

**Co-academic Forums and English Language: Enhancing English Language Proficiency through Co-academic Societies/Forums**Amber Shahzadi<sup>1</sup>, Dr. Asma Khan<sup>\*2</sup>, Nayab Khan<sup>3</sup>**Original Article**

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**Abstract**

*This research examined how extracurricular activities like clubs and forums affect students' abilities to speak and write English as undergraduates. After highlighting the beneficial aspects of these groups on English proficiency, this study examined the role of co-curricular forums on students' personality traits and productive abilities. One of the study's primary goals was to evaluate the relative merits of quantitative and qualitative approaches. The analysis was conducted using a mixed-methods strategy that combines sequential explanatory techniques. The purpose of this sequential explanatory mixed-methods study was designed to investigate the correlation of students' participation in co-curricular programs and their English language skills improvement. The co-curricular forums were assessed in a sequential mixed-methods study for their ability to improve student's English language skills. The findings revealed that involvement in the extra-curricular activities provided by the co-academic forums and societies substantially impacts undergraduates' success and character development. Moreover, these clubs and societies have a positive impact on students' English language skills.*

**Keywords:** Conversational abilities, Co-curricular forums, ESL students, English language skills

**Introduction**

Academic achievement is significant, but it is only part of a well-rounded education where kids participate in extracurricular activities. The visibility of co-academic research has increased recently. The co-academic study refers to any extracurricular activities besides regular classes and lab hours contributing to the program's declared learning goals. The purpose of extracurricular clubs is to help students gain confidence in themselves and their abilities (Maerten-Rivera et al., 2021). Examining the impact of Co-curricular societies on the communicative competence of ESL (English as a second language) among undergraduates is the key objective.

The benefits of co-academic forums cannot be replicated in a monolingual classroom. At most schools, students have plenty of opportunities to take a break from their academics and engage in extracurricular activities. Incorporating the cooperative spirit of a forum for intellectual discourse into classroom activities like volunteer projects, mock trials, student newspapers, and scientific fairs would be a great idea. These kinds of exercises benefit students' acquisition of English as a second language because they allow them to put classroom knowledge into practice outside of the classroom (Rahman, 2021). Numerous studies have found that student involvement is correlated with better academic performance, more remarkable persistence, and higher levels of self-esteem.

Without language, human beings would be unable to communicate with one another. It is increasingly evident that more than speaking just in one's home language (L1) is needed to achieve this commitment, which heightens the need to learn functional additional languages and, consequently, get an adequate education in English. Co-academic activities like debate, speech, assessment, speaking, role play, and journal writing have diminished learners' fear of talking in English (Mitchell, 2015).

Students can practise and improve their command of the English language in the safe and supportive environment of a co-curricular forum. Activities that students engage in beyond the classroom are referred to as "co-academics." Although most co-curricular activities occur outside class time, they contribute equally to a student's development. Students' abilities in areas for example logic, critical thinking, problem-solving skills, effective communication, and cooperation are all strengthened through these types of activities. Speaking seems more important than the other four skills when teaching English as a second language (ESL/EFL) than listening, reading, or writing.

Following is a list of research questions that served as the basis for this research:

1. How do co-curricular societies and forums contribute to the enhancement of English language proficiency of undergraduate students?
2. How do co-curricular clubs, groups, and forums affect students' English language development, as well as their awareness of self-esteem?
3. What are the benefits of the co-academic groups and forums for students in enhancing their language learning?

### Literature Review

Co-academic forums/societies, (ESL) English as a second language students, language learning and the communication skills necessary to grasp the research are all topics explored in the literature. Co-academic society members' writing, speaking, listening, and learning abilities are also examined. One's thoughts and feelings can only be conveyed to others through language. The need to acquire functional foreign languages and a quality English education has recently increased because relying solely on one's home tongue (L1) cannot satisfy this endeavour (Richards, 2008). Meanwhile, extracurricular activities (CCAs), including arguments, speeches, tests, recitations, role-playing, and magazines writing, assist students in gaining comfort and confidence in using English.

Successful communication is the act of expressing one's ideas and emotions to another person. Being able to express yourself clearly eliminates any possibility of giving the wrong impression (Mitchell, 2015). Mitchell (2015) argues that introverted and insecure students often have difficulty expressing themselves. Unfortunately, the academic environment was not conducive to developing these kids' sense of identity and social competence. The extracurricular program is a fantastic setting for students to practice their interpersonal communication abilities and gain self-assurance. As such, this study intends to look into how the university's extracurricular activities contributed to the growth of student's communication skills.

The phrase "co-academic activities" describes extracurricular pursuits that are academically focused but not held in a conventional classroom. Spelling bees, student government, and debate groups are only a few instances (Maerten-Rivera *et al.*, 2021). As stated by Maerten-Rivera *et al.* (2021), students benefit from extracurricular activities because they may use what they've learned, try something new, and work on their interpersonal

and organizational skills. Participation in extracurricular activities grounded in students' areas of study provides invaluable opportunities for students to gain practical experience.

First and foremost, everyone in a book club must have read the book in question. This is crucial for any meeting of a book club to go smoothly. If everyone has read the book, then the discussion will be beneficial. According to Casey (2008), most writers prefer to work alone on their projects, but finding a team of professionals prepared to offer mutual aid can be beneficial. Anyone who loves writing, whether established or aspiring, could join a writing club.

In a writing group, members routinely meet to discuss their current projects, provide constructive criticism, and boost one another's morale. As they attempt to perfect their stories, group members offer constructive critique to one another. A writing group's meetings might occur in person and online (Casey, 2008).

The term "theatre production" encompasses every stage of putting on a show, from developing the script through the final curtain call. Performers (human actors or inanimate puppeteers) often present the show to an audience at a specific venue and time. Plays are classified as dramatic or nondramatic based on their action level (Katemba, 2021). It is the mimic (from Greek mimesis, "imitation," "representation") part of the performer's behaviour, not the use of a script, that makes a work dramatic (Katemba, 2021). Whether the artist walks the tightrope or pretends to do so is one way to distinguish between an acrobatic and dramatic performance. Both acts perform for an audience, but only one produces a convincing deception. Although dramatic performances may occasionally incorporate nondramatic elements such as dancing, performing, juggling, acrobatics, etc., the emphasis is always on depicting natural or imagined life (Katemba, 2021).

Each student brings a unique point of view to the classroom. Students benefit from debates because they allow them to voice their opinions. A debate is an ideal forum to present them with maturity and decorum (Brown, 2015). Members of Toastmasters build self-assurance in public speaking and teamwork abilities via practice with other club members in similar settings. Twenty to thirty people attend weekly Toastmasters meetings for an hour (Yu-Chih, 2008).

The most successful English as a Second Language (ESL) initiatives can be found in nations that either use English as their primary language or have a large English-speaking population. Mastering English will allow you to converse with most community members (Wanjohi, 2016). In this study, Wanjohi (2016) examines the correlation between extracurricular involvement and academic success among ESL students undergoing intensive English language instruction.

### **Research Methodology**

Researchers use a specific set of tools or processes known as the research methodology to identify, collect, process, and evaluate the existing body of information on a subject. Discussing how successfully a specific job is done is also part of the technique. This helps researchers determine what kind of data they need and what research instruments best suit their study's design (Johansson, 2007). For the assessment of the role of co-curricular forums societies in the enhancement of English language skills of ESL Undergraduates this study used a mixed research methodology that combined qualitative and quantitative approaches for data analysis. Questionnaires were distributed both online and in person to collect quantitative data. A spreadsheet was built and organized with the help of Google Forms. The surveys were disseminated digitally, using WhatsApp groups for more personal dissemination. Interviews with participants were done in a semi-structured approach to collect qualitative data. The interviewee

dominates the interview's path in a semi-structured interview despite the interviewer's preconceived notions of how the conversation should progress and the information gleaned from it (Gregar, 1994). A semi-structured interview is preferable; it allows for a more in-depth exploration of the respondent's thoughts and feelings.

This study looked at how students' participation in extracurricular activities related to their academic success and English language proficiency. For this study, two primary research questions are addressed using SPSS. MANOVA was employed to examine the impact of extracurricular activities on undergraduates' English language proficiency to answer research objectives 1 and 2. Tables detailed the results of Wilks's Lambda test. Moreover, thematic analysis was employed to answer the third research question.

### Quantitative Approach

Effectiveness of co-academic societies/forums on students' effective skills and traits in improving English language.

RQ1. How do Co-curricular forums /societies contribute to the advancement of English language proficiency of undergraduate students?

**H<sub>01</sub>:** Co-curricular organizations do not significantly improve productivity skills of student and character in terms of their English language proficiency.

The benefits of co-academic societies/forums on learners' productive traits and abilities in improving English.

To find out how students' participation in extracurricular activities like clubs and forums helped them improve their English language skills, researchers used a multivariate analysis of variance (MANOVA) to analyze the data. The results of Wilks' Lambda test are shown in Table 1.

**Table 1:**

*Multivariate Wilks' Lambda Tests for Co-Academic Societies/Forums, Productive Skills, and Personality.*

Effect	Value	F	Hypothesis		Partial	
			df	Error		
			df	df	$\eta^2$	
Co-Academic Societies/Forums	.007	12.17	50	54	<.001	.92

a. Design: Intercept + Academic societies/Forum

The value of Wilk's lambda is .007, and the value of partial  $\eta^2$  is .92. Cohen (1989) suggests that .01 indicates a negligible influence—impact size for a moderate impact and .14 for a substantial one. There was a substantial size of effect for the separate variable "co-academic societies/forums" (Partial  $\eta^2 = .92$ ). Co-academic groups and forums accounted for 92% of the variation in students' improved productive skills and personalities. The results showed a significant influence of Co-Curricular organizations on the consolidated dependent variables. Hence, the null

hypothesis was rejected. Further analysis was reported using a one-way MANOVA test to individually examine dependent variables in each co-academic society/forum (see Table 2).

**Table 2:**

*MANOVA Summary Results of Co-academic Societies/Forums, Productive Skills, and Personality*

Source	Dependent Variable	Type III			F	p	Partial $\eta^2$
		SS	df	MS			
Societies/Forums	Productive skills	3563.55	25	142.54	9.78	<.001	.90
	Personality	759.03	25	30.36	3.61	.001	.77
Error	Productive skills	407.78	28	14.56			
	Personality	243.96	28	8.39			

Table 2 displays the findings of an investigation into the impact of extracurricular clubs, organizations, and forums on students' language proficiency, productivity, and self-perception. The findings of the students' productive skills showed a very considerable impact size, with  $F(25,142.54)=9.78$ ,  $p<.001$ ; partial eta squared=.90. This indicated that co-academic societies and forums accounted for 90% of the disparity in the pupil's overall achievement of language production abilities.

With a partial  $\eta^2 = .77$  indicating a sizable effect, the personality data show that co-academic societies and forums account for 77% of the variance in improving individuals' personalities. Productive skills have a higher mean ( $M=45.19$ ,  $SD=.59$ ) than personality plus disposition ( $M=18.98$ ,  $SD=.45$ ). It has been determined that students' participation in extracurricular academic forums and societies has a greater impact on their creative abilities than do the students' individual personalities.

RQ2. How do extracurricular clubs, groups, and forums affect students' English language development, as well as their awareness of self-esteem?

H<sub>02</sub>: Co-curricular societies/forums do not significantly improve students' abilities in writing, speaking, listening, reading, participation, as well as their awareness of self-esteem.

The following are the findings about the effects that extracurricular clubs and forums have had on students' abilities in the areas of writing, speaking, listening, reading, involvement, organizational role, and self-confidence:

Table 3:

*Multivariate Wilks' Lambda Tests for Co-Academic Societies/Forums and combined dependent variables.*

Effect	Value	F	Hypothesis		P	Partial $\eta^2$
			df	Error df		
Co-Academic Societies/Forums	.000	2.48	175	160.43	<.001	.72

a. Design: Intercept + Academic societies/Forum

The data on co-academic forums and societies are displayed in Table 3:  $F(175,160.43)=2.48$ ,  $p<.001$ ; Wilk's Lambda =.000; Partial  $\eta^2=.72$ . Cohen (1989, pp.282-287) suggests using .01 for a very modest effect, .06 for a moderate one, and .14 for a significant one. There was a substantial size of effect for the separate variable "co-academic clubs/forums" (Partial  $\eta^2 =.72$ ). This suggests that co-academic societies and forums accounted for 72% of the variance in learners' improved abilities in writing, speaking, listening, reading, participation, institutional role, and self-confidence. To analyze dependent variables independently across co-academic societies/forums, a one-way MANOVA test was reported. (Refer to Table 4)

Table 4:

**MANOVA Summary Results of Co-academic Societies/Forums, writing skills, speaking skills, listening skills, reading skills, participation, institutional role, and Self-confidence**

Source	Dependent Variable	Type III			F	P	Partial $\eta^2$
		SS	df	MS			
Societies/Forums	Writing	491.86	25	19.67	3.36	.001	.75
	Speaking	519.98	25	20.80	2.99	.003	.72
	Listening	71.37	25	2.85	.90	.609	.44
	Reading	213.75	25	8.55	3.01	.003	.72
	Participation	195.00	25	7.80	4.96	<.001	.81
	Institution	260.76	25	10.43	1.63	.103	.60
	Confidence	36.55	25	1.46	1.19	.323	.51
Error	Writing	163.63	28	5.84			
	Speaking	194.55	28	6.94			
	Listening	89.38	28	3.19			
	Reading	79.45	28	2.83			
	Participation	44.03	28	1.57			
	Institution	178.21	28	6.36			
	Confidence	34.28	28	1.22			

Table 4 shows that students' confidence, writing, speaking, listening, reading, and participation all improved due to their involvement in extracurricular co-academic groups and forums. A large effect size was found between students' extracurricular activity engagement and their performance on writing assignments ( $F(25,19.67) = 3.36, p = .001$ ; partial  $\eta^2 = .75$ ).

The impact of co-academic groups and forums on public speaking was significant ( $F(25,20.80) = 2.99, p = .003$ ), and the partial  $\eta^2 = .72$  indicated a substantial size of effect.  $F(25,8.55) = 3.01, p = .003$ ; partial  $\eta^2 = .72$  revealed a substantial size of effect, that suggests that co-academic societies/forums accounted for 72% of the variation in the improvement of reading skills. Students' engagement led to a  $F(25,7.80) = 4.96, p = .001$ ; partial  $\eta^2 = .81$ , indicating a sizable effect this suggests that co-academic societies and forums accounted for 81% of the variance in the improvement of students' participation.

The results showed that students' participation in extracurricular academic forums and organizations did not significantly affect their listening skills, academic self-perception, or self-confidence. Students' listening skills had a p-value of .609, their perceptions of the institution's role were .103, and their self-confidence was .323.

### **Qualitative Approach via Thematic Analysis**

Do the students have experience with extracurricular forums and societies? Is English a useful language in the classroom? In the context of undergraduate education, what function does English serve, and what value does it hold?

Many respondents claimed familiarity with co-academic societies and knowledge of the English language, which they said had been taught from the start. They were widely utilized in the Pakistani academic milieu.

Two sets of codes were given to participants: those conversant with co-academic forums/societies and those who were not. This coding-related topic can be broken down into two themes: comfort and originality. In a related vein, four of ten ELL participants had past involvement with theatrical societies, book clubs, speaker and writer clubs, or Toastmasters. Ingenious co-academic forums and groups for ESL students. These examples further highlight the importance and prominence of English in the academic world. Using Braun and Clarke's (2006) six-step theme analysis method, the initial topic of practical and innovative English language skills by co-academic forums/societies was developed.

### **Co-academic Organizations/forums and English Language Proficiency**

When it comes to extracurricular organizations like societies and forums, the researcher wanted to see which of them helped you improve your command of the English language. How fulfilled do you feel due to your participation in such forums and societies?

Co-scholarly forums and societies include, but are not limited to, book clubs, speakers' and writers' clubs, Toastmasters' clubs, and theatre groups. With these resources, students can improve their English speaking, listening, reading, and writing abilities. All of the students who took part in this study about the status of English used terms like "only," "unavoidable," "common," "privileged," and "prominent" to describe English's position in their fields. People who participated in this study of co-academic forums/societies rated them as satisfying, practical, effective, reliable, and forward-thinking. The undergraduates who participated in the study reported that participation in these groups aided them in improving their vocabulary, accent, and pronunciation. As such, I

move on to the second theme. Clark and Barun's six-step theme analysis method was used to determine the benefits of co-academic forums and societies.

### **Instructor's and Learner's Perceptions about co-academic forums/societies**

When faced with obstacles when learning English, what strategies did they use to succeed eventually? How do the extracurricular groups help you develop as a communicator and writer? In short, what methods do these groups employ to foster innovation?

Undergraduates were polled about how they could improve their communication skills, cognitive abilities, problem-solving skills, critical thinking, decision-making skills, eloquence, expressiveness, and indication. They said everyone teaching or studying English would benefit from joining these forums and societies. Using the six-step theme analysis procedure developed by Clark and Barun, I have identified the third theme, the Considerable Transition of Undergraduates.

### **Impact on ELLs (English language learners)**

How much do you think undergraduates' self-esteem has been boosted by participating in extracurricular forums and societies?

Thanks to these forums, undergraduate students' ability to talk and write creatively also helped them adjust to the growing importance of English as a universal and global language. Many people felt that participating in these online communities was crucial in their development as communicators and language learners.

Differed responders had varied ideas about the importance of being able to visualize, being creative, making a living, expanding one's vocabulary and phrasing, etc. They felt both their academic and extracurricular interests were represented in these groups. Using Clark and Barun's six-step theme analysis method, I have identified inclusiveness and broad access as the fourth overarching topic.

### **Universities' Role in Undergraduate Guidance**

The last few interview questions focused on how universities encourage undergraduates to participate in extracurricular activities. Do we have the means to hold fair competition in this country?

Respondents had varying perspectives on the significance of various skills (imagination, creativity, earning a living, expanding one's lexicon and idiom, etc). They saw that these clubs catered to both their academic and extracurricular interests. I have used Clark and Barun's six-step theme analysis method to determine that openness to participation and participation by a wide range of people is the fourth overarching theme.

### **Discussion**

This research examined how participation in extracurricular groups can help students improve their English proficiency. This section uses student survey data to examine how students regard co-curricular activities. This section presents the study's findings, analyses, and context.

### **Analysis of Quantitative Findings**

The primary goal of this study was to find out the positive and negative aspects of ESL students' involvement in Co-academic societies and forums and their impact on improving their English language skills. This section includes numerical representations of the study's findings.



The first question concerned the function of extracurricular groups in helping undergraduates improve their English proficiency. Responding to this question, participants indicated a high degree of agreement with the statement, leading to promising results. Many respondents said they felt at ease in co-academic groups and that English had been emphasized from the start, citing its successful use in Pakistan's educational system. Beyer (2017) suggests that students may better their vocabulary, accent, and pronunciation by participating in such forums.

A second research question asked how much students' participation in extracurricular activities like clubs and forums influences their ability to think creatively and confidently in English. Co-academic forums and societies have helped undergraduates acclimatize to the necessity of using English as a language level of expertise. The result has been a rise in pupils' imaginative expression in both oral and writing forms. Some members of the co-academic forum) societies state that their newfound confidence and fluency in English are a direct result of their involvement in the forums. After being the members of co-academic clubs and societies, some participants were needed to visit multiple gatherings, where they spoke and interacted with many people, which helped them overcome their fear of communicating in English and boost their confidence. Scholes-Balog (2016) found that students' proficiency in speaking, writing, listening, and reading English increased after participating in co-academic forums. As evidenced by prior studies, Learners' self-assurance and capacity to utilize English in various contexts benefit from membership in these groups (Scholes-Balog, 2016).

### **Analysis of Qualitative Findings**

The study's last question was, "How do students and faculty view co-academic societies and forums aimed at improving English language skills?" The study results show that when students engage in extracurricular activities, they can redirect the time and energy they would have spent on schoolwork onto other pursuits. Put your mind to something useful instead of dwelling on your problems. Participants felt that being at the center of attention, whether on stage or in a classroom, boosted their self-esteem.

The quantitative study found that the Co-Academic Societies and Forums helped students overcome the barriers keeping them from learning English. The vast majority of students recommended joining extracurricular groups as a means to boost students' self-esteem. The research also showed a correlation between the students' majors and English learning preferences in cross-disciplinary communities. Participants in this study unanimously agreed that extracurricular activities like co-academic forums and societies would be helpful.

The study methodology incorporates a sequentially executed qualitative procedure since these results pertain to a more in-depth examination of the topic. I employed a qualitative methodology to learn more about how outside activities like clubs and forums help undergraduates enhance their English language skills. Five main topics about the role of co-academic societies emerged from my analysis of the free-form replies. The number of codes and resulting themes were determined by analyzing the participants' responses. I coded the material provided by the participants after identifying emergent categories.

**Applied Themes:**

Theme 1	effective and innovative English language skill by co-academic forums/societies
Theme 2	Positive effects of co-academic forums/ societies
Theme 3	Considerable Transition of Undergraduates
Theme 4	Inclusiveness and broad access
Theme 5	Independent approach

**This table shows the themes which are applied to the question of interviews**

The themes that emerged during analysis were used to classify further the results, which were previously organized according to the study questions. I utilized the first subject, that is an efficient and innovative use of English through co-curricular clubs and forums, to illustrate my answer to the first question of the interview. Do the pupils have experience with extracurricular forums and societies? Is English a helpful language in the classroom? How important is English in a university setting at the undergraduate level? Respondents also noted that English was emphasized from the get-go, and they affirmed that the language was effectively used in the Pakistani educational system. Many of the respondents claimed to be familiar with co-academic groups. They also noted the successful application of English in Pakistan.

Those who had participated in co-academic forums and societies were given one set of codes, while those who had not were given another. The central theme of coding gives rise to two related ideas: comfort and creativity. All these things show how highly regarded and essential English is in business and academics.

The study's author wanted to know which extracurricular organization contributed most to your development of English proficiency. How happy are you with your decision to join such groups? For the second round of questions posed during the interview, I used the second theme, the Benefits of Participation in Interdisciplinary Academic Communities, as an example. Most of the students in the group participated in extracurricular activities, such as book clubs, speech clubs, authors' clubs, and dramatic societies, according to the responses. The majority of those who took part in this study felt optimistic about the co-academic forums and societies, using words like "satisfied," "beneficial," "productive," "dependable," and "progressive".

A prior study found that pupils who participated in extracurricular activities had more significant gains in social and academic skills, as well as in moral principles, personality development, and character appeal (Rathore, 2018).

How much have the extracurricular groups helped freshmen and sophomores feel more comfortable in their environment? If these communities and clubs helped undergraduates develop their talents, how? I chose the third and fourth themes, "Considerable Transition of Undergraduates" and "Inclusiveness and Broad Access," to illustrate the final two sets of interview questions. Those who responded also noted that the students' successes can be attributed to their involvement in writing, communication, Toastmasters, and speech clubs. They have developed better decision-making and communication skills due to their involvement in these groups. The findings also suggest that students could benefit from less time working on their deficiencies and more time on extracurricular activities. A student's sense of self-worth may increase through

participation in such exercises. Helping students build friendships, hone their hobbies, and find the bravery to try new creative endeavours are all areas in which they flourish.

As an example for the fifth question about universities' roles in undergraduate guidance, I selected the fifth theme, the Independent Approach. Some students said the institution coordinates the co-academic forum, society events, and competitions. Many respondents pointed to word-of-mouth, Internet searches, and university bulletin boards as their primary sources of information regarding communities of practice. Contrary to previous research results, extracurricular activities are not typically conducted in non-classroom settings; however, universities must organize such activities because they supplement academic curricula and facilitate learning through hands-on experience.

Previous research has demonstrated that pupils, with the help of teachers, can develop a well-rounded learning environment that is meant to supplement the academic curriculum. As a result, each student acquires knowledge beyond that of the subjects being taught (Singh, 2017). University extracurriculars should encourage students to learn and grow academically while providing opportunities to pursue their passions and interests (Singh, 2017).

### **Conclusion and Recommendations**

"The productivity of co-academic forums/societies in enhancing the English language skills of undergraduates" was the subject of this sequential mixed-method study. The study looked into the function of co-curricular clubs and societies in improving English language abilities, including productive abilities and personality traits, at both public and private institutions. Undergraduates can improve their English language abilities by joining forums and organizations, and public and private universities can offer them the guidance they need to get involved. Mixed research was used in this investigation to provide a more complete picture and a more in-depth grasp of the topic at hand. The core patterns and methods of qualitative and quantitative approaches can be kept when utilizing mixed approaches (pure mixed methods). The data also show that participants believe there needs to be more co-academic forums/societies, even though these groups provide them with a platform to develop their skills. Participant replies indicate that students need more guidance regarding the co-academic forums and societies.

The study found that undergraduates who participated in various clubs and societies had an easier time learning English than those who did not. Productive abilities like writing, speaking, studying, and reading, as well as personality traits like self-assurance and initiative, are honed in co-academic forums and societies. Many different perspectives are represented in co-academic forums and societies since members can choose which ones they want to participate in. Respondents noted that it was first challenging to concentrate on academic and co-curricular activities. However, it has become easier with time, suggesting that the findings may still drive future studies. Moreover, these extracurricular events allow students to expand their horizons and gain knowledge in areas outside the classroom. Participation in extracurricular activities provides students many benefits, including meeting new people, broadening their social circle, and developing employable skills like communication, teamwork, organization, problem-solving, and time management. It could also give them a boost of self-assurance.

People who desire to improve their English proficiency may benefit from participating in co-academic groups and forums. Students can enhance their listening, talking, and writing skills by participating in extracurricular activities like clubs and forums outside the classroom. The study's results aid ESL learners by giving them the tools to tackle obstacles and participate in activities with greater assurance.

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