For citation:

INTRODUCTION

- Overview
- Statement of the Problem
- Purpose of the Study
- Significance of the Study
- Theoretical Framework
- Research Questions

OVERVIEW

- The significance of extra-curricular activities
- Types of extra-curricular activities

STATEMENT OF THE PROBLEM

- Lack of research on ‘The effect of extra-curricular activities on linguistic skills’
- Creativity in Writing

PURPOSE OF THE STUDY

- The significance of home work writing, participation in sports & applying writing strategies
- Investigation of affective issues
SIGNIFICANCE OF THE STUDY
- The focus of language institutes on creative writing
- The proportion of time for out of school activities

Giving useful Information to:
- ELT curriculum designers
- Syllabus designers
- ELT practitioners

THEORETICAL FRAMEWORK
- Sheperd (1996)

RESEARCH QUESTIONS
1. Does homework writing as an academic extra-curricular activity affect creative writing of EFL learners?
2. Does participation in sports as non-academic extra-curricular activities affect creative writing of EFL learners?
3. Does teaching of creative writing strategies affect creative writing of EFL learners?

REVIEW OF THE RELATED LITERATURE
- Social effect of extra curricular activities: McNeal(1995)
- Involvement in non-academic extra-curricular activities: Broh (2002)

METHODOLOGY
PARTICIPANTS

- 80 fourth-grade female students of Irannmehr primary school
  - Criteria for selection: YLE test & GPA
- 4 groups of 20s: three experimental groups and one control group

INSTRUMENTATION

- Standard YLE reading and writing test as pre-test
- Test of Writing
- Students’ portfolios and diaries
- SPSS version 18

PROCEDURE

- YLE standard test of writing and reading: Pre & post test
- Selected ones: Three experimental groups and one control group
- The treatment: 4 months, 2 sessions in each week, each session 90 minutes
- Similar instruction for all groups but treatment for experimental groups
- Considering validity and reliability of the research

PROCEDURE

- Quasi-experimental method
- Analysis of 4 types of post-test score: ANOVA
- Comparison of pre-test and post-test within one group: t-Test
- Inter-rater reliability: Correlation

DESIGN
**Table 1: One-Way ANOVA Pretest of Creative Writing by Groups**

<table>
<thead>
<tr>
<th>Sum of Squares</th>
<th>D.F.</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>267.634</td>
<td>3</td>
<td>89.211</td>
<td>2.129</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3183.988</td>
<td>76</td>
<td>41.895</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3451.622</td>
<td>79</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table 1: Paired-Samples T-Test Pretest and Posttest of Homework Takers**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>8.85000</td>
<td>7.86414</td>
<td>1.75848</td>
<td>5.16947</td>
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</tbody>
</table>

**Table 3: Paired-Samples T-Test Pretest and Posttest of Sports Takers**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
<tr>
<td>6.47500</td>
<td>2.12426</td>
<td>.47300</td>
<td>5.49061</td>
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</tbody>
</table>

**Table 5: Paired-Samples T-Test Pretest and Posttest of Strategies Takers**

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error</td>
<td>Mean</td>
</tr>
<tr>
<td></td>
<td>Lower</td>
<td>Upper</td>
<td></td>
</tr>
</tbody>
</table>
H1. Dealing with homework writing as an academic extra-curricular activity does NOT affect creative writing of EFL learners.

H2. Taking part in sports as a non-academic extra-curricular activity does NOT affect creative writing of EFL learners.

H3. Teaching creative writing strategies to the EFL learners does NOT affect their creative writing.

Rejecting or Supporting Hypotheses?

- H1: T-value of 5.03 (P = .000 < .05)
- H2: T-value of 13.63 (P = .000 < .05)
- H3: T-value of 5.20 (P = .000 < .05)