

Types and Problems that hinder to activate extracurricular activities in the secondary schools.

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Abstract:

Extracurricular activities play an important role in education they help them to build good relationships among peers and enable them to gain confidence, a very good environment for students to use skills and knowledge they have learnt at school by an interesting way. The study aimed to identify the problems that hinders the activation of extracurricular in secondary schools, to find some solutions for the problems which stand against activate an ECA at schools, to shed lights on types of ECA and to encourage EFL teachers to use an ECA as an effective tool to Teach English Language to the ESL learners .The study followed the descriptive analytical method, a questionnaire was used as a mean of data collection from the study sample which selected randomly from the study population, the study sample consisted of (30) teachers. The collected data were analyzed statistically using computer program The study comes up with may results, such as :less than half of the respondents said that the student activities does not stand in front of any talent for students 13(43%). Table (4-1), vast majority of the respondents agree that the lack of implementation of the extracurricular activities program at secondary schools 27(90%),Table (4-2),. Based on the findings, the study recommends the following: teachers are recommended to use extracurricular activities in

the classroom because it is very important in English language teaching, teachers must be aware of the types of extracurricular activities and have great knowledge about types of questions and teachers are recommended to check their students' progress in leaning through carefully structured questions, the researcher suggested many studies

Keywords: Extracurricular, activities, problems, types, activate

أنواع ومعوقات تفعيل الأنشطة اللامنهجية في المدارس الثانوية

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مستخلص:

تلعب الأنشطة اللامنهجية دورًا مهمًا في التعليم فهي تساعد الطلاب على بناء علاقات جيدة بين أقرانهم وتمكنهم من اكتساب الثقة، وهي بيئة جيدة جدًا للطلاب لاستخدام المهارات والمعرفة التي تعلموها في المدرسة بطريقة مثيرة للاهتمام. هدفت الدراسة إلى التعرف على المشكلات التي تعيق تفعيل التعليم اللامنهجي في المدارس الثانوية، وإيجاد بعض الحلول للمشكلات التي تقف ضد تفعيله في التدريس، وإلقاء الضوء على أنواع التعلم اللامنهجي، وتشجيع معلمي اللغة الإنجليزية بوصفها لغة أجنبية على استخدام تلك التقنية باعتبارها أداة فعالة لتعليم اللغة الإنجليزية لمتعلمي اللغة الإنجليزية كلغة ثانية. اتبعت الدراسة المنهج الوصفي التحليلي، وتم استخدام الاستبانة كوسيلة لجمع البيانات من عينة الدراسة التي تم اختيارها عشوائياً من مجتمع الدراسة، تكونت عينة الدراسة من (30) معلماً تم تحليل البيانات التي تم جمعها إحصائياً باستخدام برنامج الكمبيوتر بواسطة استخدام برنامج الحزم الإحصائية للعلوم الاجتماعية (SPSS). قد توصلت الدراسة إلى عدة نتائج والتي من أهمها: أن الأنشطة الطلابية لا تقف أمام أي موهبة للطلاب 13 (43%). جدول رقم (1-4)، عدم تنفيذ برنامج الأنشطة اللامنهجية في المدارس الثانوية 27 (90%) (جدول (2-4)، وقراءة الصحف وزيارة النوادي الإنجليزية يساعد في زيادة أداء الطلاب في تعلم اللغة.

الكلمات الاستفتاحية: اللامنهجية، الأنشطة، المعوقات، الأنواع، تفعيل.

1.0 Introduction and Background of the Study:

Extracurricular activities should not be cut because they help them to learn more about their talents and through them they can get advice about which step is the best to make their talent. there are many types of extracurricular activities encourage students to learn languages to be more fluent in pronunciation such as ; debate , school newspapers and drama club. According to the above advantages of extracurricular activities they must not be ignore. Several research studies have related engagement in extracurricular activities to low academic performance (Mchns,1932,dunketberger, 1935)

1.1 The statement of the problem:

This paper is an attempt to shed light on the problems that hinder the activation of extracurricular activities in secondary school.

1.2 Objectives of the study:

1. To identify the problems that hinders the activation of extra-curricular in secondary schools.
2. to find some solutions for the problems which stand against activate an ECA at schools .

1.3 Questions of the study:

1. What are the problems that hinder the activation of extracurricular activities at schools? .
2. What are the types of ECA?

1.4 Hypotheses of the study:

1. There are many problems hinder teachers to activate an ECA at schools.
2. Extracurricular activities have many types such as: sports, clubs, competition, school newspapers, debate, and dramaect .

1.5 Significance of the study:

In particular the role of extracurricular activities plays in educating the whole persons and establishing a good school climate through extracurricular activities students enrich their life experiences and develop their creativity and learn how to communicate with other people.

1.6 Methodology of the study:

The research followed the descriptive analytical method.

1.7 Limits of the study:

This study is confined to reveal the problems that hinder activation extracurricular activities in secondary schools, teachers from southern of Gezira locality, in 2016 – 2020.

2. Literature Review

Extracurricular activities are found at all levels of our school system, especially in secondary schools (Foster, 2008).

2.1 Definition and Concept of Extra-Curricular Activities:

The term „extracurricular activities“ refers to, any activities that take place outside of the regular (compulsory) school curriculum. “The activities are voluntary, and students do not receive grades for academic credit for them” (Holloway, 2000).

Extra-curricular activities are pursued to educate the whole person, academically, spiritually, socially, emotionally and physically. An important part of this education lies in the participation of elementary and high school students in many and varied extra-curricular activities offered by the school. At times, there is some confusion about what is an extra-curricular. The extra-curricular is an activity of equal value to the academic activity. Therefore, extra-curricular activities complement the students’ academic studies or curriculum and make them more comprehensive and richer. It is the school’s goal that through these opportunities, the students will learn life skills such as teamwork, leadership, and ethical, collaborative and critical thinking.

According to Tagore, -“The highest aim of education is that which does not merely give us information but makes our life in harmony with all existence”. In accordance with the general philosophy, Tagore emphasized the physical culture, enjoyment of nature and the cultivation of arts in schools (Kripalani Krishna, 1971).

‘Praner Aram, maner and, atmar sent...’ which means the play of life, Happiness, the satisfaction of mind, is the complete, the whole man -Bag vat Geetha (Swami Sithbavanandha , 2010).

Extra-curricular activities may be athletic or non-athletic. Such activities Shall generally be conducted outside the regular school hours, available to pupils who voluntarily come to participate, marked by pupil participation in the processes of initiation, planning, organizing and execution and shall ordinarily include band, clubs, dramatic or musical presentations, and intramural and

inter-scholastic sports. Equal access to school facilities shall be granted to all activities that meet this definition.

2.3 Role of Extra -curricular Teacher in Teaching ECA in High Schools:

An ECA teacher should be competent to organize that particular activity for which training will be given for the students, for that the teacher should be a resourceful person with the following characters. She should act as follows, and the role of ECA teachers

2.3.1 A Leader

The teacher should give the student opportunity to exhibit their leadership qualities and these opportunities should be given in rotation.

2.3.2 as Innovator

In order to break monotony of activities, a teacher should try to introduce some novelty (new program me).

2.3.3 as a Director

As a director the teacher should see that the programs selected by the students are constructive. The programs or activities should be scrutinized for their educational relevance.

2.3.4 as an Organizer

The planned activities should be implemented through a strong organizer. The teacher should supervise activities of students for effective program me.

2.3.5 as a Recorder and Innovator

A teacher has to keep a record of all activities undertaken in the academic year. The record must consist of names of participants and winners. The program me should be evaluated periodically.

2.3.6 As a Manager

The teacher has to be an effective manager in order to plan, organize, co-operate, direct, record, evaluate and control activities.

2.3.7 As a Decision Maker

As far as possible a teacher should use democratic methods for taking decisions regarding organization of activities. Care should, however, be taken that style of decision-making is democratic.

2.3.8 as an Advisor

The role of a teacher is to advise students as and when it is required. Teacher should not impose upon and compel students to accept his/her ideas.

2.3.9 as a Motivator

At times, students are reluctant to participate in some co-curricular activities. In such circumstances, the teacher must motivate them to participate in such activities.

2.3.10 as a Commander

The teacher should be able to communicate well regarding the programme and its objectives very clearly and well in advance.

2.3.11 the changing scenario

Sultan Mohiy-ud-din (2008) says that these activities are no longer looked upon as mere „extras“, but as an integral part of the school programme. The distinction between curricular and extra-curricular has been gradually disappearing in modern education practice and co-ordination and integration of all the experiences of the pupil-intellectual, social, moral, emotional and physical has become the object of persistent efforts of the school.

2.4 Extra-curricular activities

As per the Cambridge Dictionary of American English, „Extra“ means added, additional, or more than expected outside or in addition to similarly the definition of extracurricular activities from the Cambridge Advanced Learner's Dictionary is activities that are not part of the usual school or college hours „Extra“ means -in addition with. „Curricular“ means course of study. So Ex-

tra-curricular probably mean activities or studies that are done as extra studies, in addition to the regular studies.

2.4.1 Importance of Extra-Curricular Activities

1. Teachers enjoy the thrill and liveliness of extra-curricular activities in and outside of the classroom.
2. Extracurricular activities help keep students involved in their school.
3. students can share their passion for something and make others feel as if they were still in their school.
4. Extracurricular activities can also boost school spirit.
5. Ultimately, extracurricular activities build character in students.
6. Students will become happier and more virtuous because of extracurricular activities. If students can handle these activities, they should not be restricted from taking part in them.

2.4.2 Description and Nature of Extra-Curricular Activity **a-Description**

Many extra-curricular activities, such as the school newspaper, photography, and drama, can lead to careers. Extra-curricular activities also help to form the student's profile for consideration in college admissions. A student's academic record and scores on standardized tests form the core of his or her college application profile.

However, admissions officers consider other factors, such as a demonstrated talent in athletics or the arts or leadership in school or extracurricular activities. After –school activities can also include scouting and volunteering, such as working with the Red Cross, NSS, and NCC camps. Through these diverse activities, students can have fun, build a resume for college, increase creativity, improve organizational skills, learn time management, and develop people skills.

b- Nature of extra -curricular activities

Extracurricular activities are any activities that facilitate learning outside the classroom, and that is not directly relevant to the course

. Therefore, for example, the students cannot count fieldwork as extracurricular because they are needed for the exam. Whereas, any groups, clubs, societies or trips that happen during or outside of school time, are counted as Extracurricular, as long as they are not directly relevant to the course. There is a wide variety of Extra-Curricular Activities. Such varieties are sports, arts and crafts, to technological designing, ICT, and computer based courses.

Moreover, there are homework -based clubs, special interest clubs and peer mentoring where the senior students look after the younger students, often in their first year of school.

2.4.4 Different Types of Extra -Curricular Activities

There are different types of extra-curricular activities one can offer at school level:

- 1. Activities for physical development:** Games, physical-exercises, wrestling, swimming, yoga, boating, skating.
- 2. Activities of subjective type:** Subject associations, symposium, library organization, literary society, writing competition, poetical recitation, debates, magazine writing.
- 3. Civic training activity:** Organizing students co-operative store, students council, visiting civic institutions municipal committee, post office, gram pantheist, zilaparrishad, legislative assembly, high court etc Celebrating national and religious festival, celebrating school festivals like annual prize distribution, parents teachers association, and farewell function iv) Activities for aesthetic and cultural development: Music and dancing, drawing

and painting, fancy dress, variety program me, folk and classical song, organizing exhibitions, celebrating festivals, decorating the school and garden maintaining.

- i) **Leisure time activities:** Philately, numismatics, stone -collection, photography, album making, collecting of leaves and pictures.

1.3.5 Objectives and Needs of Extra-Curricular Activities at School Level

- i. for the physical and mental development of the child.
- ii. ii) To develop academic and literary interests,
- iii. iii) To develop a sense of social service,
- iv. iv) To develop moral training for the academic development of the student.
- v. To provide recreational value for the maintenance of good mental health, for the development of self-discipline, to provide leadership opportunities, for the development of community life, for developing the skill of proper planning.
- vi. To develop useful new capabilities in pupils that can lead to extension of career opportunities.
- vii. To develop pupil initiative and responsibility,
- viii. To develop leadership capabilities and good organizational skills,
- ix. x) To aid pupils in the social skills.
- x. xi) To enable pupils to explore a wider range of individual interests than what is available in the regular program.

All the activities have their impact on the physical development of an Individual. The only difference is that some of them are physical activities, which have their direct concern with the physical development of an individual. Even if some activities sublimate the instinct of an individual, help is rendered to normalize the growth and development of an individual.

1.6. Benefits of Extra-Curricular Activities

The extra-curricular activities at school level, promotes the following:

1. Leadership may be defined as the capacity to guide others in the achievement of a common goal
2. Decisiveness, determination, interpersonal and organizational aptitude, loyalty, self -efficacy, and self -discipline are considered some of the attributes of effective leaders. Athletics is an area that provides the opportunity to develop and display leadership qualities. Unfortunately, there is a dearth of empirical research examining the extent to which athletics plays a role in the development of leadership abilities.
3. Studies on leadership have identified personal as well as interpersonal characteristics.
4. the benefits of teen participation in extracurricular activities go well beyond just filling up an already -busy schedule and having another line to add to the college application.
5. an increased sense of honesty and trustworthiness, and, importantly, the prevention of drug and substance abuse—among others.
6. Extracurricular activities, offer students a chance to improve their soft skills which in future, employers look for in their employees.
7. Students who are active in extracurricular activities are a safe bet for employers because they have experience.
8. Students get involved in extra-curricular activities.

3.METHODOLOGY

3.1 Sample

The sample of the study was composed of two groups. The first group consisted of seventy (30) EFL university teachers, (secondary level).

3.2 Tools for Data Collection and analysis

One tool was chosen as instruments for data collection (A questionnaire)

Validity of the Questionnaire

The expert validation technique was chosen to validate the items of the questionnaire. This was carried out by expert supervisors (Face Validity),

3.2.2.2 Reliability

The questionnaire of the study variables are coded and entered to the Statistical Package for Social Sciences Program (SPSS), and then we accessed to program window, we select analyze within the option on the analyze selected scale and the researcher choose alpha chrobakh after that the researcher obtain the value of alpha Chronbakh and after that spearman was selected to obtained as value of spearman coefficient (0.70) ,and this indicates that the questions of the questionnaire is reliable and internally consistent at (70%)

4.Results And Discussion

4.1 Results of the Questionnaire

1-the student activities does not stand in front of any talent for students.

Table (4-1) activities does not stand in front of talent

Statement	Frequency	Percentage
Agree	6	20%
To some extent	11	37%
Disagree	13	43%
Total	30	100%

Results at the above mentioned table show that the less than half of the respondents disagree that the student activities does not stand in front of any talent for students 13(43%) while eleven of the respondents agree to some extent and the rest were agree with 11(37%) and 6(20%) respectively.

2-the lack of implementation of the extracurricular activities program at secondary schools.

Table (4-2) the lack of implementation of the extracurricular activities

Statement	Frequency	Percentage
Agree	27	90%
To some extent	1	3%
Disagree	2	8%
Total	30	100%

The above mentioned table and figure explain that vast majority of the respondents agree that the lack of implementation of the extracurricular activities program at secondary schools 27(90%), while only (8%) and (3%) agree to some extent and disagree

3 -the student activities department does not provide a budget for extracurricular activities.

Table (4-3) activities department does not provide a budget

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

Results at the above-mentioned table and figure reveal that all of the respondents were agree that the student activities department does not provide a budget for extracurricular activities

Obstacles related to the teachers.

Table (4-4) Routine and lack of diversity of activities.

Routine and lack of diversity of activities.

Statement	Frequency	Percentage
Agree	20	67%
To some extent	10	33%
Disagree	0	0%
Total	30	100%

The above-mentioned table and figure indicate that the majority of the respondents were agree that routine and lack of diversity of activities 20(67%) agree to some extent and (0%) disagree. Teachers reject to participate in extracurricular activities

Table (4-5) rejection of participate in extracurricular activities

Statement	Frequency	Percentage
Agree	2	6%
To some extent	7	17%
Disagree	23	77%
Total	30	100%

Results at the above mentioned table and figure disagree that the majority of the respondents disagree that teachers reject to participate in extracurricular activities, whereas 7(17%) agree to some extent and the rest were agree 2(6%)

Lack of financial incentive to supervise extracurricular activities

Table (4-6) Lack of financial incentive

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

The above mentioned table and figure indicate that all of the respondents agree that Lack of financial incentive to supervise extracurricular activities 30(100%)

No availability of needs of basic tools for extracurricular activities

Table (4-7) not availability of needs of basic tools for extracurricular activities

Statement	Frequency	Percentage
Agree	20	67%
To some extent	7	23%
Disagree	3	10%
Total	30	100%

Results at the above-mentioned table and figure explain that the majority of the respondents agree that there is no availability of needs of basic tools for extracurricular activities

Extracurricular activities do not only help teacher personal development but also develop students' talents

Table (4-8) extracurricular activities do not only help teachers and students

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

The above-mentioned table and figure reveal that the entire respondents agree that Extracurricular activities do not only help teacher personal development but also develop students' talents

Teaching quota is not taken into account when supervising extracurricular activities

Table (4-9) Teaching quota is not taken into account when supervising extracurricular activities

Statement	Frequency	Percentage
Agree	12	40%
To some extent	15	50%
Disagree	3	10%
Total	30	100%

Results at the above mentioned table explain that the half of the respondents were agree to some extent that Teaching quota is not taken into account when supervising extracurricular activities 15(60%), while (40%) and (10%) agree and disagree respectively.

Simple experiences can carryout extracurricular activities

Table (4-10) Simple experiences can carryout extracurricular activities

Statement	Frequency	Percentage
Agree	5	17%
To some extent	12	40%
Disagree	13	43%
Total	30	100%

Results at the above mentioned table indicate that the majority of the respondents who were less than half of the respondents were disagree that Simple experiences can carryout extracurricular activities 13(43%), while 12(40%) were agree to some extent and the rest 5(17%) were agree.

It is believed that extracurricular activities are waste of time

Table (4-11) It is believed that extracurricular activities are waste of time

Statement	Frequency	Percentage
Agree	2	6%
To some extent	3	10%
Disagree	25	84%
Total	30	100%

The above mentioned table and figure result shows that vast majority of the respondents were disagree that It is believed that extracurricular activities are waste of time 25(84%), and only3(10%) agree and 2(6%) were agree.

There are no sufficient and inconsistent activity times allotted for class time

Table (4-12) no sufficient and inconsistent activity times allotted for class time

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

The above mentioned table and figure results reveal that the entire respondents agree that no sufficient and inconsistent activity times allotted for class time 30(100%) The view about extracurricular activities is as a luxury

Table (4-13) extracurricular activities is as a luxury

Statement	Frequency	Percentage
Agree	21	70%
To some extent	9	30%
Disagree	-	0%
Total	30	100%

Results at the above mentioned table and figure indicate that the majority of the respondents' view about extracurricular activities is as a luxury 21(70%), while 9(30%) agree to some extent. Lack of linking extracurricular activities to the academic curriculum

Table (4-14) Lack of linking extracurricular activities to the curriculum

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

Results at the above mentioned table and figure disclose that the entire respondents agree that Lack of linking extracurricular activities to the academic curriculum 30(100%)

Excessive course and scheduling conflict with extracurricular activities.

Table (4-15) Excessive course and scheduling conflict with extra-curricular activities

Statement	Frequency	Percentage
Agree	0	0%
To some extent	0	0%
Disagree	30	100%
Total	30	100%

The above-mentioned table and results show that the entire respondents disagree that Excessive course and scheduling conflict with extracurricular activities 30(100%)

Students are not given opportunities to choose the activity they want. Table (4-16) Students are not given opportunities to choose the activity

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

Results at the above-mentioned table and figure reveal that the entire respondents are that Students are not given opportunities to choose the activity they want

Reading newspaper and visiting English clubs will be more useful in increasing students performance .

Table (4-17) Reading newspaper and visiting English clubs

Statement	Frequency	Percentage
Agree	30	100%
To some extent	0	0%
Disagree	0	0%
Total	30	100%

Results at the above-mentioned table and figure reveal that the entire respondents are that Reading newspaper and visiting

English clubs is helpful to increase students' performance in language learning 100%.

Section Two: Open ended Questions:

1-On your point of view what are the major that hinders the activation of extracurricular in secondary schools?

Table (4-17) the major that hinders the activation of extracurricular in secondary schools

Major hinders	Yes		No	
	No	%	No	%
Lack of time	23	77%	7	13%
Incompatibility of syllabus design regarding extracurricular activities	30	100%	0	%
Financial issues	29	97%	1	3%
Lack of training	17	57%	13	43%
Teachers interest	12	40%	18	60%
Suitability to a certain topics	10	33%	10	67%

Results at the above mentioned table and figure indicate that the major hinders activation of extracurricular in secondary schools, were: Incompatibility of syllabus design regarding extracurricular activities, financial issues and lack of allotted time they are: (100%), (97%) and (77%) respectively.

2-How EFL lecturers can be attracted to use of the extracurricular activities in secondary schools?

Table (4-18) How EFL lecturers can be attracted to use of the extracurricular activities in secondary schools

EFL lecturers attraction	Yes		No	
	No	%	No	%
Preparatory courses for EFL university students	25	83%	5	17%
Language clubs and newspapers	24	80%	0	0
Using teaching aids	22	70%	9	30%
Adopting language labs	20	67%	10	33%
Subjecting to a certain techniques	26	87%	4	13%
Sorting of individual variations	19	63%	11	37%

The above-mentioned results show that the first step to attract students to use extracurricular activities is Subjecting to a certain techniques (87%), preparatory courses for EFL university students (83%), using types of extracurricular activities such as clubs and newspapers (80%) and g teaching aids (70%)

4.2 Discussion of the Hypotheses with Relevant to the Hypotheses

4.2.1 Hypothesis one: *There are many problems hinder teachers to activate an ECA at schools.*

Taking into consideration tables (4.2), (4.2), and (4.17) the lack of implementation of the extracurricular activities and activities department does not provide a budget(90%) (100 %,) respectively

Tables (4.6) to (4.8) revealed that, the majority Lack of financial incentive entire respondent (100%) and (77%) that majority of them reveal that there is no availability of needs of basic tools for extracurricular activities. This indicates that; there is no real progress in student performance without using extracurricular. Thus, the first hypothesis is verified. In addition to that, there is high significance of the performance of the students

3.1.2 Hypothesis two: *Some different solutions can solve the problems which hinder activate ECA at Schools.*

With regard to table (4.18) the hypothesis is accepted, this is apparently demonstrated by the individuals of the population .Most of them said that subjecting to a certain techniques can attract teachers to use of the extracurricular activities in secondary schools(87%) . Thus asking questions can evaluate the limits of students in the knowledge absorption and understanding

5.CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents conclusion, findings, recommendations and suggestions for further related studies.

5.1 Conclusion

This study has investigated the use of extracurricular in teaching and learning from the viewpoints of EFL teachers. The data for this study were collected by a questionnaire. The questionnaire for the English teachers at in Wad Medani town. The collected data were analyzed statistically using (SPSS). The percentage and frequencies were used to present the results and discussed. The study was concluded by presenting the findings followed by the recommendations, and suggestions for future studies.

5.1.1 Findings

The findings are as follows:

1. less than half of the respondents said that the student activities does not stand in front of any talent for students 13(43%). **Table (4-1)**
2. vast majority of the respondents agree that the lack of implementation of the extracurricular activities program at secondary schools 27(90%),**Table (4-2)**
3. student activities department does not provide a budget for extracurricular activities **Table (4-3)**
4. the majority of the respondents were agree that routine and lack of diversity of activities 20(67%). **Table (4-4)**
5. majority of teachers reject to participate in extracurricular activities, whereas 7(17%) table (4.5)

6. there is a Lack of financial incentive to supervise extra-curricular activities 30(100%) Table (4-6)
7. there is no availability of needs of basic tools for extra-curricular activities Table (4-7)
8. Extracurricular activities do not only help teacher personal development but also develop students' talents Table (4-8)
9. Teaching quota is not taken into account when supervising extracurricular activities 15(60%) Table (4-9)
10. less than half of the respondents said that Simple experiences can carryout extracurricular activities 13(43%),. Table (4-10)

5.2 Recommendations:

1. Teachers are recommended to use extracurricular activities in the classroom because it is very important in English language teaching.
2. Teachers must be aware of the types of extracurricular activities and have great knowledge about types of questions.

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