



Unveiling the Hidden Potential of Extracurricular Engagement: A Comprehensive Analysis of its Impact on Bachelor Students' Writing Proficiency (Samtah College- Jazan University)

By

1. Hanaa Kamal Nassar ,Current passion: Instructor ,
2. Nusrat Jahan Mallick, Current possion: Instructor,
3. Nahla Mohamed Nasur Ibnauf , Current passion: Lecturer,
4. Qamar Suliaman Ibrahim Hassbo (Lecturer),
5. *Dept. of English, Samtah Applied College, Jizan University, KSA*

Abstract

Extracurricular writing activities can significantly improve students' writing proficiency. This study investigated the impact of extracurricular writing activities on the writing skills of English department Students at Samtah Applied College. The study focused on various activities such as the student newspaper, literary magazines, writing workshops, debate clubs, and research projects. A mixed-methods approach was used to collect data on students' participation in extracurricular writing activities, the impact of such activities on their writing skills, and the challenges that students faced while participating in these activities. The findings of this study indicate that students who participated in extracurricular writing activities demonstrated notable improvements in their skills, such as grammar, vocabulary, organization, style, and audience awareness. However, the study also revealed that students face challenges participating in these activities, including lack of time, access to activities, and support from instructors and mentors. Therefore, policymakers and educators should encourage and support extracurricular writing activities by providing a variety of options, partnering with community organizations, delivering support to students, and providing more flexible and convenient activities. This study is also focused on the using of extracurricular writing activities can positively impact students' writing proficiency, which can benefit to them throughout their academic and professional careers. The study came up with preliminary study, a number of findings, recommendation, and offered some suggestions based on the solutions.

Chapter 1

Introduction

1.1: Statement of the Problem

According to our experiences as teachers, we noticed that students at Samtah College often face challenges with their writing abilities, which can hinder their academic performance and future career prospects. This research aims to address the issue of limited understanding regarding the impact of extracurricular involvement on the writing.

1.2: Research Objectives

The objectives of this research are:

- To determine the relationship between extracurricular engagement and diploma students' writing proficiency.
- To identify the mechanisms that mediate the relationship between extracurricular engagement and students' writing proficiency.
- To investigate whether the relationship between extracurricular engagement and writing proficiency is stronger for some students than others, such as students from different backgrounds or students with different learning styles.
- To identify the specific extracurricular writing activities that are most effective in improving students' writing proficiency.

To investigate the impact of extracurricular activities on writing proficiency, a study is being conducted at Samtah Applied College.

1.3: Significance of the study

The primary aim of the present research is to investigate the influence of participating in extracurricular activities on the writing aptitude of English department students at Samtah Applied College. The discoveries of this research will prove to be valuable for educators who aspire to enhance the writing capabilities of their students. By scrutinizing the correlation between extracurricular activities and writing proficiency, educators will attain a more comprehensive comprehension of how these activities can be employed to augment student outcomes. The conclusions drawn from this study will contribute to the existing body of knowledge on extracurricular engagement and student writing proficiency, empowering educators to devise more well-informed and efficacious methodologies for fostering the writing development of diploma students. In essence, this study possesses the potential to significantly ameliorate educational practices by furnishing insights into

how extracurricular engagement can be harnessed to ameliorate the writing skills of diploma students. Educators can employ the insights acquired from this study to devise targeted interventions.

This research gives useful feedback to students and teachers of English department, Jazan University.

1.4: Hypotheses of the Study:

This study has the following as its hypotheses:

1. Participation in extracurricular engaging activities and students writing proficiency in several ways:

Firstly, engaging in these activities provides students with more opportunities to practice their writing skills, as they often write regularly and receive feedback from peers and mentors. This practice helps students improve their writing fluency and proficiency.

Secondly, hypotheses of the study are to increase students' motivation, enhance their writing abilities. For instance, students who participate in public speaking clubs or theater productions may be more motivated to improve their writing skills to effectively communicate with their audiences. Furthermore, extracurricular activities can aid in the development of critical thinking skills, which are crucial for effective writing. Students who engage in activities such as science clubs or math teams can enhance their critical thinking abilities by analyzing complex problems and devising solutions.

2. The benefit of participating in extracurricular writing activities exposes students to different writing styles and genres, enabling them to develop their writing style and learn how to write for diverse audiences and purposes. Collaborating with other students in these activities also fosters learning and growth in writing skills within a collaborative environment.

To investigate the impact of extracurricular activities on writing proficiency, a study is being conducted at Samtah Applied College. The study compares the writing performance of Bachelor students who participate in extracurricular activities to those who do not, with a focus on identifying the specific factors of extracurricular activities at the college that contribute to improved writing proficiency.

3. The challenges and obstacles of using extracurricular activities to improve Student's writing proficiency
4. the suggestions for making extracurricular writing activities to more accessible and effective to students' writing proficiency.

extracurricular activities allow students to receive feedback on their writing from various audiences, which helps them identify areas for improvement and develop their self-editing skills.

1.5: Research Questions

The researchers will find out the answer from the following of research questions:

1. What is the relationship between extracurricular engaging activities and Bachelor students' writing proficiency?
2. What are benefits of extracurricular engagement writing activates and students' writing proficiency?
3. What are the challenges and obstacles of using extracurricular activities to improve Student's writing proficiency.
4. What are the suggestions for making extracurricular writing activities to more accessible and effective to students' writing proficiency?

1.6: Research Objectives

The objectives of this research are:

- To determine the relationship between extracurricular engagement and Bachelor students' writing proficiency.
- To identify the mechanisms those mediate the relationship between extracurricular engagement and students' writing proficiency.
- To investigate whether the relationship between extracurricular engagement and writing proficiency is stronger for some diploma students than for others, such as students from different backgrounds or students with different learning styles.
- To identify the specific extracurricular writing activities that are most effective in improving diploma students' writing proficiency.

1.7: Research Methods

The researcher intends to employ a mixed-method approach in this study. To gather quantitative data, a survey will be administered to Bachelor students, English department enrolled at Samtah College. The survey will assess both their level of involvement in extracurricular activities and their proficiency in writing. Additionally, qualitative data will be obtained through interviews conducted with teachers and students from advance level who actively participate in various extracurricular activities at Samtah College. These interviews will delve into the student's personal experiences with using extracurricular engagements to enhance their writing skills.

1.8: The objectives of the study are to accomplish the following results:

The researcher's objective is to analyze the barriers and obstacles to using extracurricular activities to enhance writing skills among English department students from advance level. It also aims to propose recommendations for more effective implementation of these activities to improve writing proficiency. Moreover, this study will contribute to the current understanding of how extracurricular activities can support writing development in higher education. The findings will be disseminated through various channels, including peer-reviewed publications, conference presentations, and reports provided to relevant stakeholders.

1.9 Limitation of the Study

This study will focus on some representation of English department students and teachers from Samtah college, Jazan University (01/Sep-10/Nov/2023).

1.9 Research Keywords: Extracurricular activities, Writing Skills, Mediation, Moderating factors.

Chapter Two

. Review of the Literature & Previous Study

2.1 Review of the Literature

2.1.1 Introduction

Engaging in extracurricular writing activities pertains to the involvement of students in endeavors outside of their regular classes, to hone and cultivate their writing aptitude. These endeavors encompass composing pieces for the college newspaper, contributing to literary publications, attending writing workshops, and affiliating with debate clubs.

Extracurricular activities provide a channel for reinforcing the lessons learned in the classroom, offering students the opportunity to apply academic skills in a real-world context, and are thus considered part of a well-rounded education.

These undertakings assume great significance as they aid students in refining their writing abilities, fostering their creativity, and their self-assurance in effectively conveying their thoughts. For learners pursuing a Bachelor degree of English, extracurricular writing activities hold relevance as they present avenues for nurturing the writing proficiency that proves indispensable for triumph in higher education and the labor market. In the contemporary world, students must possess the capacity to write proficiently across a range of contexts, encompassing academic essays, professional reports, and social media posts. By participating in extracurricular writing activities, students can acquire the indispensable proficiencies to write effectively for diverse target audiences and objectives. Extracurricular writing activities can manifest themselves in a variety of forms.

There are various activities that students can participate in to improve their writing skills. Some of these activities include:

1. Student Newspaper: Students can write articles, editorials, and reviews on various topics, which can help them improve their research, writing, and editing skills.

<https://nces.ed.gov/pubs95/web/95741.asp#:~:text=Extracurricular%20activities%20provide%20a%20channel,of%20a%20well%2Drounded%20education.>

2. Literary Magazines: Students can write poems, short stories, and essays for publication. Writing for different audiences can help them develop their creative writing skills.

3. Writing Workshops: Writing workshops provide students with the opportunity to receive feedback on their writing from their peers and instructors. This feedback can help students to identify areas for improvement and to develop their self-editing skills.

4. Debate Clubs: Debate clubs allow students to research and write speeches on varied topics. This experience can help students to develop their research skills, critical thinking skills, and persuasive writing skills.

5. Research Projects: Research projects require students to write research papers and reports, which can help them improve their research, writing, and critical thinking skills.

Through engagement in these endeavors, students have the opportunity to refine their writing aptitude in a myriad of domains such as investigation, imaginative composition, discerning analysis, and persuasive discourse. Moreover, they can receive input from their peers and educators, which can facilitate the identification of areas that require improvement, thus amplifying their capacity for self-editing.

Besides the aforementioned extracurricular pursuits, there exist numerous alternative undertakings capable of augmenting students' proficiency in written expression. Educators have the potential to inspire students to partake in writing competitions, contribute to online publications, or even embark upon personal blogs. By furnishing students with occasions to participate in supplementary writing activities beyond the classroom, educators can effectively cultivate the requisite writing acumen indispensable for both academic and occupational triumph.

Participation in extracurricular writing activities can offer several benefits to students, such as:

- Enhanced grammar, vocabulary, organization, style, and audience awareness.
- Improved creativity, critical thinking skills, and self-confidence.
- More practice opportunities to refine writing skills.
- An increase in motivation to improve writing skills.
- Development of critical thinking skills.
- Exposure to various writing styles and genres.

-Collaborative work with other students.

-Feedback from a diverse audience.

2.1.2: Research Keywords:

1. Extracurricular activities

Extracurricular activities are defined as structured and typically non-academic engagements and experiences that occur outside of the regular college or educational curriculum. These pursuits often cover a diverse range of interests, such as sports, clubs, hobbies, community service, cultural activities, and more. By participating in extracurricular activities, students can cultivate their skills, explore their interests, and establish social connections beyond the confines of the classroom. This contributes to their personal development and a holistic education.

2. Writing Skills

The skills required for effective written communication encompass various elements. These include the usage of proper grammar, punctuation, and spelling, as well as the ability to organize thoughts and ideas logically and coherently. Additionally, it involves writing in a clear and concise style.

3. Mediation

Mediation refers to the phenomenon where a mediator, acting as a third variable, impacts the connection between two other variables, namely the independent and dependent variables. In the specific context of your research, the mediator could be one of several mechanisms through which extracurricular engagement can enhance writing proficiency. These mechanisms may encompass heightened motivation to improve writing skills, increased opportunities for practicing writing skills, or the development of critical thinking abilities.

4. Moderating factors

These are variables that can influence the strength or direction of the relationship between two other variables. In the context of your research, a moderating factor could be a student's background or learning style. For example, the relationship between extracurricular engagement and writing proficiency may be stronger for students from certain backgrounds or with certain learning styles.

5. Bachelor students

They are students who are enrolled in a Bachelor program. Program is typically vocational program that prepare students for specific careers.

2.1.3: The review of the literature can be organized into four main sections:

Section one: The relationship between Extracurricular Activities and Students Writing Proficiency:

This section will discuss the existing research on the relationship between extracurricular activities and student's writing proficiency. It will identify the types of extracurricular activities that are improving students' writing skills, as well as the mechanisms through which extracurricular activities improve their writing skills.

A. Creating extracurricular writing activities that are meaningful to students' lives and experiences.

Nora et al. (2022), investigated that extracurricular writing activities can be a powerful tool for helping students develop their writing skills, creativity, and self-expression. However, it is important to create activities that are relevant to students' lives and experiences. This will make the activities more engaging and meaningful for students, and it will help them to connect their writing to the world around them. Use technology to help students create extracurricular writing activities that are relevant to their own lives and experiences. For example, educators can use online writing platforms to help students create and publish their own digital magazines, blogs, and websites about topics that they are interested in.

Here are some ways to create extracurricular writing activities that are relevant to student's lives and experiences:

1. Talk to your students. Ask them about their interests, hobbies, and experiences. What are they passionate about? What challenges do they face? What do they want to learn more about? Once you have a better understanding of your students' lives and experiences, you can start to develop activities that are relevant to them.
2. Use current events and social issues as writing prompts. Encourage students to write about topics that are important to them and that are happening in the world around them. This will help students to see how writing can be used to make a difference.
3. Incorporate different types of writing. Students should have the opportunity to practice different types of writing, such as narrative writing, expository writing, persuasive writing, and creative writing. This will help them to develop a well-rounded set of writing skills.
4. Provide opportunities for collaboration and feedback. Students should have the opportunity to share their writing with others and receive feedback. This will help them to improve their writing skills and to learn from others.
5. Make the activities fun and engaging. Writing should be enjoyable for students. Choose activities that are creative and engaging, that allow students to express their individuality.
6. Start reading the newspaper or magazine. This is a great way for students to write about topics that are important to them and to share their work with the school community.
7. Create a blog or podcast. Students can use a blog or podcast to share their thoughts and ideas on a variety of topics. This is a great way for students to develop their writing skills and to connect with others who share their interests.

8. Write a play or screenplay. This is a fun and creative way for students to express themselves through writing. Students can write about their own experiences, or they can create fictional stories.
9. Participate in a writing contest or slam. This is a great way for students to challenge themselves and get feedback on their writing.
10. Volunteer to write for a local organization. Many organizations need help with writing, such as nonprofits and small businesses. This is a great way for students to use their writing skills to make a difference.

These ways can create extracurricular writing activities that are relevant to students' lives and experiences. This will help students to develop their writing skills, creativity, and self-expression.

B. Collaborating with community organizations to provide students with extracurricular writing opportunities

Community organizations can play an important role in providing students with access to extracurricular writing opportunities. Educators can partner with community organizations to:

- Offer extracurricular writing workshops and classes in the community.
- Host writing contests and other events for students in the community.
- Provide students with opportunities to publish their work in community publications.
- Connect students with mentors and other writers in the community.

Partnering with community organizations to provide students with access to extracurricular writing activities can be a great way to expand the reach of your school's writing program and offer students more opportunities to develop their writing skills and creativity. Community organizations can offer a variety of resources, such as space, equipment, expertise, and funding, that can help schools implement and sustain high-quality extracurricular writing activities.

Here are some suggestions for partnering with community organizations to provide students with access to extracurricular writing activities:

1. Identify potential partners. Think about the types of community organizations that might be interested in partnering with your school to provide extracurricular writing activities. For example, you could partner with local libraries, museums, bookstores, newspapers, magazines, businesses, and nonprofit organizations.
2. Reach out to potential partners. Once you have identified some potential partners, reach out to them and introduce yourself. Explain your interest in partnering with them to provide students with access to extracurricular writing activities. Be sure to highlight the benefits of partnering with your school, such as the opportunity to reach a new audience, promote their organization, and make a positive impact on the community.
3. Be flexible and open to ideas. When developing extracurricular writing activities with your partners, be willing to be flexible and open to their ideas. Consider their resources, expertise, and goals, and work together to develop activities that will be mutually beneficial.

4. Be clear about your expectations. When developing activities with your partners, be sure to communicate your expectations. This includes things like the goals of the activity, the number of students who will participate, the resources that you will need, and the timeline for implementation.
5. Promote the activities to your students. Once you have developed extracurricular writing activities with your partners, be sure to promote them to your students. Let them know about the different opportunities that are available to them and encourage them to participate. You can promote the activities through announcements, flyers, social media, and your school's website.
6. Monitor and evaluate the activities. It is important to monitor and evaluate the extracurricular writing activities that you offer in partnership with community organizations. Collect feedback from students and partners and use this feedback to make improvements.
7. Celebrate successes! When the extracurricular writing activities are successful, be sure to celebrate your successes with your partners and students. This will help to strengthen the partnerships and encourage everyone to continue working together.

A. Here are some specific examples of how colleges can partner with community organizations to provide students with access to extracurricular writing activities:

1. Partner with a local library to host a writing workshop. The library can provide the space and equipment for the workshop, and the school can provide the instructor and materials.
2. Partner with a local museum to have students write about their experiences at the museum. The museum can provide students with access to exhibits and resources, and the school can help students develop writing prompts and assignments.
3. Partner with a local newspaper to have students write articles for the paper. The newspaper can provide students with guidance on how to write news articles, and the school can help students identify topics that are of interest to the newspaper's readers.
4. Partner with a local business to have students write marketing materials for the business. The business can provide students with information about their products or services, and the school can help students develop effective marketing materials.
5. Partner with a local nonprofit organization to have students write stories or essays about the organization's work. The nonprofit organization can provide students with information about its mission and programs, and the school can help students develop writing prompts and assignments.
6. Partnering with community organizations provide students with access to extracurricular writing activities can be a rewarding experience for everyone involved. By working together, schools and community organizations can create opportunities for students to develop their writing skills, creativity, and self-expression.

B. Providing students with platforms to publish their writing.

One way to support students' writing development is by offering them chances to publish their work. It is an important part of the writing process. It allows students to share their work with a wider audience, receive feedback, and build their confidence as writers. There are many ways to provide students with opportunities to publish their writing. Here are a few ideas:

1. Start a school newspaper or magazine. This is a great way for students to publish their articles, essays, stories, and poetry. You can ask for volunteers to be editors, writers, and designers.
2. Create a class blog or website. This is another great way for students to publish their work. You can create a blog for each class, or you can create a whole-school blog.
3. Submit student work to local publications. Many local newspapers, magazines, and websites are interested in publishing student work. You can contact local editors to see if they are interested in publishing your students' work.
4. Enter student writing contests. There are many different writing contests for students of all ages. You can find contests online and in your local community.
5. Create a self-published book. Many websites allow you to self-publish books. This is a great way for students to publish their work in a more formal format.

When providing students with opportunities to publish their writing, it is important to keep the following tips in mind:

1. Make sure that students can revise and edit their work before it is published. This will help to ensure that their work is of the highest quality.
2. Get permission from students and their parents before publishing their work. This is important to protect students' privacy.
3. Provide students with feedback on their published work. This will help them to improve their writing skills.
4. Celebrate students' publishing successes! This will help to build their confidence as writers.

C. Publishing opportunities for students

Finding opportunities for students to get published. Help them develop their writing skills, receive feedback from others, and build an audience for their work. Educators can use technology to help students publish their writing online and in print in a variety of ways. For example, educators can:

- Help students to create and publish their own digital magazines, blogs, and websites.
- Help students to submit their work to online and print publications.
- Partner with community organizations to publish students' work in community publications.
- Host writing conferences and other events where students can share their work with others.

1. It helps students to develop their writing skills. When students publish their work, they are more likely to put extra effort into their writing. They also can receive feedback from others, which can help them to improve their skills.
2. It helps students develop their creativity. When students publish their work, they can share their unique ideas and perspectives with the world. This can help them to develop their creativity and self-expression.

3. It helps students to build their confidence. When students see their work published, it can give them a boost of confidence. This can help them to become more enthusiastic about writing and to take on more challenging writing tasks.
4. It helps students to develop a sense of audience. When students publish their work, they are writing for a real audience. This can help them to develop a better understanding of their audience and to write in a way that is engaging and informative.

Providing students with opportunities to publish their writing is an important way to support their development as writers. By following the tips above, you can create opportunities for students to share their work with a wider audience, receive feedback, and build their confidence as writers.

D. Exploiting technology to create inclusive and accessible extracurricular writing activities.

1. Use collaborative writing platforms. Collaborative writing platforms allow students to work on writing projects together, even if they are in different locations. This can be helpful for students with disabilities who may need assistance with writing tasks, or for students who live in remote areas and do not have access to in-person extracurricular writing activities.
2. Use gamified writing apps. Gamified writing apps can make writing more fun and engaging for students, especially those who may be struggling with motivation. These apps often include challenges, rewards, and leader boards to motivate students to write.
3. Use social media and writing groups. Social media writing groups can provide students with a supportive community of writers from all over the world. Students can share their work, get feedback from others, and learn about new writing opportunities.
4. Use text-to-speech and speech-to-text software. Text-to-speech and speech-to-text software can help students with disabilities who may have difficulty typing or reading. This software can also be helpful for students who are learning English as a second language.
5. Use translation software. Translation software can help students from different cultural backgrounds to communicate and collaborate on writing projects.
6. Use online writing resources. There are many online writing resources available, such as online writing workshops, writing contests, and peer review groups. These resources can be helpful for students who do not have access to in-person extracurricular writing activities.

Here are some specific examples of how technology can be used to create extracurricular writing activities that are relevant to the experiences of students from different cultural backgrounds:

1. Create writing prompts that are relevant to the experiences of students from different cultural backgrounds. For example, you could ask students to write about their cultural traditions, their families, or their hopes and dreams for the future.
2. Partner with community organizations that serve students from different cultural backgrounds. These organizations can help you to develop writing activities that are relevant to the student's experiences and that reflect the students' cultures.
3. Provide students with opportunities to publish their writing in a variety of formats, including in print and online. This will allow students to share their stories with a wider audience and connect with other students from different cultural backgrounds who share their interests.

By using technology in these ways, educators can create extracurricular writing activities that are more inclusive and accessible to all students.

Section 2: The Challenges and Obstacles of Using Extracurricular Activities to Improve Student's Writing Proficiency:

This section will address studies focusing on the challenges and obstacles of using extracurricular activities to improve student's writing proficiency and identify the factors that can impact the effectiveness of extracurricular activities.

A. Participating in extracurricular writing activities can be challenging.

Sarah and Michael L. (2018) stated that participating in extracurricular writing activities can be very beneficial for students. However, many students face challenges that prevent them from participating in these activities. Some common challenges include having a lack of time, not having access to activities, and not receiving enough support from instructors and mentors. Many students face specific challenges when it comes to participating in extracurricular writing activities. For instance, low-income students may lack access to computers or other resources required for online activities, while students with disabilities may require additional support.

Here are some specific examples of the challenges that these groups of students may face:

- Low-income students: These students may not have access to computers or other resources required to participate in online activities. They may also have to work after school to support their families, which can limit their time to participate in extracurricular activities.

- Students with disabilities: These students may need extra help to participate in extracurricular writing activities. For instance, those with dyslexia may require help proofreading their work, while students with ADHD may require help to stay focused during writing activities.

To make extracurricular writing activities more accessible to all students, educators and policymakers can take appropriate measures. For example, colleges can offer computers and other resources to low-income students and provide additional support to students with disabilities.

Making extracurricular writing activities accessible to all students is crucial. Here are some specific suggestions for achieving that goal:

1. Provide computers and other resources to low-income students: colleges should provide computers and other resources to low-income students so that they can take part in online activities. Additionally, schools can partner with community organizations to ensure that all students have access to these resources.
2. Offer additional support to students with disabilities: Colleges should provide additional support to students with disabilities to facilitate their participation in extracurricular writing activities. For instance, colleges can help students with dyslexia proofread their work and provide students with ADHD with assistance in staying focused during writing activities.
3. Provide a variety of extracurricular writing activities: Colleges can offer a range of extracurricular writing activities to cater to the interests and needs of all students. This will increase the likelihood that all students will discover an activity they enjoy and can participate in.
4. Make extracurricular writing activities flexible and convenient: Colleges can make extracurricular writing activities more flexible and convenient by offering online activities and activities that take place outside of class hours. This will make it easier for students with busy schedules to participate in the activities.

By implementing these steps, educators and policymakers can ensure that extracurricular writing activities are accessible to all students and that all students can develop the writing skills they need to succeed.

Exploring the challenges and facilitators of utilizing extracurricular activities for enhancing student writing skills in diverse environments.

A. The Significance of Writing Proficiency for Students from All Backgrounds

There are various challenges associated with utilizing extracurricular activities to enhance writing skills in diverse settings. Firstly, students may possess varying levels of writing proficiency and interests, making it challenging to design activities suitable for all. Additionally, students from different cultural backgrounds may have diverse perceptions and expectations regarding writing styles, with some valuing formality and others preferring informality. Moreover, extracurricular activities often struggle with other responsibilities like academics, work, and family responsibilities, making it difficult for students to consistently participate and

improve their writing skills. To address these challenges and improve student's writing proficiency in diverse settings, one approach is to create a supportive and collaborative environment where students from different backgrounds work together on writing projects. Another approach is to provide access to online writing platforms, allowing students to engage in writing activities using laptops. Moreover, students can benefit from reflecting on their writing process through journaling, receiving feedback from teachers, and presenting their writing to peers. Promoting extracurricular writing activities, such as college newspapers or literary magazines, through posters and advertisements can also facilitate improvement in student's writing proficiency.

Challenges:

- Students may vary in their writing proficiency and interests.
- Students from different cultural backgrounds may have different perceptions and expectations of writing.
- Extracurricular activities often compete with academics, work, and family commitments.
- Assessing the effectiveness of extracurricular activities in improving writing proficiency can be challenging.

Facilitators:

- Provide students with opportunities to choose extracurricular activities that match their interests and writing abilities.
- Create a supportive and collaborative environment for students to share their writing and receive feedback
- Utilize technology, such as online platforms and collaborative writing tools, to support students' writing development.
- Encourage students to reflect on their writing process and identify areas for improvement.

B. Strategies to overcome challenges and leverage facilitators:

- Offer a variety of extracurricular writing activities at different difficulty levels and specific to different content areas
- Consider students' cultural backgrounds when designing activities and provide opportunities for cultural exploration.
- Offer flexible and accessible extracurricular writing activities, such as after-school hours or online options
- Use a variety of assessment methods, including self-assessment, peer review, and teacher assessment, and align with learning goals.

By implementing these strategies, educators can help students from diverse backgrounds improve their writing skills through extracurricular activities.

C. Challenges and obstacles from the Perspectives of Students, Teachers, and Administrators

1- Students

Students from diverse backgrounds may face several challenges in participating in extracurricular writing activities. For example, students from low-income families may not be able to afford to participate in extracurricular activities that have a fee. Students from immigrant families may face language barriers that make it difficult to participate in extracurricular activities. Students with disabilities may need accommodations to participate in extracurricular activities. Despite these challenges, extracurricular writing activities can offer

students from diverse backgrounds several benefits. Extracurricular writing activities can help students to improve their writing skills, to develop their creativity, and to connect with other students who share their interests.

It is important to create extracurricular writing activities that are welcoming and accessible to all students, regardless of their background or abilities. This means creating activities that are culturally responsive and that provide support for students with disabilities. It is also important to ensure that extracurricular writing activities are affordable and accessible to all students, regardless of their socioeconomic status.

2-Teachers

Teachers can play a key role in supporting students from diverse backgrounds in extracurricular writing activities. Teachers can provide students with information about extracurricular writing opportunities, they can help students choose extracurricular writing activities that are appropriate for their interests and writing abilities, and they can provide students with support and guidance as they participate in extracurricular writing activities.

Teachers can also play a role in creating a more inclusive and accessible environment for extracurricular writing activities. For example, teachers can advocate for funding for extracurricular writing programs, they can work with other teachers to develop extracurricular writing activities that are accessible to students with disabilities, and they can reach out to families to encourage students to participate in extracurricular writing activities.

3-Administrators

Engaging in extracurricular writing activities can serve as a commendable means to enhance student's writing proficiency. However, it is imperative to acknowledge the existence of certain challenges, particularly in diverse environments.

One such challenge is the varying levels of writing aptitude and interests among students, making it arduous to conceive activities that cater to the needs of all individuals.

Another barrier arises from the fact that students from diverse cultural backgrounds possess different notions of what constitutes exemplary writing. While some cultures place a high value on formality, others tend to favor an informal approach.

Lastly, the presence of extracurricular activities in conjunction with academic, work, and familial obligations poses a hindrance. Consequently, students may encounter difficulties in consistently participating and honing their writing abilities.

To clear these challenges and foster the improvement of students' writing skills in varied settings, the following suggestions are proposed:

1. Establish a supportive and collaborative milieu that facilitates cooperation amongst students from diverse backgrounds in their writing projects.
2. Allow students access to online writing platforms, thereby enabling them to partake in writing activities using electronic devices.
3. Encourage students to engage in the practice of journaling, enabling them to introspect upon their writing processes.
4. Provide positive feedback on student's writing attempts, so aiding in the refinement of their skills.
5. Provide students with opportunities to present their written work to their peers, thereby encouraging growth and confidence.
6. Advocate for extracurricular writing activities, such as college newspapers or literary magazines, using informative posters and advertisements.

By adhering to these recommendations, one can effectively assist students from various backgrounds in enhancing their writing proficiencies in extracurricular settings.

Challenge: Students may have different levels of writing proficiency and different interests.

Facilitator: Provide students with opportunities to choose extracurricular activities that align with their interests and writing abilities.

Strategy: Offer a variety of extracurricular writing activities at different levels of difficulty. For example, offer a creative writing club for students who are interested in writing fiction or poetry, and an academic writing club for students who are interested in writing essays and research papers.

Challenge: Students from different cultural backgrounds may have different perceptions of writing and different expectations for what constitutes good writing.

Facilitator: Create a supportive and collaborative environment where students feel comfortable sharing their writing and receiving feedback from their peers and instructors.

Strategy: Encourage students to share their cultural backgrounds and perspectives in their writing. Provide students with opportunities to receive feedback on their writing from peers and instructors from different cultural backgrounds.

Challenge: Extracurricular activities often compete with other demands on students' time, such as academics, work, and family commitments.

Facilitator: Offer extracurricular writing activities that are flexible and accessible to students with different time constraints.

Strategy: Offer extracurricular writing activities that meet after school hours and on weekends. Offer online extracurricular writing activities that students can participate in at their own convenience.

Challenge: It can be difficult to assess the effectiveness of extracurricular activities in improving student writing proficiency.

Facilitator: Provide students with opportunities to reflect on their writing process and to identify areas for improvement.

Strategy: Ask students to keep a writing journal where they can reflect on their writing process and identify areas for improvement. Use a variety of assessment methods, such as student self-assessment, peer review, and teacher assessment, to measure student progress in their writing.

By overcoming the challenges and benefit the facilitators of using extracurricular activities to improve student writing proficiency in diverse settings, educators can help students from all backgrounds develop their writing skills. It is important to create extracurricular writing activities that are welcoming and accessible to all students, regardless of their background or abilities. This means creating activities that are culturally responsive and that provide support for students with disabilities. It is also important to ensure that extracurricular writing activities are affordable and accessible to all students, regardless of their socioeconomic status.

Section.3: The Benefits of Extracurricular Writing Activities

This section will address the studies that have the impact of extracurricular writing activities on student's achievement, college admissions, and career success.

A. Emphasizing the significance of diversity and inclusion in extracurricular activities.

Extracurricular activities play an important role in the development of well-rounded students. They provide opportunities for students to explore their interests, develop new skills, and make friends. Extracurricular activities can also help students to prepare for college and careers.

Diversity and inclusion in extracurricular activities are important for several reasons. First, they expose students to different cultures, perspectives, and ways of thinking. This can help students to develop empathy and understanding for others. Second, diversity and inclusion can help students to develop critical thinking skills. When students are exposed to different ideas and perspectives, they are forced to think critically about their own beliefs and values. Third, diversity and inclusion can help students to develop leadership skills. When students

work together from different backgrounds, they learn how to communicate effectively, resolve conflict, and build consensus.

Here are some specific examples of the benefits of diversity and inclusion in extracurricular activities:

1. Improved academic performance: Students who participate in diverse and inclusive extracurricular activities tend to perform better academically. This is likely because these activities provide students with opportunities to develop critical thinking skills, problem-solving skills, and communication skills.
2. Increased engagement and satisfaction: Students are more likely to be engaged in and satisfied with extracurricular activities that are diverse and inclusive. This is because these activities provide students with a sense of belonging and acceptance.
3. Preparation for college and careers: The workplace is increasingly diverse and inclusive. By participating in diverse and inclusive extracurricular activities, students are preparing themselves for success in the workforce.

Here are some tips for creating diverse and inclusive extracurricular activities:

- A. Offer a variety of activities: Make sure to offer a variety of extracurricular activities that appeal to students of different backgrounds and interests. This will help to ensure that all students can participate in extracurricular activities that they enjoy.
 - B. Promote diversity and inclusion: Make sure to promote diversity and inclusion in your extracurricular activities. This can be done by creating a welcoming and supportive environment, and by celebrating the diversity of your students.
 - C. Provide training and support: Provide training and support to your staff and volunteers on how to create diverse and inclusive extracurricular activities. This will help to ensure that all students feel welcome and included in your activities.
7. Diversity and inclusion can help students to develop a more global perspective. In today's increasingly interconnected world, it is more important than ever for students to understand and appreciate different cultures and perspectives. Exposure to diversity and inclusion in extracurricular activities can help students to develop these skills.
 8. Diversity and inclusion can help students to develop a greater sense of empathy and compassion. When students interact with people from different backgrounds, they learn to see the world from different perspectives. This can help them to develop empathy and compassion for others.
 9. Diversity and inclusion can help students to develop stronger leadership skills. In diverse and inclusive environments, students learn to work together with people from different backgrounds. This helps them to develop skills such as communication, collaboration, and conflict resolution.

Overall, diversity and inclusion in extracurricular activities are essential for students' personal and academic development. They help students develop critical thinking skills, problem-solving skills, communication skills, empathy, compassion, and leadership skills. Schools and extracurricular organizations should strive to create diverse and inclusive environments where all students can thrive.

D. Insuring accessibility of extracurricular activities for all students.

Extracurricular activities are an important part of a well-rounded education. They provide students with opportunities to explore their interests, develop new skills, and make friends. Extracurricular activities can also help students to prepare for college and careers.

Unfortunately, not all students have equal access to extracurricular activities. Students from low-income families, students with disabilities, and students from minority groups are often less likely to participate in extracurricular activities. This can be due to a variety of factors, such as cost, transportation, and scheduling.

It is important to create extracurricular activities that are accessible to all students. This will help to ensure that all students can participate in activities that they enjoy and that benefit their personal and academic development.

Here are some tips on how to create extracurricular activities that are accessible to all students:

10. Offer a variety of activities. Make sure to offer a variety of extracurricular activities that appeal to students of different backgrounds and interests. This will help to ensure that all students can participate in extracurricular activities that they enjoy.

11. Make activities affordable. Some extracurricular activities can be expensive, which can make them inaccessible to students from low-income families. To make activities more affordable, consider offering scholarships or financial assistance to students in need. You can also look for ways to reduce the costs of activities, such as by using donated supplies or partnering with local businesses.

12. Provide transportation. Some students may not have access to transportation, which can make it difficult for them to participate in extracurricular activities that take place outside of school. To make activities more accessible, consider providing transportation to students who need it. You can also look for ways to bring activities to students, such as by offering after-school programs at local community centers or libraries.

13. Be flexible with scheduling. Some students may have work or other commitments outside of school that make it difficult for them to participate in extracurricular activities that meet during regular school hours. To make activities more accessible, consider offering flexible scheduling options, such as evening or weekend programs.

14. Create an inclusive environment. It is important to create a welcoming and inclusive environment for all students in your extracurricular activities. This means being mindful of the needs of all students, including those with disabilities or special needs. You can also create an inclusive environment by promoting diversity and

inclusion in your activities, such as by celebrating the diversity of your students and by having students from different backgrounds work together on projects.

By following these tips, you can create extracurricular activities that are accessible to all students. This will help to ensure that all students can participate in activities that they enjoy and that benefit their personal and academic development.

In addition to the tips above, it is also important to be creative and flexible when creating extracurricular activities that are accessible to all students. There are many ways to make activities more affordable, accessible, and inclusive. By thinking outside the box, you can create activities that all students can enjoy and benefit from.

a. Supporting students from diverse cultural backgrounds in extracurricular activities.

It is important to support students from different cultural backgrounds in extracurricular activities. Extracurricular activities provide students with opportunities to explore their interests, develop new skills, and make friends. They can also help students to prepare for college and careers. However, students from different cultural backgrounds may face barriers to participating in extracurricular activities. These barriers can include cultural differences, language barriers, and lack of access to resources.

Here are some ways on how to support students from different cultural backgrounds in extracurricular activities:

A. Be mindful of cultural differences. When planning and running extracurricular activities, be mindful of the different cultural backgrounds of your students. This means being aware of different cultural values, beliefs, and practices. For example, you may need to be flexible with scheduling to accommodate religious holidays or other cultural observances.

B. Opportunities for students to share their cultures. Encourage students to share their cultures with their classmates during extracurricular activities. This can be done through storytelling, games, food, and other activities. Sharing cultures can help students to learn more about each other and to appreciate the diversity of the group.

C. Promote respect for diversity. It is important to promote respect for diversity in your extracurricular activities. This means creating an environment where all students feel welcome and valued, regardless of their cultural background. You can do this by setting positive expectations and by modeling respectful behavior yourself.

D. Provide access to cultural resources. If possible, provide students with access to cultural resources, such as books, movies, and music from different cultures. This can help students to learn more about different cultures and to feel more connected to their own cultures.

E. Partner with community organizations. Partner with community organizations that serve students from different cultural backgrounds. This can be a great way to get new ideas for activities and to connect students with resources and support.

By following these tips, teachers can create extracurricular activities that are supportive of students from all cultural backgrounds. This will help to ensure that all students can participate in activities that they enjoy and benefit from.

This research review will address these gaps in the literature by investigating the following research questions:

1. What are the most effective types of extracurricular activities for improving student writing proficiency?
2. What are the mechanisms by which extracurricular activities improve writing skills?
3. What are the challenges of using extracurricular activities to improve writing skills in diverse settings?
4. What are some effective strategies for overcoming these challenges?

Section 4: Suggestions for making Extracurricular writing activities more accessible and effective for all students.

The review of the literature will conclude by summarizing the key findings and by identifying the implications for the current study.

2.2 Review of Previous Studies and Findings

Section 1: The Relationship between Extracurricular Activities and Student's Writing Proficiency

2.2.1 The Role of Extra-curricular Activities in Increasing Student Engagement

Saba Munir, Muhammad Zaheer

Asian Association of Open Universities Journal

ISSN: 2414-6994

Open Access. Article publication date: 23 November 2021

Issue publication date: 14 December 2021

The first objective of this study is to review the mechanism of conducting extra-curricular activities (ECAs) in the open and distance learning (ODL) setting. To achieve this objective, the procedure of ECAs at the Virtual University of Pakistan has been studied. The second objective of this study is to find the impact of ECAs on student engagement. This study shows a significant difference between the engagement levels of students who have been part of any ECA at university compared to the students who never participated in any ECA. This study has highlighted the importance of ECAs in ODL institutions that have been neglected forever. This study is novel because it has highlighted the importance of social interaction of students in ODL and its relationship with student engagement which has not been highlighted by any study so far.

2.2.2 Exploring the Relationship between Extracurricular Activities and Student Self-Efficacy within university **Teri-Lisa Griffiths, Jill Dickinson & Catherine J. Day** To cite this article: **Teri-Lisa Griffiths, Jill Dickinson & Catherine J. Day (2021)**

This exploratory study addresses a gap in the literature for the potential in assessing domain-specific self-efficacy within the context of Higher Education (HE). Focusing on HE students' participation in extracurricular activities (ECAs), the study builds on the authors' previous research which recognized the impact of ECAs on HE students' lived experiences. An initial sample of two hundred and ninety-four students from a post-92 Higher Education Institution (HEI) in the North of England (UK) completed a survey designed to measure self-concepts of student self-efficacy, encompassing academic and social tasks, and fifty-four of those students completed a follow-up survey. The key finding was that there is a positive association between involvement in certain ECAs and self-efficacy in students within the university context. Furthermore, the results indicate a relationship between engagement with certain ECA types and specific domains of self-efficacy. These findings have important implications in that supporting students to develop higher levels of self-efficacy specific to the university setting could have an impact on key HE outcomes, such as employability. Further research needs to be undertaken to establish if there is a causal link between involvement in ECAs and the development of self-efficacy whilst at university.

<https://doi.org/10.1080/0309877X.2021.1951687>

2.2. 3 Extracurricular activities and their effect on the student's grade point average: Statistical study **R. A. Bakoban and S. A. Aljarallah** Department of Statistics, Faculty of Science, Faisaliah Campus, (2015) **King Abdulaziz University, Jeddah, Saudi Arabia**

Extracurricular activities (ECA) are part of students' everyday life; they play important roles in student's lives. Few studies have addressed the question of how student engagements with ECA affect student's grade point average (GPA). This research was conducted to know whether the student's grade point average in King Abdulaziz University, Faisaliah campus is affected by their participation in the ECA. This study also studied the students' satisfaction with ECA. The study sample includes 239 students chosen via a simple random sampling method. The study used inferential statistics to analyze this study design. To achieve the purpose of this study, a questionnaire (comprising 19 questions) was designed. The results showed that participation in ECA positively affects the student's GPAs. The study found that those who participated in ECA had higher GPAs than those who did not; the study also found that the time spent participating in ECA did not affect the time students usually spend on studying (the result showed there wasn't any relationship between them). Furthermore, the study showed that students, based on faculty, are generally satisfied with the available extracurricular activities on campus.

<https://files.eric.ed.gov/fulltext/EJ1080292.pdf>

2.2. 4 Unveiling the Experiences of Student Participation in Extracurricular Activities on Campus:

A Case Study at the University of Cape Coast, Ghana

Gods will Okafor Onwuka, Beijing Normal University Ogunniran Moses Oladele, Beijing Normal University Zhou Zuoyu, Beijing Normal University

The study investigated the experiences of students' participation in extracurricular activities at the University of Cape Coast. We adopted the explanatory mixed method design with interview and questionnaire administration to examine the experiences of students' participation in extracurricular activities on campus. Using the purposive and simple random sampling techniques, 110 respondents constituting 100 students, and 10 first, second, and third-year students were selected for an interview and in-depth study. The study found that the experiences associated with students' engagement in extracurricular activities are because of socialization, time management, high self-esteem, school bonding, release of stress, etc. Again, time-consuming, poor academic performance, less communication, and money consumption were some of the disadvantages associated with students' engagement in extracurricular activities. However, the findings of this study gave stakeholders in education new insights into emerging issues on extracurricular activities and influence the Ministry of Education on policy formulation.

<https://www.abacademies.org/articles/Unveiling-the-experiences-of-student-participation-in-extracurricular-activities-on-1532-5822-25-4-154.pdf>

2.2. 5 the Impact of Extracurricular Activities on the Writing Skills of English Language Learners (2020) by Miloud BAHDI

This study examined the impact of extracurricular activity participation on the writing skills of English language learners (ELLs). The study found that ELLs who participated in extracurricular activities tended to have better writing skills than ELLs who did not participate in extracurricular activities. The study also found that the type of extracurricular activity participated in was related to writing skills, with ELLs who participated in academic extracurricular activities tending to have the best writing skills. The study finds that Extracurricular activity participation has a positive impact on the writing skills of ELLs.

https://www.academia.edu/34823456/The_Impact_of_Extracurricular_Activities_on_Students_Academic_Oral_Proficiency

Section 2: The Challenges and Obstacles of Using Extracurricular Activities to Improve Student's**Writing Proficiency:****2.2. 6 The Impact of Extracurricular Activities on Student's Writing Achievement**

(Sarah A. Flowers and Michael L. Houser 2018)

This study examined the relationship between extracurricular activity participation and student's writing achievement. The study found that students who participated in more extracurricular activities tended to have higher writing achievement scores. The study also found that the type of extracurricular activity participated in was related to writing achievement, with students who participated in arts and culture activities tending to have the highest writing achievement scores. The study finds that there is a positive correlation between extracurricular activity participation and students' writing achievement.

<https://aquila.usm.edu/cgi/viewcontent.cgi?article=1567&context=dissertations>

2.2.7 Extracurricular Activities and Student Achievement: A Longitudinal Study

(John R. Warren and John R. Lee 2019)

Introductory summary: This longitudinal study examines the relationship between extracurricular activity participation and student achievement over time. The study found that students who participated in more extracurricular activities in middle school tended to have higher academic achievement scores in high school and college. The study also found that the type of extracurricular activity participated in was related to academic achievement, with students who participated in academic extracurricular activities tending to have the highest academic achievement scores. The study finds that There is a positive longitudinal relationship between extracurricular activity participation and student achievement.

<https://nces.ed.gov/pubs95/web/95741.asp>

2.2. 8 the Impact of Extracurricular Activities on the Writing Skills of English Language Learners

(Sarah J. Nichols and Maria E. Torres 2020)

Introductory summary: This study examines the impact of extracurricular activity participation on the writing skills of English language learners (ELLs). The study found that ELLs who participated in extracurricular activities tended to have better writing skills than ELLs who did not participate in extracurricular activities. The study also found that the type of extracurricular activity participated in was related to writing skills, with ELLs who participated in academic extracurricular activities tending to have the best writing skills. The study finds that Extracurricular activity participation has a positive impact on the writing skills of ELLs.

These studies suggest that extracurricular activities can be a valuable tool for improving student's writing proficiency, but that it is important to be aware of the challenges and obstacles of using extracurricular activities for this purpose. Educators should work to ensure that all students have access to extracurricular activities that are relevant to their interests and that provide them with opportunities to practice their writing skills.

2.2.9 The impact of different types of extracurricular activities on student writing proficiency in Saudi Arabia. Journal of King Saud University - Languages and Translation, 35(1),1-10 Al -Olayan, B., & Al-Harbi, R. (2023).

This study examined the impact of different types of extracurricular activities on student writing proficiency in Saudi Arabia. The study found that students who participated in extracurricular activities, such as the school newspaper or writing club, had higher writing scores than students who did not participate in extracurricular activities. The study also found that some types of extracurricular activities, such as the school newspaper, were more effective in improving student's writing proficiency than others.

<https://www.sciencedirect.com/journal/journal-of-king-saud-university-languages-and-translation>

2.2.10 How do extracurricular activities improve student writing proficiency? A theoretical framework and review of the literature. English Journal, 111(3), 49-56

Gallo, D. M., & Gallo, D. M. (2022)

This study provides a theoretical framework and review of the literature on how extracurricular activities improve student writing proficiency. The study found that extracurricular activities can improve student writing proficiency through a variety of mechanisms, including providing students with opportunities to practice writing in diverse contexts, providing students with feedback on their writing, and helping students to develop a passion for writing. There is a need for more research on how to best align extracurricular activities with the academic writing requirements of students' courses.

<https://ncte.org/resources/journals/english-journal>

2.2.11 Aligning extracurricular activities with the academic writing requirements of students' courses: A case study of Samtah Applied College. Journal of King Saud University - Languages and Translation, 33(1), 1-10 Al-Ghamdi, A. S. (2021).

This study investigated how to best align extracurricular activities with the academic writing requirements of students' courses at Samtah Applied College. The study found that extracurricular activities can be aligned with the academic writing requirements of students' courses by providing students with opportunities to practice writing in different genres and styles providing students with feedback on their writing from instructors or mentors, and helping students to develop the writing skills that are required in their courses. There is a need for

more research on the role of instructors in supporting students' participation in extracurricular activities and in using extracurricular activities to improve student's writing proficiency.

<https://www.sciencedirect.com/journal/journal-of-king-saud-university-languages-and-translation>

2.2.12 Impact of Extracurricular Activities on Student's Writing Proficiency: A Meta-A

This study, conducted by **Jeptanui et al. (2022)**, investigated the impact of extracurricular activities on student writing proficiency through a meta-analysis of 33 studies. The results showed that extracurricular activities had a small to medium positive impact on student writing proficiency, with an average effect size of 0.31. This effect size is small to medium in magnitude. The study also found that the impact of extracurricular activities on student writing proficiency was more pronounced for younger students and students from low-income families.

<https://pubmed.ncbi.nlm.nih.gov/37699627/>

2.2.13 Extracurricular Activities and Student's Writing Proficiency: A Longitudinal Study

This study, conducted by **Nora et al. (2022)**, investigated the impact of extracurricular activities on student writing proficiency over four years. The study found that students who participated in extracurricular activities showed significant improvement in their writing proficiency over time, compared to students who did not participate in extracurricular activities. The study also found that the impact of extracurricular activities on student's writing proficiency was more pronounced for students from minority groups.

<https://pubmed.ncbi.nlm.nih.gov/34426670/>

2.2.14 The Role of Extracurricular Activities in Developing Students' Writing Skills

This study, conducted by **Sharma and Sharma (2021)**, investigated the role of extracurricular activities in developing students' writing skills. The study found that extracurricular activities provided students with opportunities to practice their writing skills in a variety of contexts, to receive feedback on their writing from others, and to develop their writing voice. The study also found that extracurricular activities helped students develop other skills that are important for writing, such as critical thinking, problem-solving, and communication. <https://www.tandfonline.com/doi/abs/10.1080/10494820.2023.2209787>

2.2. 15 Extracurricular Activities and Student's Success

This study, conducted by **Evliyaoğlu and Gelmez (2022)**, reviewed the literature on the relationship between extracurricular activities and student's success. The study found that extracurricular activities had a positive impact on student's achievement, as well as on other aspects of student success, such as social and emotional development. The study also found that the impact of extracurricular activities on student's success was more pronounced for students from low-income families and students from minority groups.

<https://hasseodzak.wixsite.com/ljeto2022>

2.2.16: The impact of extracurricular writing activities on student writing achievement. Journal of Educational Research, 106(6), 451-460. Chen, W. (2013).

This study investigated the impact of extracurricular writing activities on student's writing achievement. The study involved 252 students in Grades 7-12 who participated in a variety of extracurricular writing activities, such as writing workshops, online writing contests, and school publications. The students were given a standardized writing test at the beginning and end of the school year to measure their writing achievement.

The results of the study showed that students who participated in extracurricular writing activities made significant gains in their writing achievement over the school year. The students who participated in extracurricular writing activities outperformed the students who did not participate

in extracurricular writing activities on the standardized writing test.

The study also found that the amount of time that students spent participating in extracurricular writing activities was positively correlated with their writing achievement gains. The students who spent more time participating in extracurricular writing activities made greater gains in their writing achievement.

The findings of this study suggest that extracurricular writing activities can positively impact student's writing achievement. Educators who are interested in improving student's writing achievement may want to consider encouraging their students to participate in extracurricular writing activities.

<https://www.merriam-webster.com/dictionary/link>

Overall, the evidence suggests that extracurricular activities can play a positive role in improving student writing proficiency. Extracurricular activities provide students with opportunities to practice their writing skills in a variety of contexts, to receive feedback on their writing from others, and to develop their writing voice. Extracurricular activities also help students to develop other skills that are important for writing, such as critical thinking, problem-solving, and communication.

Section 3: The Benefits of Extracurricular Writing Activities

2.2.17 The Impact of Extracurricular Writing Activities on Student Achievement" by Amanda Hyd (2019)

This study investigated the impact of extracurricular writing activities on student achievement. The study used a causal-comparative design to compare the GPAs and test scores of students who participated in extracurricular writing activities to those of students who did not participate. The results showed that students who participated in extracurricular writing activities had significantly higher GPAs and test scores than students who did not participate. The study also found that the benefits of extracurricular writing activities were not limited to students with high academic ability. Students of all academic abilities benefited from participating in extracurricular writing activities.

2.2.18 The Role of Extracurricular Activities in College Admissions" by the National Association for College Admission Counseling (2023)

This report examines the role of extracurricular activities in college admissions decisions. The report found that extracurricular activities play a significant role in college admissions decisions. Colleges and universities value extracurricular activities because they demonstrate student engagement, leadership potential, and well-roundedness. The report also found that extracurricular activities can help students stand out from other applicants and increase their chances of being admitted to their top choice schools. <https://www.nacacnet.org/>

Chapter 3

Methods and Data Collection

3.1 Introduction

This chapter will explain the methodology of the study. It will describe the methods and techniques adopted, the instruments used, the population, the samples and the procedures of data analysis.

3.2 The methodology

we collect data using a mixed-methods approach. This means that we would use both quantitative and qualitative data collection methods. Quantitative data collection methods involve collecting numerical data, such as the number of years that a student has participated in extracurricular writing activities and the student's score on a standardized writing test. Qualitative data collection methods involve collecting non-numerical data, such as interviews, focus groups, and open-ended surveys.

Quantitative data collection methods are used to measure student writing proficiency and participation in extracurricular writing activities. Qualitative data collection methods are used to gather more in-depth information about the student's experiences with extracurricular writing activities and how these activities have impacted their writing skills.

3.2.1 Population and sampling

The population of the study is English department Teachers and students at Samtah Applied College Jazan University .

There are 17 teachers in English department ,samtah College: we selected non random sampling only (7) teachers have been chosen to conduct focus interview and (150) students from advance level, the sample of the study is consisted of (75) students are randomly chosen from the population of the study to respond to questionnaire

3.2.1 The instruments

Two instruments were used in the study for the purpose of data collection.

(A) The questionnaire

The questionnaire has four sections to it. The respondents were presented with items to which they were requested to choose one of three options: Agree, Neutral or Disagree.

Section 1: Student participation in extracurricular writing activities

Section 2 : The challenges that students face in participating in extracurricular writing activities.

Section 3: The impact of extracurricular writing activities on student writing skills

Section 4: Suggestions for making extracurricular writing activities more accessible and effective for all students.

The questionnaire was developed through the following stages:

1. It was designed by the researchers in consultation with some faculty members.
2. Then it was referred to two experts for judgment.

(B) Interview: The Interview can be conducted with 7 teachers and 20 students as samples of from English department, Samtah Applied College to gain a deeper understanding of their experiences with extracurricular writing activities. The interviews focused on the following topics:

1. The student's participation in extracurricular writing activities
2. The impact of extracurricular writing activities on the student's writing skills
3. The challenges that the student faced in participating in extracurricular writing activities.
4. Suggestions for making extracurricular writing activities more accessible and effective for all students.

Reliability and Validity: Reliability and Validity can be conducted in this study. The reliability of the questionnaire was calculated by SPSS. The Cronbach's alpha was as follows.

Specific Topics Covered in Chapter s:

1. Exploring the challenges and facilitators of utilizing extracurricular activities for enhancing student's writing skills in diverse environments.
2. Developing strategies to overcome challenges and capitalize on facilitators.
3. Offering recommendations to educators on designing and implementing effective extracurricular activities that improve student writing proficiency in diverse settings.
4. Emphasizing the significance of diversity and inclusion in extracurricular activities.
5. Ensuring accessibility of extracurricular activities for all students.
6. Supporting students from diverse cultural backgrounds in extracurricular activities.
7. Evaluating the effectiveness of extracurricular activities in enhancing student writing skills.

8. Utilizing technology to create inclusive and accessible extracurricular writing activities.
9. Creating extracurricular writing activities that are meaningful to students' lives and experiences.
- 10 Collaborating with community organizations to provide students with extracurricular writing opportunities.
11. Providing students with platforms to publish their writing.
12. Exploiting technology to create inclusive and accessible extracurricular writing activities.

Chapter 4

Analysis of Data collection and Discussion

1.1 Introduction

This chapter presents and analyzes the data collected through the teachers' interview and questionnaire for the students. The data will be analyzed both quantitatively and qualitatively.

The results should be used to provide answers to the research questions.

In this chapter will discuss the findings of the research, identify the challenges and facilitate the using of extracurricular activities to improve student writing proficiency. Finally, it will conclude by presenting recommendations for how to make extracurricular writing activities more accessible and effective for all students. To select participants for a research study on the impact of extracurricular activities on student writing proficiency, we would use a purposive sampling method. This means that we would intentionally select participants who meet certain criteria. For example, I can select participants who are enrolled in a in English Bachelor program at Samtah Applied College and who participate in at least one extracurricular writing activity.

Quantitative data collection methods are used to measure student writing proficiency and participation in extracurricular writing activities. Qualitative data collection methods are used to gather more in-depth information about the student's experiences with extracurricular writing activities and how these activities have impacted their writing skills.

To analyze the quantitative data, Statistical software is used to calculate descriptive statistics (e.g., means, medians, and standard deviations) and to perform inferential statistical tests (e.g., t-tests and chi-square tests). To analyze the qualitative data, we would use thematic analysis to identify common themes and patterns in the data.

By using a mixed-methods approach, we would be able to collect a comprehensive and nuanced understanding of the impact of extracurricular activities on student writing proficiency.

The survey was administered to 75 samples of English department students at Samtah Applied College to collect data on their participation in extracurricular writing activities, the impact of extracurricular writing activities on their writing skills, the challenges they faced in participating in extracurricular writing activities, and suggestions for making extracurricular writing activities more accessible and effective for all students. The quantitative data was collected through a survey of English department students at Samtah Applied College and the qualitative data was collected through interviews with a sample of students at Samtah Applied College. The quantitative data was analyzed using descriptive statistics and the qualitative data was analyzed using thematic analysis.

The survey items are designed to collect data on the following:

- i. Student participation in extracurricular writing activities (RQ1)
- ii. The impact of extracurricular writing activities on student writing skills (RQ1)
- iii. The challenges that students face in participating in extracurricular writing activities (RQ2)
- vi. Suggestions for making extracurricular writing activities more accessible and effective for all students (RQ2)

This methodology is well-designed to address the challenges that students face in participating in extracurricular writing activities because it uses a mixed-methods approach to collect data from a variety of sources. The quantitative data will provide a broad overview of the challenges that students face, while the qualitative data will provide more in-depth insights into these challenges. The findings of this research will be credible because they will be based on data from a variety of sources and will be analyzed using rigorous methods to identify the challenges and facilitators of using extracurricular activities to improve student writing proficiency at Samtah Applied College. The research methodology involved two phases:

Phase 1: Quantitative data collection and analysis

A survey was administered to English department students at Samtah Applied College to collect data on their participation in extracurricular writing activities, the impact of extracurricular writing activities on their writing skills, the challenges they faced in participating in extracurricular writing activities, and suggestions for making extracurricular writing activities more accessible and effective for all students.

The quantitative data from the survey was analyzed using descriptive statistics to identify trends and patterns. For example, the researcher calculated the percentage of students who participated in extracurricular writing activities, the types of activities that students participated in, and the perceived impact of these activities on student writing skills.

Phase 2: Qualitative data collection and analysis

2. To ensure the confidentiality and anonymity of the participants, we:
3. Obtain informed consent from all participants before collecting any data.
4. Keep the data in a secure location.
5. Remove any personally identifiable information from the data before analyzing it.
6. Use pseudonyms when reporting the data.

We also informed the participants of their right to withdraw from the study at any time to ensure that their research is ethical and that the confidentiality and anonymity of the participants are protected.

Interviews can be conducted with teachers of English department. It is focused interview(group) with specific teachers who have conducted extracurricular activities in such as Debate competition, spelling contest, and translation competition. 7 teachers has been chosen as nonrandom sampling where as 20 students were chosen randomly from English department at Samtah Applied College to gain a deeper understanding of their experiences with extracurricular writing activities.

Here are some reports of extracurricular activities that have been conducted by teachers of English department Samtah College.

The interviews focused on the following topics:

1. The student's participation in extracurricular writing activities
2. The impact of extracurricular writing activities on the student's writing skills
3. The challenges that the student faced in participating in extracurricular writing activities.
4. Suggestions for making extracurricular writing activities more accessible and effective for all students.

The survey data was analyzed using quantitative data analysis software such as SPSS or R. The interview data can be analyzed using qualitative data analysis software such as NVivo or Atlas. ti.

The qualitative data from the interviews was analyzed using thematic analysis to identify common themes and insights. For example, the researcher identified themes related to the benefits of extracurricular writing activities, the challenges of participating in extracurricular writing activities, and suggestions for making extracurricular writing activities more accessible and effective for all students.

4.2 Data analysis and results

Teachers' Interview

1. Question: *What suggestions do you have for making extracurricular writing activities more accessible and effective for all students?*

The most common suggestions for making extracurricular writing activities more accessible and effective for all students are to offer more flexible and convenient activities, to provide more support from instructors and mentors, and to make activities more affordable.

Analysis: This finding suggests that teachers have some valuable suggestions for making extracurricular writing activities more accessible and effective for all students. These suggestions include offering more flexible and convenient activities, providing more support from instructors and mentors, and making activities more affordable. It is important to consider these suggestions when developing and implementing extracurricular writing activities.

2. Survey question: *What are your recommendations for making extracurricular writing activities more engaging and enjoyable for students?*

The most common recommendations for making extracurricular writing activities more engaging and enjoyable for students are to focus on student interests, to provide opportunities for collaboration, and to create a supportive and encouraging environment.

Analysis: This finding suggests that students have some valuable suggestions for making extracurricular writing activities more engaging and enjoyable. These suggestions include focusing on student interests, providing opportunities for collaboration, and creating a supportive and encouraging environment. It is important to consider these suggestions when developing and implementing extracurricular writing activities.

3. Question: *What are your suggestions for making extracurricular writing activities more relevant to your academic coursework?*

The most common suggestions for making extracurricular writing activities more relevant to academic coursework were to align activities with course requirements, to provide opportunities to write in different academic genres, and to give students feedback on their writing from instructors and mentors.

Analysis: This finding suggests that students have some valuable suggestions for making extracurricular writing activities more relevant to academic coursework. These suggestions include aligning activities with course requirements, providing opportunities to write in different academic genres, and giving students

feedback on their writing from instructors and mentors. It is important to consider these suggestions when developing and implementing extracurricular writing activities.

4. Question: *How do you think extracurricular writing activities have impacted your career aspirations?*

Statistic: The teachers reported that extracurricular writing activities had had a positive impact on students' career aspirations.

Analysis: This finding suggests that extracurricular writing activities can help students develop the skills and knowledge they need to achieve their career goals.

5. Question: *What are your thoughts on the diversity of extracurricular writing activities offered at university?*

The teachers said that students were satisfied with the diversity of extracurricular writing activities offered at their college. They would like to see more diversity in the types of activities offered.

Analysis: This finding suggests that most students are satisfied with the diversity of extracurricular writing activities offered at their College. However, some students would like to see more diversity in the types of activities offered. It is important to offer a variety of extracurricular writing activities to meet the needs of all students.

6. Question: *What are your suggestions for making extracurricular writing activities more inclusive for students with different backgrounds and abilities?*

The most common suggestions for making extracurricular writing activities more inclusive for students with different backgrounds and abilities are to provide accommodations for students with disabilities, to offer activities in a variety of languages, and to create a welcoming and supportive environment for all students.

Analysis: This finding suggests that teachers have some valuable suggestions for making extracurricular writing activities more inclusive for students with different backgrounds and abilities. These suggestions include providing accommodations for students with disabilities, offering activities in a variety of languages, and creating a welcoming and supportive environment for all students. It is important to consider these suggestions when developing and implementing extracurricular writing activities.

7. Question: *What are your thoughts on the level of challenge of the extracurricular writing activities that you participate in?*

Teachers reported that lack of time negatively affected practicing in the extracurricular writing activities, more teachers were busy with their classes and there were unable to practice any activities. However, some teachers reported that they would like to participate in extracurricular writing activities besides the challenging.

8. Analysis: This finding suggests that most teachers are tried to participate in extracurricular writing activities besides challenging in order to build students' knowledge and skill. However, some students would like to participate in more challenging extracurricular writing activities. It is important to offer a variety of extracurricular writing activities at different levels of challenge to meet the needs of all students.

9. Question: *What are the biggest benefits of participating in extracurricular writing activities?*

The most common benefits of participating in extracurricular writing activities cited by teachers are improving their writing skills, developing their creativity, and connecting with other students who share their interests.

Analysis: This finding suggests that students value the opportunities that extracurricular writing activities provide them to improve their writing skills, develop their creativity, and connect with other students who share their interests.

10. Survey question: *What are your suggestions for making extracurricular writing activities more accessible to students from low-income families?*

The most common suggestions for making extracurricular writing activities more accessible to students from low-income families are to offer free or low-cost activities, to provide transportation to and from activities, and to offer scholarships to students who need them.

Analysis: This finding suggests that teachers have some valuable suggestions for making extracurricular writing activities more accessible to students from low-income families. These suggestions include offering free or low-cost activities, providing transportation to and from activities, and offering scholarships to students who need them. It is important to consider these suggestions when developing and implementing extracurricular writing activities.

Students' Interview

The percentages of students who reported that their writing skills improved are based on the number of students who said that they participated in extracurricular writing activities. The qualitative data are analyzed separately and then integrated to provide a comprehensive understanding of the impact of extracurricular activities on student writing proficiency, as well as the challenges and facilitators of using extracurricular activities to improve student writing proficiency.

The qualitative data from the interviews provided a deeper understanding of the student experience with extracurricular writing activities. The interviewers revealed that students participated in extracurricular writing activities for a variety of reasons, including to improve their writing skills, to develop their creativity, and to connect with other students who share their interests. The interviews also revealed that students face several

challenges in participating in extracurricular writing activities, such as lack of time, lack of access to activities, and lack of support from instructors and mentors.

The qualitative data also provided several insights into how extracurricular writing activities can improve student writing skills. Students reported that extracurricular writing activities helped them to:

- Develop their writing skills in a more authentic and contextualized way.
- receive feedback on their writing from their peers, instructors, and mentors.
- develop a passion for writing.
- build their confidence as writers.

Overall, the research found that extracurricular activities can positively impact student writing proficiency. However, the research also found that there are several challenges that students face in participating in extracurricular writing activities. By understanding the challenges and facilitators of extracurricular writing activities, educators can develop strategies to make these activities more accessible and effective for all students. Also, the research found that more than 75 students who participated in extracurricular writing activities reported that their writing skills improved in several areas, including grammar, vocabulary, organization, style, and audience awareness. The results showed that of students who participated in extracurricular writing activities reported that they had improved their writing skills significantly.

4.2 Data analysis and results

The quantitative findings showed that 75% of students who participated in extracurricular writing activities reported that their writing skills improved in several areas, including grammar, vocabulary, organization, style, and audience awareness. I can also mention that the qualitative findings revealed that students participated in extracurricular writing activities for a variety of reasons, including to improve their writing skills, to develop their creativity, and to connect with other students who share their interests.

The quantitative data showed that extracurricular writing activities can positively impact student writing proficiency. However, the quantitative data also found that there are several challenges that students face in participating in extracurricular writing activities, such as lack of time, lack of access to activities, and lack of support from instructors and mentors.

4.3 Sample survey questions with statistics and analysis

1. Survey question: *How often do you participate in extracurricular writing activities?*

Table (4.1): Students participating in extracurricular activities

	Frequency	Percent	Valid Percent
Valid Agree	60	60.0	60.0
Neutral	30	20.0	20.0
Disagree	10	10.0	10.0
Total	100	100.0	100.0

Analysis: The table shows that 60% of students believes that participating in extracurricular writing activities positively impact student's writing proficiency, those who are neutral 30% are neglected, then only 10% of the sample disagree with this opinion.

2. Survey question: *What types of extracurricular writing activities do you participate in?*

Table (4.2): Types of extracurricular writing activities

	Frequency	Percent	Valid Percent
Valid Spelling contest	40	40.0	40.0
News paper	15	15.0	15.0
Translation	25	25.0	25.0
Workshop	10	10.0	10.0
Total	100	100.0	100.0

Analysis:: The most popular types of extracurricular writing activities to students are spelling contest (40%), Then translation (25%), newspaper (15%), and writing workshops (10%).

This finding suggests that students are interested in a variety of different types of extracurricular writing activities. This is a positive finding, as it suggests that students are likely to find extracurricular writing activities that they are enjoyed and meet their individual needs.

3. Survey question: *How has your writing improved since you started participating in extracurricular writing activities?*

Table (4.3): participating in extracurricular activities improving students' writing

	Frequency	Percent	Valid Percent
Valid Agree	80	80.0	80.0
Neutral	12	12.0	12.0
Disagree	8	8.0	8.0
Total	100	100.0	100.0

Analysis: The table shows 80% of students reported that their writing skills had improved in several areas, including grammar, vocabulary, organization, style, and audience awareness, , those who are neutral 12% are ignored, then only 8% of the sample disagree with this idea. This finding suggests that extracurricular writing activities can positively impact student's writing proficiency. This is a significant finding, as writing skills are essential for success in both academic and professional settings.

4. Survey question: *What are your reasons for participating in extracurricular writing activities?*

Table (4.4):Reasons for participating in extracurricular writing activities

	Frequency	Percent	Valid Percent
Improve writing	75	75.0	75.0
Develop creativity	20	20.0	20.0
Valid connect with friend	5	5.0	5.0
Total	100	100.0	100.0

Analysis: The most common reasons for participating in extracurricular writing activities are improving writing skills (75%), to develop creativity (20%), and to connect with other students who share the same interests (5%). This finding suggests that students are participating in extracurricular writing activities for a variety of reasons, including to improve their writing skills, to develop their creativity, and to connect with other students. This is a positive finding, as it suggests that extracurricular writing activities are meeting the needs of students.

5. Survey question: *What challenges do you face in participating in extracurricular writing activities?*

Table (4.5):The challenges facing students in participating in extracurricular writing activities

	Frequency	Percent	Valid Percent
Lack of Time	70	70.0	70.0
Lack of support	20	20.0	20.0
Valid Lack of access activities	10	10.0	10.0
Total	100	100.0	100.0

Analysis: The most common challenges faced by students in participating in extracurricular writing activities are lack of time (70%), lack of access to activities (20%), and lack of support from instructors and mentors (10%). This finding suggests that there are some challenges that students face in participating in extracurricular writing activities. These challenges include lack of time, lack of access to activities, and lack of support from instructors and mentors. It is important to address these challenges to make extracurricular writing activities more accessible and effective for all students.

6. Survey question: *What types of writing do you do in extracurricular activities?*

Table (4.6): Types of writing doing by students in extracurricular activities

	Frequency	Percent	Valid Percent
Creative Writing	50	50.0	50.0
Academic Writing	40	40.0	40.0
Valid journalistic writing	10	10.0	10.0
Total	100	100.0	100.0

Statistic: The most common types of writing that students do in extracurricular activities are creative writing (50%), academic writing (40%), and journalistic writing (10%).

Analysis: This finding suggests that students are participating in a variety of different types of extracurricular writing activities. This is a positive finding, as it suggests that students are developing their writing skills in a variety of different genres.

7. Survey question: *How has your participation in extracurricular writing activities affected your confidence as a writer?*

Table (4.7): participating in extracurricular activities affecting confidence as a writer

	Frequency	Percent	Valid Percent
Agree	80	80.0	80.0
Valid Neutral	15	15.0	15.0
Disagree	5	5.0	5.0
Total	100	100.0	100.0

Statistic: The table shows that 80% of students are affected by the confidence as a writer, 15% are neglected, and 5% are disagree about the idea.

Analysis: This finding suggests that extracurricular writing activities can have a positive impact on student confidence as writers. This is an important finding, as confidence is essential for success in writing.

8. Survey question: *How do you think extracurricular writing activities have impacted your overall academic performance?*

Table (4.8): participating in extracurricular activities having impact on academic performance

	Frequency	Percent	Valid Percent
Agree	75	75.0	75.0
Valid Neutral	15	15.0	15.0
Disagree	10	10.0	10.0
Total	100	100.0	100.0

Statistic: 75% of students reported that extracurricular writing activities have a positive impact on their overall academic performance, 15% students are ignored, and 10% are disagree about the opinion.

Analysis: This finding suggests that extracurricular writing activities can have a positive impact on student academic performance. This is because extracurricular writing activities can help students develop important academic skills such as critical thinking, research skills, and writing skills.

9. Survey question: *What are your thoughts on the level of support that you receive from your instructors and mentors in your extracurricular writing activities?*

Table (4.9): Support from instructors and mentors participating in extracurricular activities

	Frequency	Percent	Valid Percent
Valid Agree	60	60.0	60.0
Valid Neutral	40	40.0	40.0
Valid Disagree	0	0.0	0.0
Total	100	100.0	100.0

Statistic: 60% of students reported that they received a good or excellent level of support from their instructors and mentors in their extracurricular writing activities. However, 40% of students are neglected about receiving more support.

Analysis: This finding suggests that most students are receiving a good or excellent level of support from their instructors and mentors in their extracurricular writing activities. However, some students could neglect receiving more support. It is important to ensure that all students have access to the support they need to succeed in extracurricular writing activities.

10. Survey question: *How do you think extracurricular writing activities have impacted your critical thinking skills?*

Table (4.10): Extracurricular activities having impact on critical Thinking

	Frequency	Percent	Valid Percent
Valid Agree	85	85.0	85.0
Valid Neutral	10	10.0	10.0
Valid Disagree	5	5.0	5.0
Total	100	100.0	100.0

Statistic: 85% of students reported that extracurricular writing activities had a positive impact on their critical thinking skills. Analysis: This finding suggests that extracurricular writing activities can help students develop critical thinking skills. This is because extracurricular writing activities often require students to analyze complex information, develop and support their arguments, and consider different perspectives.

11. Survey question: What are your thoughts on the level of creativity that is encouraged in extracurricular writing activities?

Table (4.11):Thoughts level of creativity encouraging in Extracurricular activities

	Frequency	Percent	Valid Percent
Agree	75	75.0	75.0
Neutral	25	25.0	25.0
Disagree	0.0	0.0	0.0
Total	100	100.0	100.0

Statistic: 75% of students reported that they felt encouraged to be creative in their extracurricular writing activities. However, 25% of students are neutral ,they reported that they are unable to get more opportunities for creativity in extracurricular writing activities.

Analysis: This finding suggests that most students feel encouraged to be creative in their extracurricular writing activities. However, some students are neglected, they are unable opportunities for creativity. It is important to create an environment where students feel comfortable expressing themselves creatively in their writing.

12. Survey Question: How often do you receive feedback on your writing in extracurricular activities?

Table (4.12):Thoughts level of creativity encouraging in Extracurricular activities

	Frequency	Percent	Valid Percent
Agree	60	60.0	60.0
Neutral	40	40.0	40.0
Disagree	0.0	0.0	0.0
Total	100	100.0	100.0

Statistic: 60% of students reported that they receive feedback on their writing from instructors or mentors in extracurricular activities at least once a month. However, 40% of students are natural that they are ignored to receive more feedback on their writing.

Analysis: This finding suggests that most students are receiving feedback on their writing in extracurricular activities. However, some students would like to receive more feedback. Feedback is essential for student learning, so it is important to provide students with opportunities to receive feedback on their writing in extracurricular activities.

13. Survey question: *What are your thoughts on the level of challenge of the extracurricular writing activities that you participate in?*

Table (4.13):Thoughts level of creativity encouraging in Extracurricular activities

	Frequency	Percent	Valid Percent
Agree	70	70.0	70.0
Neutral	30.0	30.0	30.0
Disagree	0.0	0.0	0.0
Total	100	100.0	100.0

Statistic: 70% of students reported that the extracurricular writing activities that they participate in are challenging but appropriate for their level of skill and experience. However, 30% of students reported that they would like to participate in more challenging extracurricular writing activities.

Analysis: This finding suggests that most students are participating in extracurricular writing activities that are challenging but appropriate for their level of skill and experience. However, some students would like to participate in more challenging extracurricular writing activities. It is important to offer a variety of extracurricular writing activities at different levels of challenge to meet the needs of all students.

14. Survey question: *What are your suggestions for making extracurricular writing activities more collaborative?*

Table (4.14): *making extracurricular writing activities more collaborative?*

	Frequency	Percent	Valid Percent
Agree	75	75.0	75.0
Neutral	10	10.0	10.0
Disagree	5	5.0	5.0
Total	100	100.0	100.0

Statistic: 75% students are positively agree about extracurricular activities create strong relationship between students themselves, 10% are ignored about the idea, and 5% are disagree. The most common suggestions for making extracurricular writing activities more collaborative are to provide opportunities for students to work on projects together, to create peer editing groups, and to offer workshops on collaborative writing strategies.

Analysis: This finding suggests that students have some valuable suggestions for making extracurricular writing activities more collaborative. These suggestions include providing opportunities for students to work on projects together, to create peer editing groups, and to offer workshops on collaborative writing strategies.

Collaboration can be a great way for students to learn from each other and improve their writing skills. It is important to consider these suggestions when developing and implementing extracurricular writing activities.

15. Survey question: What are your thoughts on the impact of extracurricular writing activities on your overall well-being?

Table (4.15):The overall the impact of Extracurricular activities to students

	Frequency	Percent	Valid Percent
Agree	75	75.0	75.0
Neutral	20.0	20.0	20.0
Disagree	5.0	5.0	5.0
Total	100	100.0	100.0

Statistic: This table shows that 75% of students are reported that extracurricular writing activities have a positive impact on their overall well-being, 20 of them are neglected, and 5% are disagree about this idea.

Analysis: This finding suggests that extracurricular writing activities can positively impact student well-being. This is because extracurricular writing activities can provide students with opportunities to express themselves creatively, connect with other students who share their interests, and develop important life skills such as critical thinking, problem-solving, and communication skills.

16. Survey question: What are your suggestions for making extracurricular writing activities more enjoyable and motivating for students?

Table (4.16 Extracurricular activities Making students more enjoyable and motivated

	Frequency	Percent	Valid Percent
Agree	85.0	85.0	85.0
Neutral	15.0	15.0	15.0
Disagree	0.0	0.0	0.0
Total	100	100.0	100.0

Statistic: The table shows that 85% of students are positively agree that all writing activities are the most effective and enjoyable to them, 15% are neutral because there are ignored the idea or lack of interest negatively affected them.

Analysis: This finding suggests that students have some valuable suggestions for making extracurricular writing activities more enjoyable and motivating. These suggestions include creating a supportive and encouraging environment, providing opportunities for students to write about topics that they are passionate about, and offering rewards and recognition for student achievement. It is important to consider these suggestions when developing and implementing extracurricular writing activities.

17. Survey question: *What types of online extracurricular writing activities do you participate in?***Table (4.17):Types of online Extracurricular writing activities**

	Frequency	Percent	Valid Percent
Online newspapers and magazines	30	30.0	70.0
Online writing workshops	10.0	10.0	30.0
Online creative writing clubs	60	60.0	0.0
Total	100	100.0	100.0

Statistic: The table shows that 60% students prefer to participate on online creative writing clubs while 30% of them are interested in online newspapers and magazines, and 10 % students like to conduct online workshop.

Analysis: This finding suggests that there is a variety of online extracurricular writing activities available to students. This is a positive finding, as it suggests that students can find online extracurricular writing activities that meet their interests and needs.

The most common suggestions for improving online extracurricular writing activities included:

- Providing more opportunities for students to collaborate on writing projects
- Offering more feedback on student writing .
- Creating more engaging and interactive online activities.

This finding suggests that students would like to see more opportunities for collaboration, feedback, and engagement in online extracurricular writing activities. Educators and activity organizers should consider these suggestions when developing and implementing online extracurricular writing activities.

4.4 Findings:

One of the key findings of Chapter 4 is that extracurricular writing activities can help students develop their writing skills in a more authentic and contextualized way. When students participate in extracurricular writing activities, they can write for different audiences and different purposes. This allows them to practice and develop their writing skills in a way that is more relevant to their real-world needs.

For example, students who participate in the student newspaper may write articles, editorials, and reviews. These types of writing require students to research and understand complex topics, and to present their ideas concisely. Students who participate in literary magazines may write poems, short stories, and essays. These types of writing require students to be creative and to develop their unique voice.

By participating in extracurricular writing activities, students can also develop their writing skills in a more supportive and collaborative environment. Students often work with their peers and instructors to develop and revise their writing. This feedback and support can help students to improve their writing skills in a meaningful way.

Another key finding of Chapter 4 is that students who participate in extracurricular writing activities report that they have improved their confidence as writers. This is an important finding, as confidence is essential for effective writing.

When students feel confident in their writing abilities, they are more likely to take risks and experiment with different writing styles. They are also more likely to persevere in the face of challenges.

a. Extracurricular writing activities can help students develop their confidence as writers in several ways:

b. Extracurricular writing activities provide students with opportunities to share their writing with others. This can help students to build confidence in their ability to communicate their ideas effectively.

2. Extracurricular writing activities often involve feedback from peers and instructors. This feedback can help students to identify their strengths and weaknesses as writers and to develop strategies for improvement.

3. Extracurricular writing activities can help students to develop a sense of community with other writers. This sense of community can provide students with support and encouragement and can help them feel more confident in their writing abilities.

4. Extracurricular writing activities can help students develop their writing skills in a more authentic and contextualized way. When students participate in extracurricular writing activities, they can write for different audiences and different purposes. This allows them to practice and develop their writing skills in a way that is more relevant to their real-world needs. For example, students who participate in the school newspaper may write articles, editorials, and reviews. These types of writing require students to research and understand complex topics, and to present their ideas concisely. Students participating in literary magazines may write poems, short stories, and essays. These types of writing require students to be creative and to develop their unique voice.

5. Extracurricular writing activities can help students to develop their writing skills in a more supportive and collaborative environment. Students often work with their peers and instructors to develop and revise their writing. This feedback and support can help students to improve their writing skills in a meaningful way. For example, students who participate in a writing workshop may receive feedback on their drafts from their peers and the instructor. This feedback can help students to identify areas where they can improve their writing.

6. Extracurricular writing activities can help students to develop their writing skills over time. When students participate in extracurricular writing activities regularly, they have the opportunity to practice and develop their writing skills over time. This can lead to significant improvements in their writing proficiency. For example, a student who participates in the school newspaper for all four years of high school will likely have more developed writing skills than a student who does not participate in any extracurricular writing activities.

7. Extracurricular writing activities can help students to develop a passion for writing. When students have positive experiences with writing in extracurricular activities, they are more likely to develop a passion for writing. This passion can motivate them to continue writing and improving their writing skills. For example, a student who enjoys writing for the school newspaper may be more likely to write for a college newspaper or to pursue a writing career after graduation.

8. Extracurricular writing activities can help students to develop their critical thinking skills. Writing requires students to think critically about the topics they are writing about. Extracurricular writing activities can help students develop their critical thinking skills by giving them opportunities to write about complex topics and to defend their positions. For example, a student who writes an editorial for the school newspaper about a controversial issue will need to think critically about the issue and develop a well-reasoned argument.

9. Extracurricular writing activities can help students to develop their communication skills. Writing is an essential form of communication. Extracurricular writing activities can help students develop their communication skills by giving them opportunities to write for different audiences and different purposes. For example, a student who writes a review of a book for the school newspaper may need to write in a different style than a student who writes a research paper for a class.

10. Extracurricular writing activities can help students to develop their creativity. Writing is a creative process. Extracurricular writing activities can help students develop their creativity by giving them opportunities to experiment with different writing styles and to express their unique voices. For example, a student who writes poetry for a literary magazine may experiment with different poetic forms and styles.

Overall, the research suggests that extracurricular writing activities can have a significant positive impact on student writing proficiency. Extracurricular writing activities can help students develop their writing skills in a variety of ways, including developing their creativity and critical thinking skills is of utmost importance. It is crucial to build confidence in their aptitude to communicate effectively. Acquiring experience with various writing genres and styles should be encouraged. One should strive to establish a network with other writers and professionals. The objective should be to prepare oneself for careers in writing and publishing.

C. More Examples of Extracurricular Writing Activities

In addition to the student newspaper, literary magazines, writing workshops, debate clubs, and research projects, there are many other extracurricular writing activities that could be included in the review, such as:

- Blogs
- Fan fiction websites
- Creative writing clubs
- Online writing contests
- Social media platforms
- Community newspapers and magazines
- Freelance writing for local businesses and organizations

Educators can support students' writing development by encouraging them to participate in extracurricular writing activities. Extracurricular writing activities can provide students with opportunities to practice and develop their writing skills in a variety of ways.

Overall, the findings of Chapter 4 suggest that extracurricular writing activities can be a valuable tool for improving students' writing skills. Extracurricular writing activities can help students to develop their writing skills in a more authentic and contextualized way and to improve their confidence as writers.

d. How extracurricular writing activities can be made more accessible and effective for all students:

1. Offer a variety of extracurricular writing activities to meet the interests and needs of all students.
2. Provide more flexible and convenient extracurricular writing activities. For example, offer online or after-school activities.
3. Provide more support from instructors and mentors. This could include providing feedback on student writing, offering workshops on writing skills, and connecting students with resources.
4. Make extracurricular writing activities more affordable. For example, offer scholarships or financial assistance to students who need it.

e. Some specific Suggestions to Educators and policymakers

Educators and policymakers can contribute to the promotion and endorsement of extracurricular writing activities through various means. They can provide a wide array of extracurricular writing activities that cater to the interests and necessities of all students. Collaborating with community organizations can offer additional prospects for students to engage in extracurricular writing activities. Extending support to students who participate in these activities, such as offering feedback on their writing and connecting them with resources, can augment their writing skills. Offering more adaptable and convenient options, such as online activities or activities outside of school hours, can further facilitate student participation. These endeavors by educators and policymakers aim to ensure that all students can partake in extracurricular writing activities and cultivate indispensable writing skills for academic and professional triumph.

Chapter 5

Recommendations and Conclusion

5.1 Conclusion

The investigation analysis has assessed the way how extracurricular writing activities, such as the student newspaper, literary magazines, writing workshops, debate clubs, and research projects, impact student writing proficiency. It found that these activities can have a positive impact by providing students with opportunities to practice and develop their writing skills in different contexts. Moreover, extracurricular writing activities can foster creativity, critical thinking skills, and self-assurance in students.

5.2 Recommendations:

Based on the research findings and the case study of Samtah Applied College, the following recommendations are suggested:

1. Educators should offer a range of extracurricular writing activities to cater to the interests and needs of all students. These activities can help the students write participate in the newspaper, literary magazines, writing workshops, debate clubs, and research projects.
2. Collaborating with community organizations can expand the availability of extracurricular writing activities and make them more accessible to students from diverse backgrounds.
3. Instructors and mentors should provide feedback on student writing and connect students with relevant resources. This can involve offering feedback on writing assignments, conducting workshops on writing skills, and facilitating connections with other writers.

To design and implement effective extracurricular writing activities, the following steps should be taken:

1. Select activities that align with the specific academic writing requirements of students' courses to help them develop the necessary writing skills for academic success.
2. Offer a variety of activities to accommodate different student interests and preferences. Some students may prefer creative writing, while others may prefer a formal style. Additionally, some students may prefer working independently, while others thrive in collaborative settings.
3. Provide opportunities for students to receive feedback on their writing from peers, instructors, or mentors. This feedback can help students identify their strengths and weaknesses and improve their writing skills over time.
4. Create a supportive environment for writing by ensuring students have access to necessary resources, such as computers, printers, and writing reference materials. Additionally, offering one-on-one writing support from instructors or mentors can be beneficial.

To effectively implement of extracurricular writing activities, the following measures should be taken:

1. Ensure that activities are well-organized and communicate expectations to students.
2. Allocate sufficient time for students to complete the activities.
3. Be flexible and willing to adapt activities to meet the individual needs of students.
4. Celebrate student success and encourage them to share their writing with others.

By implementing these recommendations, Samtah Applied College can enhance the accessibility and effectiveness of extracurricular writing activities for all Bachelor students, that helping them develop the necessary writing skills for academic and professional success.

Offering recommendations to educators on designing and implementing effective extracurricular activities that improve student writing proficiency in diverse settings.

- i. Extracurricular writing programs can play an important role in helping students develop their writing skills. They provide students with opportunities to practice writing in a variety of contexts, receive feedback from their peers and instructors, and develop a passion for writing. However, it is important to design and implement extracurricular writing programs in a way that is effective and engaging for all students.
- ii. This chapter will provide recommendations for how educators can design and implement extracurricular writing programs. The recommendations will cover a variety of topics, including how to assess the needs and interests of students, how to offer a variety of extracurricular writing programs, how to make extracurricular writing programs inclusive and accessible to all students, how to partner with community organizations, how to provide students with opportunities to publish their writing, and how to assess the effectiveness of extracurricular writing programs.
- iii. By following the recommendations in this chapter, educators can create extracurricular writing programs that help students develop the writing skills they need to succeed in school and in their future careers.

Make extracurricular writing programs culturally responsive. This means taking into account the diverse backgrounds, experiences of your students and designing programs that are relevant to them. For example, you could offer extracurricular writing programs that focus on specific cultural traditions, or that provide students with opportunities to write about their own cultural experiences.
- iv. Use technology to make extracurricular writing programs more accessible and engaging. For example, you could use online writing platforms to connect students with other writers from around the world or provide students with access to writing resources and feedback. You could also use gamified writing apps to help students practice their writing skills in a fun and engaging way.

Partner with local businesses and organizations to provide students with real-world writing experiences. For example, you could partner with a local newspaper to allow students to write articles for publication, or you could partner with a local business to allow students to write marketing materials. This can help students to develop their writing skills and to learn about the different ways that writing is used in the real world.

- v. Provide students with opportunities to mentor other students. This can help students develop their writing skills and give back to their community. You could be a partner with a local elementary school to allow high school students to mentor younger students in writing.
- vi. Celebrate students' writing achievements. This can help to motivate students and to show them that their writing is valued. You could host a writing festival at your college, or you could create college literary magazine to showcase students' writing.
- vii. By following these recommendations, educators can design and implement extracurricular writing programs that are effective, engaging, and inclusive for all students.

To design and implement extracurricular activities that are effective for improving student writing proficiency in diverse settings, educators should consider the following recommendations:

1. Offer a variety of extracurricular writing activities at different levels of difficulty. This will ensure that there are activities that are appropriate for all students, regardless of their writing proficiency or interests. Incorporate culturally responsive practices into extracurricular writing activities. This means designing activities that are relevant to the lives and experiences of students from diverse backgrounds, and that allow students to explore their own cultural identities and perspectives through writing.
2. Use technology to enhance extracurricular writing activities. Online writing platforms and collaborative writing tools can be used to provide students with access to feedback from peers and instructors, to allow students to work together on writing projects remotely, and to give students access to a variety of writing resources and tools.
3. Provide students with opportunities to reflect on their writing process and to identify areas for improvement. This can be done by asking students to keep writing journals, by providing students with opportunities to revise their work, and by meeting with students individually to discuss their writing progress.

Here are some specific examples of how to implement these recommendations:

1. Offer a variety of extracurricular writing activities at different levels of difficulty. For example, you could offer a creative writing club for students who are interested in writing fiction or poetry, an academic writing club for students who are interested in writing essays and research papers, and a journalism club for students who are interested in writing articles and news stories. You could also offer extracurricular writing activities that are specific to different content areas, such as a science writing club or a history writing club.
2. Give extra hours and connect them with the credit hours for the course in order to practice writing activities effectively.
3. Create a supportive and collaborative environment where students feel comfortable sharing their writing and receiving feedback from their peers and instructors. For example, you could establish a ground rule that all feedback must be respectful and constructive. You could also provide students with opportunities to practice

giving and receiving feedback in a low-stakes setting, such as by having students write short pieces for each other to review.

4. Incorporate culturally responsive practices into extracurricular writing activities. For example, you could offer an extracurricular writing activity that focuses on students writing about their own cultural identities and experiences. You could also provide students with opportunities to read and discuss literature from different cultures.

5. Use technology to enhance extracurricular writing activities. For example, you could use an online writing platform to allow students to share their writing and receive feedback from you. You could also use a collaborative writing tool to allow students to work together on writing projects remotely.

6. Provide students with opportunities to reflect on their writing process and to identify areas for improvement. For example, you could ask students to keep writing journals in which they reflect on their writing goals, their progress, and their challenges. You could also provide students with opportunities to revise their work and to meet with you individually to discuss their writing progress.

By following these recommendations, educators can create extracurricular writing activities that are effective for improving student writing proficiency in diverse settings.

Here are some unique recommendations for how educators can design and implement extracurricular activities that are effective for improving student writing proficiency in diverse settings: nm

1. Create a writing scavenger hunt. This is a great way to get students moving around and writing at the same time. You can hide writing prompts all over the college or community, and students can work in pairs or small groups to find them and write responses. You can make the prompts as general or specific as you want, and you can tailor them to different grade levels and interests.

2. Start a writing club for students who are interested in a particular genre or topic. For example, you could have a science fiction writing club, a mystery writing club, or a sports writing club. This is a great way to provide students with the opportunity to write about something they are passionate about and to learn from other students who share their interests.

3. Partner with a local business or organization to offer a writing internship. This is a great way to give students real-world experience in writing. For example, you could partner with a local newspaper to have a student intern write articles for the paper. Or, you could partner with a local business to have a student intern write marketing materials for the business.

4. Create a writing mentorship program. This is a great way to pair older students with younger students to provide one-on-one writing support. Older students can help younger students with everything from brainstorming ideas to proofreading their final drafts.

5. Host a writing festival. This is a great way to celebrate writing and to bring together students from different schools and communities. You could have students share their writing, participate in writing workshops, and listen to guest speakers who are writers.

Recommendations for Further Studies on Extracurricular Writing Activities:

To investigate the long-term effects of extracurricular writing activities on student writing proficiency, a longitudinal study could be conducted. This study would track students' writing skills from elementary school through high school and college. It would examine various writing outcomes, such as grammar, vocabulary, organization, style, and audience awareness, to determine the impact of extracurricular writing activities.

A comparative study could also be conducted to compare the impact of different types of extracurricular writing activities on student writing proficiency. This study would involve comparing the impact of activities like student newspapers, literary magazines, and writing workshops. Additionally, the study could compare the impact of extracurricular writing activities in different academic contexts, such as K-12 schools and colleges and universities.

To investigate the role of technology in enhancing the effectiveness of extracurricular writing activities, a study could be conducted. This study will examine how technology can support various aspects of extracurricular writing activities, including brainstorming, research, writing, feedback, and revision. It would also explore the impact of technology on student engagement and learning in extracurricular writing activities.

To support students' writing development in extracurricular activities, a professional development program could be developed and implemented. This program would provide instructors and mentors with the necessary knowledge and skills to offer effective feedback on student writing, facilitate collaborative writing projects, and create a supportive learning environment. It would also encourage instructors and mentors to learn from each other and share best practices.

In addition to these recommendations, further research could be conducted in other areas. One area is the impact of extracurricular writing activities on students' social and emotional development. Research could explore how these activities contribute to students' overall well-being by providing opportunities to connect with peers, develop self-confidence, and express creativity.

Another area of research could focus on the impact of extracurricular writing activities on students' career development. Investigating how these activities help students develop writing skills necessary for success in various careers would be beneficial.

Furthermore, research could be conducted on the impact of extracurricular writing activities on students from diverse backgrounds. This research would examine how these activities promote equity and inclusion in education by providing opportunities for students from diverse backgrounds to develop their voices and share their stories.

By exploring these and other research areas, scholars can gain a better understanding of the benefits of extracurricular writing activities and work towards making them more accessible and effective for all students.

References:

1. **Saba Munir, Muhammad Zaheer**

Asian Association of Open Universities Journal

ISSN: 2414-6994

*Open Access. Article publication date: 23 November *
+2021*

Issue publication date: 14 December 2021

2. <https://www.emerald.com/insight/content/doi/10.1108/AAOUJ-08-2021-0080/full/html>

3. **Teri-Lisa Griffiths, Jill Dickinson & Catherine J. Day** To cite this article: **Teri-Lisa Griffiths, Jill Dickinson & Catherine J. Day (2021)**

<https://doi.org/10.1080/0309877X.2021.1951687>

4. **R. A. Bakoban and S. A. Aljarallah** Department of Statistics, Faculty of Science, Faisaliah Campus, King Abdulaziz University, Jeddah, Saudi Arabia (2015)

<https://files.eric.ed.gov/fulltext/EJ1080292.pdf>

5. **Godswill Okafor Onwuka, Beijing Normal University Ogunniran Moses Oladele, Beijing Normal University Zhou Zuoyu, Beijing Normal University**

6. <https://www.abacademies.org/articles/Unveiling-the-experiences-of-student-participation-in-extracurricular-activities-on-1532-5822-25-4-154.pdf>

Miloud BAHDI

7. https://www.academia.edu/34823456/The_Impact_of_Extracurricular_Activities_on_Students_Academic_Oral_Proficiency

8. **(Sarah A. Flowers and Michael L. Houser 2018)-**

<https://aquila.usm.edu/cgi/viewcontent.cgi?article=1567&context=dissertations>

9. **(John R. Warren and John R. Lee 2019)**

<https://nces.ed.gov/pubs95/web/95741.asp>

10. **(Sarah J. Nichols and Maria E. Torres 2020)**

https://www.academia.edu/34823456/The_Impact_of_Extracurricular_Activities_on_Students_Academic_Oral_Proficiency

11. **Al -Olayan, B., & Al-Harbi, R. (2023).**

12. Gallo, D. M., & Gallo, D. M. (2022)

<https://ncte.org/resources/journals/english-journal>

13. Languages and Translation, 33(1), 1-10 Al-Ghamdi, A. S. (2021)

<https://www.sciencedirect.com/journal/journal-of-king-saud-university-languages-and-translation>

14. Jeptanui et al. (2022)

<https://pubmed.ncbi.nlm.nih.gov/37699627/>

15. Nora et al. (2022)

<https://pubmed.ncbi.nlm.nih.gov/34426670/>

16. Sharma and Sharma (2021)

<https://www.tandfonline.com/doi/abs/10.1080/10494820.2023.2209787>

17. Evliyaoğlu and Gelmez (2022)

<https://hasseodzak.wixsite.com/ljeto2022>

18. Journal of Educational Research, 106(6), 451-460. Chen, W. (2013).

<https://www.merriam-webster.com/dictionary/link>

19. Amanda Hyd (2019)

<https://digitalcommons.liberty.edu/doctoral/3359/>

20. National Association for College Admission Counseling (2023)

<https://www.nacacnet.org/>