

Effect of Co-curricular Activities in Learning English as a Foreign Language at a Government College of Bangladesh

¹Sree Bidhan Chakraborty

²Dr. Himadri Sekhar Roy

¹*Sree Bidhan Chakraborty (First Author): Lecturer in English at the Govt. Teachers' Training College, Sylhet-3100, Bangladesh.*

²*Professor Dr. Himadri Sekhar Roy (Second Author): Professor, Department of English, Shahjalal University of Science and Technology, Bangladesh.*

ABSTRACT: Learning English in a Foreign Language (EFL) context is still a big challenge. The students of the investigated institution are not different in this issue. But the substantial development in acquiring Communicative Competence (CC) and Academic Superiority in English by the pupils who participated in Co-curricular Activities (CCAs) impulse to work on the study. CCAs like debate, speech, quiz, recitation, role play, writings in magazine help learners feeling confident in using the skills of English and thus eradicate their fear regarding using a foreign language like English. This study is comprised with qualitative research methodology and investigated the effect of CCAs in English language learning in an EFL context of a government college of Bangladesh. Besides, the study encompasses a small scale survey on ten respondents, divided into two groups, and individual recorded interviews that applied the vital themes thus generating a better clarification on the topic. Finally, the study triangulated the findings that are gained from the survey, interviews, and documents with the themes and thus came to a valid conclusion that relevant CCAs are beneficial for the undergraduate students of an EFL context in acquiring CC and Academic Excellence in English.

KEY WORDS: Co-curricular Activities, Communicative-Competence, Academic, Outcomes, Acquisition

Date of Submission: 10-06-2021

Date of Acceptance: 25-06-2021

I. INTRODUCTION

1.0 Background of the study

Language is the mode through which a person can express his or her notions and emotional state. But currently, depending merely on one's mother language (L1) can scarcely serve this diligence thus ascending the significance of learning expedient foreign languages (Wei, 2011) and therefore quality English education (Richards, 2006). Meanwhile, Co-curricular Activities (CCAs) like debate, speech, quiz, recitation, role play, writings in magazine help learners feeling confident in using the skills of English and thus eradicate their fear regarding using a foreign language like English. To add with, CCAs create an atmosphere in such a way that learners feel they are framed by the language and thus loving to acquire even a foreign language positively (Ajoke, et.al, 2015).

However, CCAs are those activities that are not the part of academic curriculum but are applied by academic institutions and enhance every possibility to expand learning and knowledge based on practical world (Klesse and D'Onofrio, 2000). Besides, CCAs are closely associated to language acquisition because they construct new phenomena interpreting different skills of a language. When it is about learning English as a Foreign Language (EFL), CCAs are very much supportive as they lead students towards real life situation of the language (Mitchell, 2015; Sawant, 2013). Extending the earlier observation, Reva (2012) stated that it is impelled to apply additional activities in EFL learning so that the learners get rid of the fear of a language that is derived from another landscape. However, the utility of CCAs in language acquisition has never been given a proper attention (Pickard, 1996) and this formulates the kernels of this study.

1.1 Problem Statement

The language policy for Bangladesh is indefinite and unplanned, and has always been continuous and uninterrupted (Rahman and Pandian, 2018a, 2018b). Therefore, there's an established difference between a policy and language practice in Bangladesh. However, the education policy of 2010 considered English as a Foreign Language (FL) and emphasises the learning of English implying Communicative Language Teaching

(CLT) methodology in all the levels of study (Chowdhury & Kabir, 2014). Meanwhile, like all the other tertiary institutions in Bangladesh, English is taught as an EFL to the undergraduate students of the examined institution. The investigated college runs four years undergraduate programme in education. English is imparted here based on CLT that requires Communicative Competence (CC) in listening, speaking, reading, and writing (LSRW). Besides, harmonizing with Reeves (2008), it is revealed that the undergraduate students of the studied institution who participated in different CCAs in English, not only acquired CC better but also performed significantly in the examinations. The regretting fact is that, the CCAs in English are neither the part of academic evaluation of the students nor arranged regularly at this institution.

1.2 Rationale

Meanwhile, learning English in all the levels in an EFL context is still a big challenge (Wei et al., 2018). The students of the investigated institution are not different in this issue. But the substantial development in acquiring CC and Academic Superiority in English by the pupils who participated in CCAs impulse to work on the study. To add with, meager participators' number in CCAs in English in the targeted institution also embellished the urge to run this current study. Besides, positive observations on availing CC and Academic Distinction in English by participating in CCAs by the earlier researchers like Sawant (2013), Reeves (2008), Reva (2017), and Greenbank (2014), also embroidered the yen on this study. The present study, thus, would try to come up with a rationalization why CCAs need to be executed more frequently in teaching EFL to the students of the explored institution and generalizing the idea why CCAs are important for teaching EFL at the tertiary level of Bangladesh.

1.3 Research Objective

The study comes up with two types of objectives, general objective and specific objective.

General Objective:

(1) The study would try to identify the effect of Co-Curricular Activities in learning English as a Foreign Language to the students of a government college of Bangladesh.

Specific Objective:

(1) The study would try to justify how Co-Curricular Activities are helpful in making the students of a government college of Bangladesh communicative competent and conveying noteworthy performance in English in the examinations.

1.4 Research Questions

In addition, the study would attempt to resolve the following research questions.

(a) To what extent Co-curricular Activities and Communicative Competence in English as a Foreign Language are related for the students of a government college of Bangladesh?

(b) How do Co-curricular Activities enhance the students' academic performance in English as a Foreign Language (EFL) context of a government college of Bangladesh?

1.5 Significance of the Study

CCAs and language acquisition are unswervingly linked. According to Park (2015), CCAs provide extra assistance to English Language Learners (ELLs). Meanwhile, this current study is unique and time necessitating as it covers an important issue regarding English learning in the tertiary level of an EFL context. To add with, any research work in the tertiary level regarding EFL learning is noteworthy and arduous (Guo, 2011). Besides, learning English is still a big challenge in Bangladesh (Chowdhury & Kabir, 2014) and implying CCAs can resolute the tension of teaching EFL as well. According to Reva (2012), there are not too many works on the subject matter earlier and thus this research study would open up a bigger scope to imply CCAs in the perspective of Bangladesh.

II. LITERATURE REVIEW

2.0 Overview of Literature Review

The success of any academic programme depends on students' attainment extended by all the activities including inside and outside the classroom (Pascarella and Terenzini, 2005; Whitt, 2006). Generally, an academic programme is blended by both the classroom activities and CCAs. As illustrated by Lunenburg (2010), CCAs basically prolong the classroom learning by implying the learned materials for the several issues. Meanwhile, ELLs in EFL context experience challenges and need extra support to acquire English (Park, 2015). Again, availing CC in LSRW in English is possible when ELLs feel the intensity of the language. For example, CCAs synchronize the ELLs' world in English (Guo, 2011) and manipulate them towards better learning (Aladjem and Jou, 2016). However, the following subsections, thus, would try to contain reviews on persistent works on CCAs, EFL, CCAs' effect on CC and academic performance in English in EFL context congregating with the main themes of this study.

2.1 Defining Co-curricular Activities

CCAs are those activities that are applied to enhance learners' academic and real life learning. To add with, CCAs are the vibrant part of contemporary curriculum system (Ahmed, et al., 2015). This idea is extended by Park (2015) and Simoncini and Caltabiono (2012) who detailed that CCAs, unlike casual sports and entertaining events, are structured activities under the resilient supervision of the educators and thus improve learners' academic strength by waning shyness. In addition, CCAs increase the possibilities of being competent and skilled by encountering different challenges and hurdles in real life scenario (Holt, et.al, 2012 and Luddon, 2012). But, all the CCAs are not advantageous. This is further elaborated by Yildiz (2016) and Lunenburg (2010) who stated that CCA programs should be arranged based on students' needs and interests, and their language curriculum as they allure the learners towards academic distinction. However, it is disputed that the lack of a definition hinders research as there is barely any classification of activities (Bartkus, et al., 2012). So, teachers or educators need to be careful in using CCAs as the deleterious approach towards the failure from both the teachers and peer learners may demoralize the participants (Eccles and Barber, 1999). To conclude, CCAs are those endeavours that are not the part of curriculum yet extend students' academic and factual competence if they are pertinent and coherent to the academic contents.

2.2 Defining English as a Foreign Language (EFL)

Language that is not one's mother tongue as well as does not alternate one's first language (L1) and derived from a foreign land can be defined as a FL. Synchronizing with the previous proclamation, Chowdhury & Kabir (2014) also specified that English has been determined as an EFL in Bangladesh's Education Policy of 2010. Again, Natural Communication is the best process and Comprehensible Input in low anxious situations is the finest method of learning a FL (Krashen, 2017). The earlier statement was supported by Wei (2011) who further stated that the EFL learners lag behind in natural communication because of their environment. So, acknowledging Sawant (2013), CCAs like debate, speech, role play, recitation are appreciated as they convey coherent comprehensible input inviting interactive approaches and thus deepening the EFL learning procedure.

2.3 Co-curricular Activities and Language Acquisition

Acquiring a language demands frequent practice of both the receptive and productive skills. As illustrated by Xiao and Luo (2009), numerous studies have frequently established the issue of using the target language (TL) consistently by the learners in language acquisition. The earlier statement was extended by Rombokas (1995) who remarked that CCAs have abundant CC benefits including enhancing social interaction, developing leadership, sense of recreation, self-discipline, and self-reliance which extend the learners' chances in acquiring a language. In contrast, Yildiz (2016) felt hesitant and observed that merely CCAs are not adequate for obtaining TL. Besides, language acquisition is an autonomous approach by a learner and any lag in being sovereign in perceiving the TL, learners feel incomplete and burdened. This idea is elongated by Reeves (2008) and Pearson (2004) who further specified that CCAs create atmosphere that make learners confident and self-reliance in using TL with autonomous existence.

2.4 Co-Curricular Activities and Communicative Competence in English as a Foreign Language Learning

CCAs always generate authentic learning setting in EFL classrooms to acquire CC in TL. As illustrated by Pearson (2004), CCAs provide perceptible surroundings in acquiring EFL. However, EFL researchers agreed that language learning would be more operative if the CCAs are linked with the classroom activities (Lake, 2018; Akutsu, 2018). Again, EFL learning mostly focuses on the skills competence level of the learners and learners are expected to be proficient in LSRW skills of English. As illustrated by Barnndl (2007), there are four main components of communicative competence (CC): linguistic, sociolinguistic, discourse, and strategic competence. Brandl (2007) further noted that linguistic competence discusses knowledge of grammar and vocabulary; sociolinguistic competence mentions the capacity to say the most fitting phrase or word in a certain condition; discourse competence denotes the talent of managing a conversation in a constant and rational way; strategic competence confers to the aptitude of effective communication and mending communication when complications ascend. Take Oxford (1990) and Reva (2012) for further illustration. Oxford (1990) stated, development of CC requires realistic interaction among learners using meaningful, contextualized language and learning strategies help learners participate actively in such authentic communication and CCAs expose the real English atmosphere to the learners and create a better context for acquiring CC in TL enhancing learners' academic superiority in English (Reva, 2012).

2.5 Co-curricular Activities and Academic Excellence in EFL

CCAs and academic distinction are very much interrelated. For example, CCAs have active influence on students' academic grading (Bergen-Cico and Viscomi, 2012; Bas, 2008; Davidheiser and Wolf, 2009). But, CCAs success in academia in most cases depend on the choice of CCAs by the educators (Wilson, et al., 2014).

However, if educators are positive in using CCAs in teaching EFL, it can make a weighty change in the students' academic outcome in English. This is reinforced by Yusof and Abugohar (2017) and Guo (2011) who further detailed that teachers' approach to CCAs can upsurge the students' chances to avail outstanding academic result and sound language proficiency. In opposition, Little (2009) and Makarova & Reva (2017) were unconvinced and further expounded that EFL teachers often doubt the feasibility of out-of- class activities and due to the poor knowledge on proper CCAs, sociolinguistic barriers, and tight examination schedules, they are not able to imply correct CCAs. Finally, taking Rathore, Chaudhry, and Azad (2018); Greenbank (2014); and Fredricks and Eccles (2006) to sum up the view, if CCAs are closely related to the curriculum, they provide worthy chances to secure academic excellence in English and motivate ELLs towards distinctive education.

III. RESEARCH METHODOLOGY

3. Overview of Research Methodology

As qualitative methodology is distinctive (Mahoney, 2007) and can impulse the arena to reinforce the notional basics of pragmatic effort, as well as to accept more straightforwardly the parts of the investigator in the inquiry attempt (Trainor and Graue, 2014), this study is comprised with qualitative research methodology and would try to investigate the effect of CCAs in English language learning in an EFL context of a government college of Bangladesh. Meanwhile, the study encompasses a small scale survey on ten respondents, divided into two groups, and individual recorded interviews that applied the vital themes to generate a better clarification on the topic (Creswell and Poth, 2016). Finally, the study would try to triangulate the findings that are gained from the survey, interviews, and documents with the themes of the study to justify the investigation with rationalization.

3.1 Research Design

Meanwhile, the study was designed in the form of Qualitative Case Study as Qualitative Case Study is a method to investigation that enables examination of an occurrence within its setting by means of a numerous data sources (Baxter and Jack, 2008). Moreover, case study design permits the investigators to identify innumerable realisms that are not simply quantifiable (Hancock and Algozzine, 2017, p. 72). Again, as in constructivist model, actuality is qualified and subject to one's perspective (Baxter and Jack, 2008), this study used the Collective Case Study type to identify CCAs' influence on the academic success in EFL learning at the investigated institution as the outcome of this type of study is measured strong and dependable (Baxter and Jack, 2008).

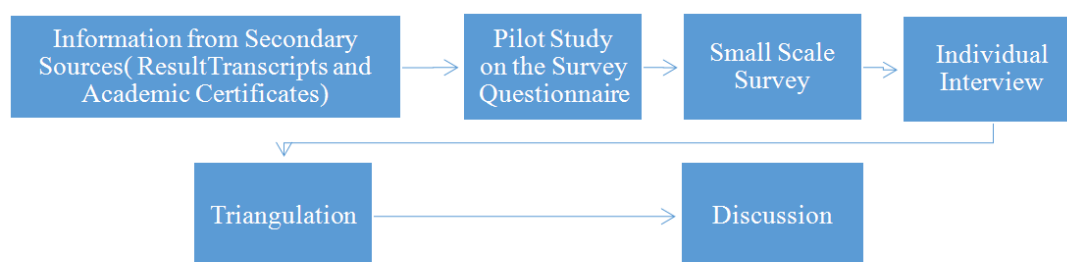


Figure 1: Research Design of the Study

However, started from verifying the existing records in English examination of the explored college, the study applied a pilot study to observe the relevance of the questionnaire (Appendix-3: Questionnaire for the Survey) prior to a small scale survey as the questionnaire survey method allows the researcher to gather more data than would be possible in a one-to-one interview (Dörnyei and Taguchi, 2009). The study then applied individual recorded interviews as interview delivers diverse resources for a collective case study (Flick, 2014). Finally, the investigation tried to make a triangulation among the three findings (Figure1: Research Design of the Study)

3.2 Research Context and Sampling

The preeminent cradle of records for a qualitative study are those who have encountered the issue (Creswell, 2014). As the study aims to find out the effect of CCAs on English language learning of the students of a government college of Bangladesh, the respondents were selected from the undergraduate students of the same institution. It assimilates students' jargons, because students' response is perceived as a vital source in shaping how an action or a program is to be established (Hsieh and Chu, 2006). Again, purposive sampling provide better chances to collect better outputs in qualitative study (Stake, 2005) and also proliferates the richness of data (Patton, 2015). Besides, as there is no static verdict on the number of cases in a collective case study (Zach, 2006), the respondents of this collective case study were chosen based on two purposes. Group-1,

formed by five students, represents those who did well in learning English because of their participation in different CCAs. Group-2, formed by five students, on the other hand, represents those who lack behind in learning English and felt reluctant in participating in CCAs. In both cases respondents were chosen randomly and being anonymous provided code names for the study. Meanwhile, for the pilot study, the participants, though the number remained the same, were different and anonymous to each other. Besides, minimum respondents are good enough to evade confusion as too many respondents may puzzle the data transcriber (Creswell, 2012).

3.3 Research Validity and Reliability

Appropriate research design and proper sample selection lead any research towards validity and reliability (Al-Omri and Ahmed, 2019). First of all, synchronizing with Patton (2002), this study tried to work on a reliable research design to investigate its core themes. To add with, tuning with, Campbell (1997) and Eisner (1991), the study tried to be consistent with its data so that the topic and context look reliable. The study covered the data of those respondents who were the direct stakeholders related to the chosen topic. In addition, the study was very inclusive in gender and had the view of at least one participant from each semester. Meanwhile, under constructivist paradigm, the study applied a valid questionnaire (Appendix-3: Questionnaire for the Survey) based on the themes, authentic observation through the interview protocol (Appendix-4: Interview Protocol), and the triangulated discussions of the findings related to them.

3.4 Research Instruments

As the trademark of a collective case study is the use of diverse data cradles (Yin, 2003), numerous instruments like the academic transcripts from the respondents as well as the academic calendar and curriculum of the studied college, a semi-structured questionnaire for a small scale survey, observation, and individual interview protocol were applied in this study. Patton's (2015) theory of questionnaire was followed in preparing both the survey and the interview protocol. While preparing questionnaire a researcher need to focus on behavior or experience, opinion or belief, knowledge, feeling, sensory, and background of the respondents (Patton, 2015).

3.5 Method of Data Collection and Analysis

The study is based on both primary and secondary data. The secondary data that were gathered from the previous literatures on the related topics and the academic documents of the examined college were discussed in a narrative form in the Literature Review part and Discussion Part. The primary data were acquired from the respondents using multiple data collection methods as Yin (2013) and Flick (2014) listed that in a collective case study data are composed using interviews, questionnaire survey, and observation. These data were separated based on the themes and presented using MSWord (MSW) in the findings. These acquired data were interpreted directly categorizing the central themes as Stake (1995) stated that definite collection and direct interpretation can be suitable for analyzing data in a collective case study. In addition, the findings of the Pilot Study were discussed in a narrative form in the discussion part too. Data were selected, focused, and organized from the interviews to provide a condensed discussion (Miles, Huberman, and Saldana, 2014). Later, there was a triangulation of the secondary data, survey, and interview as triangulation heightens integrity of data analysis (Flick, 2014). In addition, the collected data were interpreted following Boeije's (2010) definition of interpretation. Findings are the results of the investigator's indicative commotions (not the activities themselves) and consist of data and everything the researcher makes out of them, whether descriptions, theoretical models, or explanation (Boeije, 2010). In this study, the data were analysed in view of earlier studies, theories, the researcher's personal view, and the views gathered from the survey and interview.

3.6 Pilot Study

The efficiency and validity of a research study is enhanced by its prior pilot study (In, 2017). A pilot study was conducted to sort out the understandability and validity of the semi structured questionnaire that would be delivered to the key respondents of the survey. In this case, the respondents are different and randomly selected for both the groups. The findings helped to make necessary changes based on language, grammar, context, and contents.

IV. FINDINGS AND DISCUSSIONS

4. Introduction

The study circumscribed a small scale survey and recorded interviews using Zoom application online on ten (10) respondents to explore how expedient CCAs are in enlightening academic performance and CC in English. Meanwhile, two groups of respondents from the students of the explored college were nominated focusing the central themes of the study. Group-1, consisted of Purba, Turzo, Tanni, Srijona, and Nowshin (All Code Names), represents the students who have done radiant in English in the examinations and are confident English users in the campus. On the other hand, Group-2, consisted of Pushpita, Johir, Bashir, Rohan, and Rimzim (All Code Names), represents the students who did not perform thriving in English examinations and are not fluent English users. Meanwhile, the respondents, being anonymous to each other, were selected purposively and provided code names for the study. Besides, the participants of these two groups were provided the same questionnaire that had gone through a pilot study earlier. The respondents of the Pilot Study were ten (10) different students of the same institution. The narratives that are heralded by the tables on briefed findings, will be titled on the themes and followed by the discussions that will be further summarized for triangulation.

4.1 Narrative Findings of the Pilot Study

The participants were provided the questionnaire (Appendix 3: Questionnaire for the Survey) to answer to see the understandability and time consumption of the questionnaire.

Table-1: Clarity of the Survey Questionnaire

Question No	Understandable or Confusing
01	Understandable
02	Understandable
03	Understandable
04	Understandable
05	Understandable
06	Understandable
07	Confusing

They found the question number seven (7) of the survey questionnaire (Appendix 3: Questionnaire for the Survey: Question No 7: Any remark/s that you want to add about participating in Co-Curricular activities in English) confusing.

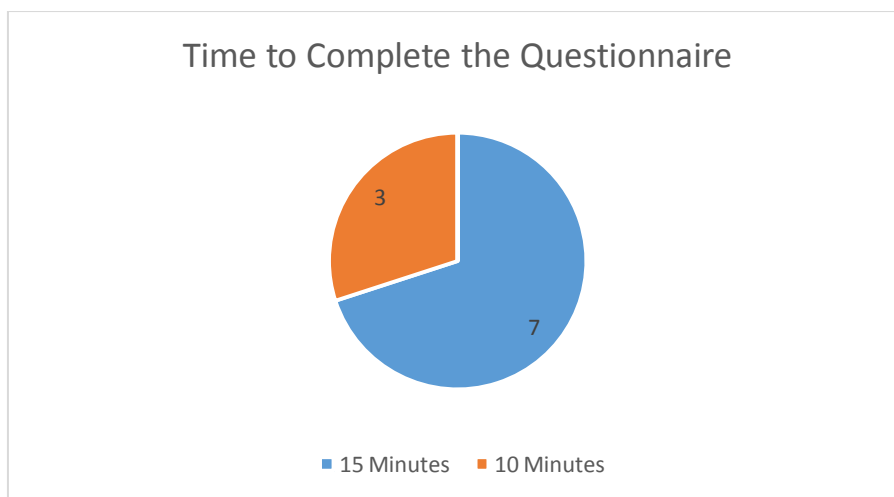


Figure-2: Time to Complete the Survey Questionnaire

Three participants finished it by 10 minutes, the rest finished answering by 15 minutes.

a. Narrative Findings of the Survey

This sub-section would try to provide the narrative findings of the survey based on the central themes of the study.

i. Academic Result

4.2.1.1 Group-1: Students Having Excellent Academic Record in English

Table 2: Academic Result of Group-1. Total CGPA is **4 (Four)** in each semester.

Semester and Courses' Name	Purba	Turzo	Tanni	Srijona	Nowshin
Semester 1: English1 (Grammar/Reading/Listening/ Speaking)	3.25	3.75	3.25	3.25	4.00
Semester 2: English2 Grammar/Reading/Listening/ Speaking)	3.16	3.75	3.25	4.00	N.E
Semester 3: English 3 (Reading/ Writing)	3.45	3.75	3.00	N.P	N.E
Semester 4: English 4 (Advanced Reading/ Writing)	3.50	3.75	3.25	N.E	N.E
Semester 5: English 5(Advanced Reading/ Advanced writing)	3.50	N.P	3.50	N.E	N.E
Semester 6: English 6 (Advanced Reading/ Advanced Writing)	3.27	N.E	3.50	N.E	N.E
Semester 7: Teaching Practice(Real Life Teaching in English)	3.58	N.E	4.00	N.E	N.E
Semester 8: Comprehensive (Writing/Speaking)	N.E	N.E	N.E	N.E	N.E

(N.E= Not examined/ N.P=Not Published)

All the respondents consistently achieved standard results in English in their examined semesters. Purba's minimum CGPA is 3.16 and maximum is 3.58. Purba got 3.50 for several times. Purba availed 3.45, 3.25 and 3.27 for once. Meanwhile, Turzo consistently achieved 3.75 in all his examined semesters. On the other hand, Tanni's top result is 4 and minimum result is 3. Tanni got 3.50 for a couple of occasions and 3.25 for three times. Srijona like Tanni got 4 for her one semester and 3.25 for another. Lastly, Nowshin got 4 in her only examined semester.

4.2.1.2 Group- 2: Students having poor Academic Record in English

Table 3: Academic Result of Group -2 . Total CGPA is **4 (Four)** in each semester.

Semester and Courses' Name	Pushpita	Johir	Sneha	Rohan	Rimzim
Semester 1: English1 (Grammar/Reading/Listening/ Speaking)	2.75	3.00	3.00	2.75	2.75
Semester 2: English2 Grammar/Reading/Listening/ Speaking)	2.75	3.00	2.75	3.00	N.E
Semester 3: English 3 (Reading/ Writing)	2.00	3.25	3.25	N.P	N.E
Semester 4: English 4 (Advanced Reading/ Writing)	2.75	3.00	3.00	N.E	N.E
Semester 5: English 5(Advanced Reading/ Advanced writing)	2.00	N.P	N.P	N.E	N.E
Semester 6: English 6 (Advanced Reading/ Advanced Writing)	3.00	N.E	N.E	N.E	N.E
Semester 7: Teaching Practice (Real Life Teaching in English)	3.00	N.E	N.E	N.E	N.E
Semester 8: Comprehensive (Writing/ Speaking)	N.E	N.E	N.E	N.E	N.E

(N.E= Not examined/ N.P=Not Published)

No respondent achieved more than CGPA 3.25 in their examined semesters. Pushpita got 3.00 and 2.00 for a couple of times. She availed 2.75 for three times. Meanwhile, Johir got CGPA 3.00 for three times and 3.25 once. On the other hand, Sneha's top result is 3.25 and minimum result is 2.75. Sneha got 3.00 for a couple of occasions and 3.25 and 2.75 once. Rohan got CGPA 3.00 for one semester and 2.75 for another. Lastly, Rimzim got CGPA 2.75 in her only examined semester.

ii. Participation in CCAs

4.2.2.1 Group-1

Table 4: Participation in Different CCAs by Group-1 (Number indicates the frequency of participation)

Student's Name	Debate	Speech	Role Play	Writing on Magazine	Recitation
Purba	YES/3	YES/2	NO	YES/2	YES/2
Turzo	YES/2	YES/3	NO	YES/1	YES/2
Tanni	YES/2	YES/2	NO	YES/2	YES/2
Srijona	YES/1	YES/1	NO	YES/1	YES/1
Nowshin	YES/1	YES/1	YES/1	NO	NO

All the respondents participated in different CCAs for several times. Purba attended speech, recitation, and magazine writing for a couple of times. She participated in debate for three times. Again, Turzo, participated in debate and recitation for a couple of times. He also participated speech for three occasions and contributed in magazine for once. On the other hand, Tanni contributed in debate, speech, recitation, and magazine for a couple of times. Srijona and Nowshin participated in debate and speech for once. Additionally, Srijona contributed in magazine and recitation for once and Nowshin participated in role play for once.

4.2.2.2 Group-2

Table 5: Participation in Different CCAs by Group-2(Number indicates the frequency of participation)

Student's Name	Debate	Speech	Role Play	Writing on Magazine	Recitation
Pushpita	NO	NO	NO	NO	NO
Johir	NO	NO	NO	NO	NO
Sneha	NO	NO	NO	NO	NO
Rohan	NO	NO	NO	NO	NO
Rimzim	NO	NO	YES/1	NO	NO

No respondent attended CCAs except Rimzim. Rimzim participated in a role play for once.

iii. Communicative Competence of the respondents (Four Skills)

4.2.3.1 Group-1

Table 6: Communicative Competence of Group-1

Student's Name	Listening	Speaking	Reading	Writing
Purba	YES	YES	YES	YES
Turzo	YES	YES	YES	YES
Tanni	YES	YES	YES	YES
Srijona	YES	YES	YES	YES
Nowshin	YES	YES	YES	YES

All the participants feel confident in communication using all the four skills of English. Purba, Turzo, Tanni, Srijona, and Nowshin delivered that they are competent in listening, speaking, Reading, and writing.

4.2.3.2 Group-2

Table 7: Communicative Competence of Group-2

Student's Name	Listening	Speaking	Reading	Writing
Pushpita	NO	YES	NO	NO
Johir	NO	NO	NO	YES
Sneha	NO	NO	NO	NO
Rohan	NO	NO	NO	YES
Rimzim	NO	NO	NO	YES

All the respondents felt shaky about their competence level. According to Pushpita, she was able to speak whereas Johir, Rohan, and Rimzim found writing as their strength. Meanwhile, Sneha thought she was not cable in any of the skills.

iv. Additional Benefits of CCAs in English

1. Group-1

Table 8: Additional Benefits of CCAs in English by Group-1

Student's Name	Benefit
Purba	Diminish fear of speaking
Turzo	Diminish fear of speaking and irregularity
Tanni	Diminish fear of speaking and irregularity
Srijona	Diminish fear of speaking and shyness
Nowshin	Diminish fear of speaking

All the respondents said that CCAs take away the fear of in English. In addition, Turzo and Tanni mentioned that interesting CCAs will decrease the irregularity of the students whereas Srijona stated about lessening shyness.

2. Group-2

Table 9: Additional Benefits of CCAs in English by Group-2

Student's Name	Benefit
Pushpita	Diminishing fear of speaking
Johir	Diminishing fear of speaking
Sneha	Diminishing fear of speaking and increasing subject interest
Rohan	Diminishing fear of speaking and shyness
Rimzim	Diminishing fear of speaking

All the respondents said that CCAs can take away the fear of speaking in English. Additionally, Sneha mentioned about the cumulative subject interest .Whereas Rohan mentioned about shyness.

b. Narrative Findings on Interview Protocol

This subsection would try to provide the narrative findings of the interview protocol.

i. Participation in Different CCAs

4.3.1.1 Group-1

Table 10: Participation in Different CCAs by Group-1

Student's Name	Debate	Speech	Role Play	Writing on Magazine	Recitation
Purba	YES	YES	NO	YES	YES
Turzo	YES	YES	NO	YES	YES
Tanni	YES	YES	NO	YES	YES
Srijona	YES	YES	NO	YES	YES
Nowshin	YES	YES	YES	NO	NO

All the respondents participated in different types of CCAs. Purba, Turzo, Tanni, Srijona, and Nowshin contributed in debate and speech. Additionally, Purba, Turzo, Tanni, Srijona contributed in magazine and recitation. Besides, Nowshin participated in role play.

4.3.1.2 Group-2

Table 11: Participation in Different CCAs by Group-2

Student's Name	Debate	Speech	Role Play	Writing on Magazine	Recitation
Pushpita	NO	NO	NO	NO	NO
Johir	NO	NO	NO	NO	NO
Sneha	NO	NO	NO	NO	NO
Rohan	NO	NO	NO	NO	NO
Rimzim	NO	NO	YES	NO	NO

No respondent participated in CCAs except Rimzim. Rimzim contributed in a role play for once.

ii. Effect of CCAs on Communicative Competence

4.3.2.1 Group-1

Table 12: Effect of CCAs on Group-1's Communicative Competence

Student's Name	Communicative Competence
Purba	CCAs enhance CC by developing all four skills.
Turzo	CCAs enhance CC by developing all four skills.
Tanni	CCAs enhance CC by developing all four skills, especially speaking
Srijona	CCAs enhance CC by developing all four skills especially speaking and writing
Nowshin	CCAs enhance CC by developing all four skills

All the respondents think that CCAs improve CC by developing all the four skills LSRW. Tanni additionally mentioned about speaking whereas Srijona mentioned about speaking and writing.

4.3.2.2 Group-2

Table 13: Effect of CCAs on Group-2's Communicative Competence

Student's Name	Communicative Competence
Pushpita	CCAs are helpful especially in speaking.
Johir	CCAs are helpful especially in speaking
Sneha	CCAs are helpful.
Rohan	CCAs are helpful especially in speaking
Rimzim	CCAs are helpful in speaking and listening

All the respondents thought CCAs would have been helpful. Pushpita, Johir, and Rohan found CCAs helpful for speaking whereas Rimzim thought about listening.

4.3.3 Effect of CCAs on Students' Academic Performance

4.3.3.1 Group-1

Table 14: Effect of CCAs on Group-1's Academic Performance

Student's Name	Academic Performance in English
Purba	CCAs made her more analytical in writing during the examination.
Turzo	CCAs took away his fear of English as well as made him analytical in writing.
Tanni	CCAs extended her ideas by intensive reading.
Srijona	CCAs lead her towards extensive reading and made her confident.
Nowshin	CCAs made her more analytical in writing through vast reading.

All the respondents thought CCAs improved their academic performance in many ways. Purba, Turzo, and Nowshin think CCAs made their writing more analytical through extensive reading whereas Tanni and Srijona found CCAs helpful in improving their reading. On the other hand, Turzo and Srijona found CCAs beneficial in diminishing the fear of English.

4.3.3.2 Group-2

Table 15: Effect of CCAs on Group-2's Academic Result

Student's Name	Academic Performance in English
Pushpita	CCAs could make result better by developing reading.
Johir	CCAs could make result better by helping writing
Sneha	CCAs might be useful for better result by developing writing
Rohan	CCAs could provide better result by developing writing
Rimzim	CCAs could provide better result by improving reading

All the respondents remarked that CCAs could be helpful in acquiring an outstanding results in English. Puspita and Rimzim thought CCAs could develop reading and thus improving results. The rest of the respondents thought that CCAs could improve result by improving writing skill.

c. Discussion

This sub-section would try to provide the narrative discussion on the findings.

4.4.1 Discussion on the Pilot Study Findings

As In (2017) stated, preceding pilot study offer scopes of corrections, according to the findings of this study, the content of the question number seven (7) was cleared to the respondents before the survey. The pilot study was successful in its assumed time limit for the survey (Figure-2: Time to Complete the Survey Questionnaire).

4.4.2 Discussion on the Survey Findings

The students of Group-1 participated in numerous CCAs frequently and availed outstanding grades in examinations (Table-2: Academic Result of Group-1). Synchronizing with Bergen-Cico and Viscomi (2012),

the findings (Table-2: Academic Result of Group-1 and Table-4: Participation in Different CCAs by Group-1) justified the second theme that involvement in CCAs enhance academic performance in English. In contrast, the students of Group-2 did not participate in CCAs (Table-5: Participation in Different CCAs by Group-2) in regular basis. Their academic outcomes were not sound like Group-1 in English (Table-3: Academic Result of Group-2). It is revealed that the highest CGPA of Group-1 and Group-2 are 4.00 and 3.25 out of 4.00 respectively. On the other hand, the lowest CGPA of Group-1 and Group-2 are 3.00 and 2.00 out of 4.00 respectively. Again, tuning with Guo (2011), numerous participations in CCAs and availing CC in English (Table-6: Communicative Competence of Group-1) by the respondents of Group-1 approved the first theme of the study. This is further justified by the failure of Group-2 in achieving CC due to their reluctance in CCAs (Table 7: Communicative Competence of Group-2). In addition, the respondents of Group-1, unlike the respondents of Group-2, are frequent in participating in different CCAs and at the same time achieved significant results consistently. This justified Bas (2008) and Greenbank (2014) who earlier stated that frequent participation in CCAs create sustainable academic distinction.

4.4.3 Discussion on the Interview Protocol Findings

This is observed that the respondents of Group-1 were very lucid and skilled in communication during the interview. The respondents of Group-1 tuned with Reva (2012) and Bas (2008) in the point of attaining widespread learning in all the skills in TL through CCAs and securing outstanding academic grades (Table-14: Effect of CCAs on Group-1's Academic Performance). In addition, toning with Sawant (2013), the participants of Group-1 added that CCAs enriched their reading and writing skills which are tested during the examinations. Again, the respondents of Group-1 participated in different CCAs (Table 10: Participation in Different CCAs by Group-1 and like Krashen (2017) believed that CCAs improved their skills competence in many ways (Table-12: Effect of CCAs on Group-1's Communicative Competence).

On the other hand, the students of Group-2 were reluctant in participating in CCAs (Table 11: Participation in Different CCAs by Group-2) and very shaky in communication in English during the interview (Table-13: Effect of CCAs on Group-2's Communicative Competence). They, again, believed that participation in CCAs would have been helpful. They felt the need of participation in CCAs in English to have better academic result (Table 15: Effect of CCAs on Group-2's Academic Result).

4.4.4 Summary of Discussion

However, the findings of both the survey and the interviews resemble with the themes of this study that CCAs enrich the CC and academic performance in English of the students. Harmonizing with Han and Kwon (2018) and Darling, Caldwell and Smith (2005), the respondents of Group-1 found CCAs helpful in becoming analytical in productive skills like reading and writing (Table-14: Effect of CCAs on Group-1's Academic Performance) and competent in the receptive skills like listening and speaking (Table 6: Communicative Competence of Group-1). Again, the survey findings tuned with Reva (2012), that participation in CCAs heighten superiority in academic outcomes in English (Table-2: Academic Result of Group-1 and Table-3: Academic Result of Group-2). To add with, the confident CC of Group-1 in the Interview Protocol in the study also approved Brandl (2007) and Oxford (1990) in the fact of acquiring real life CC. Furthermore, echoing with Holt, et.al (2012), they stated that CCAs offer many skills that are not easily taught in classrooms (Table-14: Effect of CCAs on Students' Academic Performance). Meanwhile, both Group-1 and Group-2 resonated with Simoncini and Caltabiono (2012) and Guo (2011) that CCAs take away shyness and fear of speaking in English (Table 8: Additional Benefits of CCAs in English by Group-1 and Table 9: Additional Benefits of CCAs in English by Group-2). In addition, both the survey and interview protocol findings approved Reeves (2008) in the motion that students who participate in CCAs achieve better CC and grades in English compared to non-participants (Table-2: Academic Result of Group-1 and Table-3: Academic Result of Group-2). Finally, the triangulation of the secondary documents, survey, and interview protocol findings thus convey the fact that Group-1 has better academic outcomes and CC in English than Group-2 due to their participation in CCAs.

V. CONCLUSION AND RECOMMENDATIONS

5.0 Conclusion

To conclude, the current study findings were able to establish the objectives that were set earlier regarding CCAs' effect on EFL learning considering CC and Academic Outcomes thus approved that CCAs extend students' potentials in acquiring EFL confidently in the explored college. Besides, acknowledging Lazaro (2016) and Vermaas (2009), the participants' involvement in CCAs and thus attaining distinguished academic results in English justifies the second research question of the study. Again, while extenuating the first research question, both Group-1 and Group-2, synchronizing Reeves (2008), considered that CCAs in English are helpful in becoming competent in English communication. Group-2 regretted that they had not participated in CCAs in English earlier and assured that they would love to take part in CCAs in the upcoming days as they

felt their participation in CCAs would comfort them with better CC in English. Finally, the study comes with a valid rationalization for using CCAs in English learning for the tertiary students in EFL context. It is, therefore, substantiated that if relevant CCAs are applied in teaching English to the students of the investigated institution, both the academic consequences and level of CC will be exalted.

In summing up, the theoretical analysis and the discussions of this qualitative research study findings resemble the same. Both of them reveal the importance of the incorporation of CCAs in English classes in EFL context so that the students feel dynamic and constructive learning a foreign language like English and thus leading themselves towards a dazzling academic outcome.

5.1 Recommendations

To wrap up, as no study is out of its limitations (In, 2017), this study as well is confined with some boundaries like limited time frame, pandemic atmosphere. Yet, this current study tried to overcome its limit and would try to provide some recommendations in applying CCAs in English for the students of the investigated college as well as for all the government colleges of Bangladesh. At first, the study would love to recommend CCAs in English mandatory for the first year students. Secondly, CCAs in English need to be frequent so that the students feel that they are surrounded by English. Thirdly, if possible, CCAs need to be the part of main curriculum so that they get evaluated as a part of academia, no matter if is taken as non-major course. Finally, Volunteering Teaching Assistant from the students can be recruited though this is the teacher who would guide and supervise the students on all types of CCAs in English. In summing up, this study would surely open up scopes for a large scale research on the implementation of CCAs in English learning in the tertiary level of Bangladeshi EFL context.

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