collecting quantitative primary data. As, Gillham (2000) demonstrated that the questionnaire tool could not correct misunderstood or ambiguous questions. Besides, as Dunne (1995, p. 13) stated, "Questionnaires are particularly useful where you require specific answers to fairly straightforward questions".

Throughout the sections of the questionnaire (shown in Appendix 1), the 5-point Likert scale was used; the participants rated each item on a 5-point Likert scale from 1 representing strongly disagree to 5 representing strongly agree because equal amounts of positive and negative positions were considered to distinguish, from one point to another, the individual opinions. However, if the scale had been more than 5 point scales for this study, there would have been little meaningful differences in the responses from each successive category on the scale (Richardson, Goodwin, and Vine, 2011, p. 44-45). Also, if the scale was less than 5 points, it might have forced the participants to be biased and it would not reflect their own views. In this study, the questions were closed questions to make the questionnaire easier and quicker to complete but, usually, they took longer to devise than a questionnaire with open questions. According to McDonough and McDonough (1997, p. 176), "the scaled questions are often used to elicit opinions rather than facts and are sometimes called 'opinionaires'".

3.2 The Subjects

The questionnaire subjects were 63 students (18 boys and 45 girls) ranging in age from 21 to 30. The participants were all undergraduates and studying at different stages of the English Department/ College of Basic Education/ Salahaddin University-Erbil and the purpose of the study was to find out the effects of using the English language in English club activities in the academic year (2019-2020).

Before distributing the questionnaire, the researcher piloted it on six students to establish whether or not it worked as planned. The students were asked the following four questions about the questionnaire: whether or not the instructions were clear and easy to follow; whether or not the questions were clear; whether or not the respondents were able to answer all the questions; and whether or not the respondents had any comments or suggestions which would help to make the questionnaire more effective. They had some notes on the questionnaire. Therefore, some modifications were made to the questionnaire; clear written instructions were given, and the difficult to understand questions were changed and clear



instructions were also given. There were a number of repeated questions, some of them were modified and removed. This study used the revised version.

3.3 Procedure

The researchers administered the questionnaire to the students so that the process was easy. The questionnaire was distributed by hand. Before distributing the questionnaire, the researcher collected two classes of students. The students were informed that their participation was completely voluntary and the survey was anonymous. Also, they were informed that they were free to withdraw at any time. By the deadline, 70 questionnaire forms were collected and seven of them were discarded due to the questionnaires being incomplete.

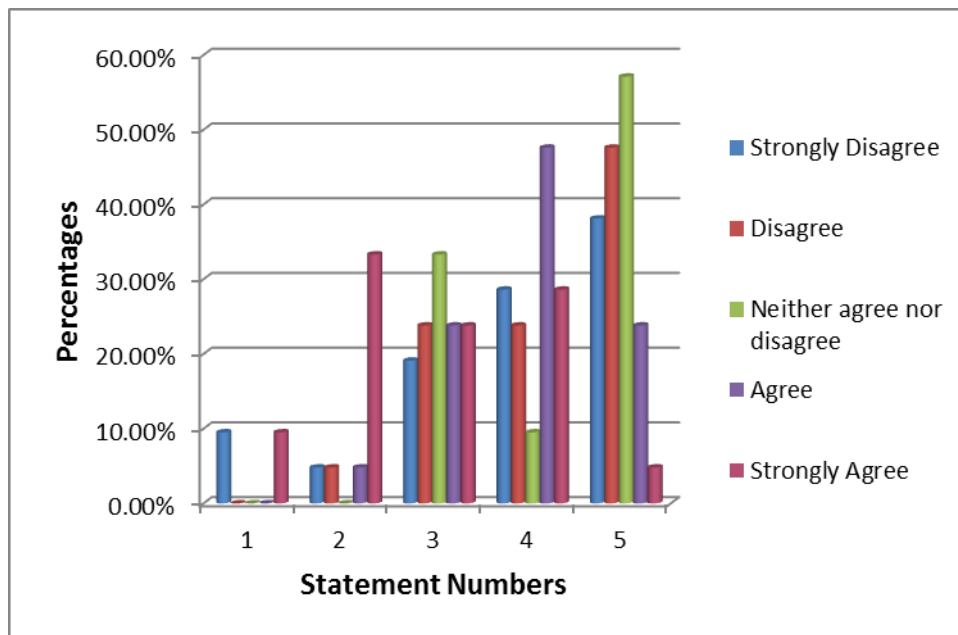
4. Data Analysis

After the questionnaires were returned, the data was studied and analysed using the following categories.

A. Learners' Reflection on the Students' Communicative Skills

As shown in Figure 1, the respondents had different reflections on the effect of the English club on communication skills. Hence, 57.1% of all the students strongly agreed to realise club members (boys and girls) speak equally whilst none of them disagreed with statement number 3. Furthermore, 47.6% of the students agreed with statement number 4 "participants feel free to speak". On the other hand, only 4.8% of the respondents disagreed with that statement. Nevertheless, 4.8% of all the respondents agreed with statement number 5 "students are reluctant to speak because of shyness" whilst only 9.5% of the respondents disagreed with that statement.

Figure 1: The Percentages concerned with the Students' Communicative Skills.

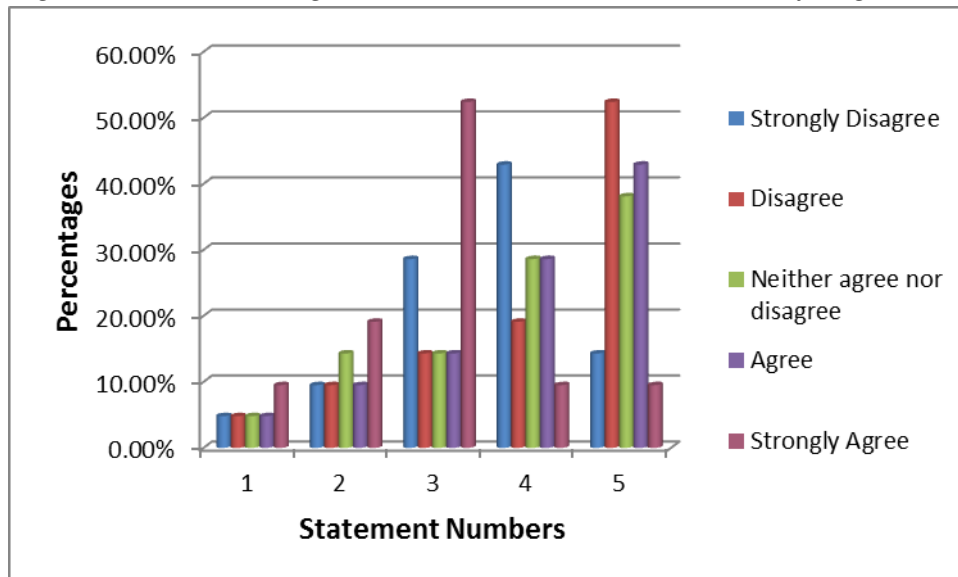




B. Learners’ Attitudes towards the Environment of English Club Activities

As identified in Figure 2, the respondents agreed that students can take benefits from English club activities which had a greater effect on their performance and communication. In response to statement number 1, 42.9% of all the participants agreed with, students use English in a more natural way than in a classroom in English club activities and, in response to that statement, only 9.5% of the participants disagreed with that statement. Additionally, 38.1% of all the learners strongly agreed with English club motivate students and teachers to join the English conversation and, in response to these statements, only 4.8% of the learners strongly disagreed. Nevertheless, 52.4% and 42.9% of all the learners strongly agreed that the English club improve the speaking ability of students and give them the freedom to statements numbers 2 and 4 respectively. Interestingly, 52.5% of all the respondents neither agreed nor disagreed with the statement that leaners cannot get chances to talk due to large class members.

Figure 2: The Percentages concerned with the Environment of English Club Activities.



C. The General Statements about the Effects of English Club Activities on Students’ Performance

As indicated in Table 1, all the responses were different from each other and the respondents had positive feedback on being participated in English club activities. Therefore, 38.1% and 33.3 of all the participants agreed with statement numbers 1 and 2, although a small number of participants - only 14.3% of the learners - disagreed with both abovementioned statements. Furthermore, in respect of statement number 4 “the club members who are men speak more than the women”, 47.6% of all the learners strongly disagreed with that and none of them strongly disagreed with that statement so, it showed that learners equally participate in the English club. Most interestingly, 38.1% of all the learners showed their strong disagreement with the last statement “the club members do not have ideas about the suggested topic” whilst only 14.3% of the respondents strongly agreed with that statement. Thus, from this point of view, students were aware of what kind of topics they were conversing with.



Table 1: The Percentages of the Effects of English Club Activities on Students' Performance:

Statements	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. English Club Activities are much better to practice the target language than traditional classrooms.	14.3%	0%	14.3%	38.1%	33.3%
2. Club Members help each other with vocabulary, grammar and pronunciation.	14.3%	23.8%	14.3%	33.3%	14.3%
3. The participants can use the target language well.	4.8%	23.8%	23.8%	38.1%	9.5%
4. The Club Members who are men speak more than the women.	47.6%	23.8%	14.3%	14.3%	0%
5. The Club Members do not have ideas about the suggested topic.	38.1%	14.3%	14.3%	19.1%	14.3%

5. Findings and Discussion

The results of this study generally showed that English clubs provide a chance for English learners to practice the use of the English language in a relaxed and friendly learning environment. Based on the data from the questionnaire, most of the students agreed that English Club really helped them in improving their competence in English. The students were very interested in joining the English Club because there were various activities in every meeting; they were different from the activities in the regular classes. As Hyland (1993) supported that a great number of teachers and scholars understand that to encourage communication and interaction in the classroom setting is the best to remove the classroom actually. Thus, creating an English club motivates learners to communicate and develop their communicative abilities. The activities in the English Club were mostly concerned with students' speaking ability, while activities in the regular class focus more on the four skills of English competence. As the response showed that more than half of the classes were joining English Club for improving their English skills. The rest of them were joining the English Club to be accustomed to using English in daily communications and also they wanted to know the knowledge about English, Frederick (1981) stated that discussions allow students to actively participate in the learning process.

Additionally, Learners' Attitudes were positive towards the Environment of English Club Activities, many of them showed that they had better English achievement after joining English Club and they felt that they were more confident when they had to perform in front of the regular class. Therefore, Nafisa (2010) emphasized that the effectiveness of the English conversation club to enhance learners' self-confidence and attract their interests in communication was very significant among young students especially. While in performing some activities in English Club, the students faced several problems in conducting activities, which may be due to the limited vocabulary that may hinder them in delivering their opinions during the debate. As Wilson (2009) confirmed that the negative outcome of joining English



club activities are having poor quality teachers as a role advisor. Therefore, proper activities should be given for abating stress and encouraging students for more activities.

Finally, the results of the questionnaire showed the students' positive response toward the effects of English club activities on their performance they were interested in English very much and also the research illustrated that there is a great relationship between student encouragement and learning environment.

6. Conclusions

Establishing an English language club at Salahaddin University-Erbil is of highly influential effect on the students' attitudes and motivation to learn the English language. It gave them a chance to view English in a lively brilliant state as they proceeded with their interactive learning sessions. It was an opportunity to escape the rigid frame of typical English courses. The results show that the English club has even encouraged students to keep track of their original English courses and become regular attendees. The whole idea of the club infused the learners with enthusiasm, anticipation, and enjoyment. The club has also helped in increasing the learners' awareness of the vital role of English in their lives and future careers.

Nonetheless, English Clubs are, potentially, a very valuable part of the English language student experience and it is a terrific way to improve students' communicative English skills. They learn about topics they might not have been aware of and even develop their debating skills.

To summarise, English- club enables students to practice English in an informal, relaxed environment. For a majority of students, for whom the English language is not their mother tongue, face a struggle to grasp the language. One of the ways to assist them is to remove the stress and apprehension attached to it. An enjoyable and stress-free language learning situation is probably all the spark that is required to kindle a fire of interest. Once this interest is formed, it can only increase and find its way to a successful outcome.

7. References

- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. San Francisco: Jossey-Bass.
- Bashir, M., Azeem, M., & Dogar, A.H., (2011). Factor Effecting Students' English Speaking Skill. *British Journal of Arts and Social Sciences* 2(1), 34-50. Available from: [http://www.bjournal.co.uk/BJASS.as px](http://www.bjournal.co.uk/BJASS.aspx). [accessed December 10th 2019].
- Braxton, J. M., Milem, J. F., & Sullivan, A. S. (2000). The Influence of Active Learning on the College Student Departure Process: Toward a Revision of Tinto's Theory. *Journal of Higher Education*, 71(5), 569–590.
- Casey, H. (2008). Engaging the Disengaged: Using Learning Clubs to Motivate Struggling Adolescent Readers and Writers. *Journal of Adolescent & Adult Literacy*, 52(4), pp.284-294. [19] Daly, B. (2004).
- Chang, S. M. (1990). *The impacts of colleges on students* [In Chinese]. Taipei, Taiwan: Teacher Chang Culture Press. [15] Chandler, C.E. (1988). Use the news: press to read: Literacy now! *Journal of Reading*, 31 (8), 746-748.
- Cheyney, A.B. (1992). *Teaching reading skills through the newspaper*. Newark: International Reading Association. [17] Cooper, D. L., Healy, M. A., & Simpson, J. (1994). Student development through involvement: Specific changes over time. *Journal of College Student Development*, 35, 98–102.
- Chickering, A. W., & Gamson, Z. F. (1987). Seven Principles for Good Practice. *AAHE Bulletin*, 39, 3–7.
- Cooper, D. L., Healy, M. A., & Simpson, J. (1994). Student development through involvement: Specific changes over time. *Journal of College Student Development*, 35, 98–102.
- Dunne, S. (1995) *Interviewing Techniques for Writers and Researchers*. London: A. and C. Black.
- Gandi, N. (2013). *Designing English Learning Materials for English Conversational Club in SMA N 1 KROYA*. Theses. Yogyakarta State University.
- Gillham, B. (2000) *Developing a Questionnaire*. London: Continuum.
- Girden, E. (1996) *Evaluating Research Articles: From Start to Finish*. London: SAGE Publications.



Griff G. and K. Keohane. (2000). Personalizing Language Learning Cambridge Handbooks for Language Teachers Raffaele Mattioli Lectures. Cambridge: Cambridge University Press.

(Hassane and Lahcen. (2009). Purpose and Objectives of English Club. Retrieved from <http://www.albainternationalschool.gh hhttttttyuhyui .tggcom/en/finalita-e-obiettivi/> on January 28, 2020.

Hood, A. B. (1984). Student development: Does participation affect growth? Bulletin of the Association of College Unions International, 54, 16–19.

Hornby, A.S. (1974). Oxford advanced learner's dictionary of current English. Oxford: Oxford University Press.

Hyland, K. (1993). Language-learning simulations: A practical guide. 31(4). Retrieved from <http://exchanges.state.gov/forum/ vols/vol31/no4/p16.htm> on February 8, 2020.

Kathleen, F. and B. SMEDLEY, (2016). Community-Based English Clubs: English Practice and Social Change Outside the Classroom. English Teaching Forum: United States.

McDonough, J. and S. McDonough (1997) Research Methods for English Language Teachers. London: Arnold.

Nafisah, D. (2010). The Role of English Conversation Club to Improve Students' Self Confidence in Speaking. Retrieved from <http://eprints.walisongo.ac.id/3304/> on December 20, 2019.

Richardson, P., A. Goodwin, and E. Vine (2011) Research Methods and Design in Psychology. Exeter, Learning Matters.

Tom, E. (2013). English Clubs. published by The Round, an independent collective of ELT authors. Retrieved from <https://www.teachingenglish.org.uk/article/english-clubs/> on January 25, 2020.

Wilson, Nikki, 2009. Impact of Extracurricular Activities on Students. Published Thesis. America: University of Wisconsin Stout. Retrieved from: <http://uwstout.edu/> on January 7, 2020.

Appendix I: Questionnaire Sample

Informed consent form

“The Impact of English Club Activities on EFL Students’ Communicative Skills”

As a part of our article, we are conducting an Attitude Survey on Effect of using the English language in the English club and how it is useful on Students’ performance. We would be grateful if you could take a few minutes to complete this questionnaire which is about The Impact of English Club Activities on EFL Students’ Communicative Skills. We are interested in knowing your views on English language usage in English club activities. There is no correct answer because it is not a multiple-choice test. We are just interested in your opinion. The results of this survey will be used as a part of our own academic studies. If you have any comments you would like to add, please write them in space provided after the scale.

Do I have to participate?

Your participation is voluntary. You can exit the study anytime without any penalty or prejudice.

Benefits: It is hoped that the results of this study will benefit the community by providing greater insight into the culture and history of our area.

Who will know about my participation in this research study?

The questionnaire is anonymous, and the replies will be treated in strict confidence. Only we ourselves will have access to the records.

What are the risks involved in this study?

There is no foreseeable risk for participating in this study. At any point, participants can exit the study if s/he feels uncomfortable without penalty.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason.

I agree to take part in the above study

To Contact the Researcher: If you have questions or concerns about this research, please contact: [Qani Nasih Najim and Shilan Ahmad]

Mobile No.: (07504256873),

Email: qani.najim@su.edu.krd, sheelan.hamadameen@su.edu.krd

Directions:

1. Read each statement carefully.
2. Put a ✓ in the column that best matches your own view.

A- Please answer the following questions:

1. Age? Years old.
2. Gender? Male Female

B. Please indicate what your attitude would

Strongly	Disagree	Neither	Agree	Strongly
----------	----------	---------	-------	----------



be toward Students' Communicative Skills:	Disagree		agree nor disagree		Agree
1. Club activities have a great impact on students' speaking achievement.	1	2	3	4	5
2. Club Members speak English at the Meetings.	1	2	3	4	5
3. Club Members—men & women (boys & girls)—speak equally.	1	2	3	4	5
4. Club Members feel free to speak.	1	2	3	4	5
5. Club members are reluctant to speak because of shyness.	1	2	3	4	5

C. Please indicate what your attitude would be toward The Environment of English Club:	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. In English Club Activities, Students use English in a more natural way than in a classroom.	1	2	3	4	5
2. Club activities are very helpful in improving students speaking ability.	1	2	3	4	5
3. English club motivates students and teachers to join the English Conversation.	1	2	3	4	5
4. A good English club gives people freedom.	1	2	3	4	5
5. Learners can't get chances to talk due to large class members.	1	2	3	4	5

D. Please indicate what your attitude would be toward Effects of English Club Activities on Students' Performance:	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
1. English Club Activities are much better to practice the target language than traditional classrooms.	1	2	3	4	5
2. Club Members help each other with vocabulary, grammar and pronunciation.	1	2	3	4	5
3. The participants can use the target language well.	1	2	3	4	5
4. The Club Members who are men speak more than the women.	1	2	3	4	5
5. The Club Members do not have ideas about the suggested topic.	1	2	3	4	5



گاريگه رى چالايه كانى يانه ئىنگليزى له سه ر كارامه ييه كانى گفتوگو قوتايانى زمانى ئىنگليزى وه كو زمانىكى بيانى

شيلان احمد حمدامين

قانع ناصح نجم

به شى ئىنگليزى، كۆليزى پوره رده ي بنه رته تى، زانكو سله لاهه ددين - هه ولير

به شى كيميا، كۆليزى زانست، زانكو سله لاهه ددين - هه ولير

پوخته

ئهم ليكۆلينه وه يه ده رباره ي گاريگه رى چالايه كانى يانه ئىنگليزى له سه ر كارامه ييه گفتوگو قوتايانى زمانى ئىنگليزى وه كو زمانىكى بيانى. كه تامانچ تيدا دۆزبته وه ي راده ي گاريگه رى يانه ئىنگليزى له سه ر توانستى قوتايان ، وه بۇ گورينى هه لويستى قوتايان ده رباره ي گاريگه رى چالايه كانى يانه ئىنگليزى. وه بۇ ئهم مه به سته، كۆمه له پرسيارىك بۇ 63 قوتابى له پولى جياوازى به شى زمانى ئىنگليزى له كۆليزى پوره رده ي بنه رته تى زانكو سله لاهه ددين بۇ سالى خويئىدى 2020-2019 تاماده كرابوو. دوا به دواي شيكرده وه ي ده رته نجامه كانى پارپسيه كه، هه لويستى قوتايان زور باش و ئه رتى بوونه له سه ر گاريگه رى چالايه كانى يانه ئىنگليزى وه زور به پهرؤش بوون بۇ به شدارى كردن له وه يانه ئىنگليزى. ئهم توئؤينه وه يه جه خت له سه ر هه نديك خالى گرينگى وه كو گرينگى چالايه كانى يانه ئىنگليزى و تامانجه كه ي ده كاته وه. وه هه روه ها تيشك ده خاته سه ر هه نديك له وه كيشانه ي كه رووبه رووى قوتايان ده بيتته وه له كاتى جن به جن كردنى چالايه كان له يانه ئىنگليزى.

وشه سه ره كيبه كان: زمانى ئىنگليزى، يانه ئىنگليزى، كارامه ييه كانى گفتوگو.

تأثير النادي الإنجليزي على مهارات التواصل لدى طلاب اللغة الإنجليزية كلغة أجنبية

شيلان احمد حمدامين

قانع ناصح نجم

قسم اللغة الانجليزية، كلية التربية الاساس، جامعة صلاح الدين-ايبيل

قسم الكيمياء، كلية العلوم، جامعة صلاح الدين-ايبيل

ملخص

هذا البحث يتحدث عن تأثير أنشطة النادي الإنجليزي على مهارات محادثات لدى طلاب اللغة الإنجليزية كلغة أجنبية. تهدف هذه الدراسة إلى معرفة مدى تأثير أنشطة نادي اللغة الإنجليزية على كفاءة الطلاب ، للوصول إلى اتجاهات الطلاب تجاه تأثير أنشطة نادي اللغة الإنجليزية ، تم تصميم مجموعة لهذا الغرض من الاستبيانات لـ (63) طالباً في قسم اللغة الإنجليزية ، كلية التربية الأساسية - الجامعة صلاح الدين في العام الدراسي (2020-2019). بعد تحليل نتائج الاستبيان ، تعززت مواقف الطلاب بشكل كبير وأصبحت أكثر إيجابية تجاه تأثيرات أنشطة النادي الإنجليزي وكانوا مهتمين بالانضمام إلى اللغة الإنجليزية كثيراً. مع ذلك ، تركز هذه الورقة على بعض القضايا المهمة مثل أهمية أنشطة اللغة الإنجليزية وأهدافها. كما يلقي الضوء على بعض المشكلات التي تواجه الطلاب في أداء الأنشطة في النادي الإنجليزي.

كلمات المفتاحية: اللغة الإنجليزية ، النادي الإنجليزي ، مهارات التواصل.