

Out-of-class English Practicing: Students of Private Universities in the Iraqi Kurdistan Region as a Case Study

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Abstract—Research in Second/Foreign language learning indicates that using English outside of the classroom is an essential part of the language learning process. However, certain studies have been carved out on university-level EFL students indicate that students use English minimally when outside of the classroom. This study furthers the research on English use outside of the classroom to more fully understand out-of-d all types of language learners and the link between language proficiency and out-of-class English language use. For methodology, three private universities in Erbil are concerned. The tools that are used in this study are a questionnaire and also interview. Validity and reliabilities are regarded here. The aims are to investigate the use of out-of class activity type that promotes using English, and even their attitudes toward the benefits of using English outside of class. Research explores some recommendations to English language departments in the three universities which are helpful for the students' language proficiency; the research also provides some suggestions for further studies.

Keywords—Communication, Formal language, Informal language, Out of class English language use.

I. INTRODUCTION

Foreign Language learning is somehow a complicated, in-depth process, which conveys certain strange feelings to learners. Since students join English language department, they face many positive and negative circumstances; sometimes, it is fun and exciting, but then at the same time can be anxious for the learners. They experience a lot of barriers until they learn this language. The condition is similar for almost everyone, at university, school, language centers, etc. Language learning has several methods and various techniques. It is not one stable system to learn it so that it makes the process more in-depth and complicated. Usually, learning a language in classrooms included some limited sources and tools such as; the teacher, books, board but there is another environment in more limitless sources and more comfortable ways for learning that is outside of their class. This study is an attempt to examine how learning second or foreign language can be performed outside the classrooms. What are the barriers for the learners that make

them refuse to communicate in English out-of-class? Some useful tools are mentioned to support learning outside of classrooms. They create a suitable atmosphere for learning, such as the internet as one of the sources of knowledge and information.

A. Problem Statement

Many students apply to the English language department annually in private universities such as Tishik international university, Cihan university, and Lebnans French University. While the formal language is very important for the learners of a foreign language, they are required to study some books and materials according to the curriculum. However, students are not very experienced in using informal contexts and out-of-class conversations, even they follow class requirements with their teachers, but still, and they have no desire to use the language when they are out of the class. Informal language has the same significance as a formal language, but if they refuse to use it, they face many difficulties by the end

of the years of studying. Not practicing is one of the barriers to developing their language skills. Unfortunately, it makes the process of the 4 years studying, somehow, unusable.

B. The Study Objectives

1. It investigates the main important factors for improving language learning outside of classrooms.
2. It states the difficulties during communication in a foreign language.
3. Students will not somehow be able to learn an informal language in their curriculum.

C. Research Questions

1. What should be done to motivate students to use English out of class as a complementary task?
2. How competency affects students out of class performances?
3. What are the barriers to use English in out of class tasks or activities?

D. Significance of Study

The study focuses in its implementation and analysis on three private universities in Erbil Governorate. In my practical part of the study and investigation, I focused on 2nd year students in English language department. Most of the focus will be on out of class task, for example: The informal learning activities which are in complementary to formal class tasks. Shortly, I focus here on language skills particularly that lead to good language mastery and oral interaction.

II. LITERATURE REVIEW

Out-of-class English language use as indicated by (Menezes, 2011) is a language learning process which is closely related to various social processes and interactions in multiple settings in which learners engage; many researchers focus on the out-of-class English language use as a target language by the learners. Hence, the related information which teachers distribute with their learners linked to real-life situations and daily routine; when the learners have enough knowledge of this language, it will be a useful key to communicate in a second foreign language whatever has taught will be useless or forgettable unless it is used in real contexts.

Blyth (2011) argued that foreign language learners should get benefit from all kinds of sources which are related to their curriculum. Moreover, it is not a good idea to depend on limited sources for language learning such as their books, because it is not possible to cover all the proper contexts in the classroom. Language learning possibly gains more outside of the classroom activities and tasks without even being aware of it. However, as (Lai, 2013) stated that learners of a foreign language get more benefit from performance in real live contexts. This is why learners of foreign language learn more effectively when they are interacting with real-life situations.

Richards (2009) supports the same idea when he observed the young learners in some countries where English is

studying as a second foreign language such as Sweden, Finland, and Spain. Richards also realized that those learners who depend on outside sources have more significant achievement in English than others. Similarly, (Borrero and Yeh, 2010), noted that learners who achieve high levels of English proficiency demonstrate their success in learning outside the class.

In this context, Stickler and Emke (2011) examined the relationship between two types of learners with their verbal abilities and the quality of communication skill, first, those who spend more time using English outside classrooms and, second, who use English only during class hours. The researcher realized that the first types of learners have greater success in learning that language. Furthermore, it was found that using English outside the class is positively correlated with self-awareness of weaknesses in English. However, Larsson, (2012), demonstrates the same result when he examined the impact of out-of-school English use on students' scores on the National English Test in Sweden and found that students who did not use English out-of-class for activities or learning have lower test scores than students who used English in out-of-class education. Furthermore, it supports (Pearson, 2004; Inozu et al., 2010), while they show learning outside the class affects their language skills positively, interacting out-of-class circumstances improves the language academically. These studies prove that as much as students use the language outside of their classroom, they learn quicker and more effectively.

In the same perspective, Benson (2011) clarifies four dimensions to differentiate between the different learning engagements outside the class: Location, formalities, and pedagogy. The site refers to the physical, social, and educational relationships between the learners, people, and resources in learning environments (i.e., classroom-based or non-classroom-based). Formalities refer to the degree to which the educational experience is organized, planned, or awarded qualifications (i.e., formal, informal, or informal). Education refers to the extent of participation in educational processes such as the sequence of contents, explanations, and explicit assessments (i.e., self-education or natural education). Control is another dimension that refers to the degree that learners perceive how they are controlled by themselves, other individuals, or educational materials (i.e., other-directed or self-directed).

A. Previous Studies

Several studies have pointed out how students deal with the opportunities of using English outside the class, and the "pedagogical" aspect (Doyle, 2012) found that language learners in Japan's university in their studies work mainly in "traditional ways of using English outside the classroom" in their spare time, such as studying for tests, and only a rare participant in "resourceful creativity" activities, such as when speaking to themselves in English, singing in English.

Barron (2010) further emphasizes activities that lead to the use of foreign language by the learners outside the classrooms. The researcher classified the activities into two

types (serious activities and lighter activities) “serious” activities including traditional learning techniques learned in school, such as doing grammar and vocabulary exercises, taking notes and “lighter” includes the activities that related to their real lives, like chatting with friends and watching TV. Bailey highlighted that “Serious” activities more limited, less fun, and less useful to motivate learners, because of its formality, but he highlighted “lighter” activities as more effective because they are limitless, fun, and motivate learners to improve themselves, because they are informal.

One of the vivid examples of, (Lai, 2011), carried out a survey of foreign language learners in Hong Kong on the nature of self-directed use of technology for some reason, for learning outside school. Students’ investigative responses showed that, although to varying degrees, they often use technologies to manage commitment to goals, resources, and attitude needs (such as using technologies to continue achieving language learning goals, expanding language learning resources, and maintaining interest in language learning) and were usually less likely to use technologies to manage their cognitive and social needs (e.g., to use technologies to monitor their learning progress, communicate with other learners). Furthermore, learners with more excellent self-organization of language learning, a stronger belief in seeking opportunities to use the language outside the classroom, and greater confidence in their level of competence are more likely to use technology resources to support language learning beyond the classroom.

Researchers have correspondingly found that different types of activities related to different learning outcomes, in particular (Soundfest, 2011), found that among extracurricular activities by Swedish English learners, activities requiring learners to use English most of the time outside the classroom to increase their language skills’, such as surfing the internet, reading books, and reading newspapers or magazines, were the best predictions from the level of oral competence of learners and the volume of vocabulary activities such as listening to music, watching TV programs in English, and watching English movies.

Similar to Soundfest, (Domesrifa, 2008), examined graduate students from the English language department in Sweden to understand their abilities of the language. He comprehended that the same environment had a different outcome on those learners, while some who used to use English after class hours were developed more than those who did not use it. Both types were specializing in the English language in the same class with the same education system or the same books, but the product built by their option (whether they used English or not outside class). He also found that their educational experiences differ from each other; the ones who used English outside the classroom experienced more situations in English communication than others. He also found that English language learners who interact in English outside of the classroom were active in taking advantage of broader sources and places, whether responsive or productive, to learn outside the classroom.

In the same affection, Fagerlund (2012) compared six language learners with extracurricular English learning

activities with Swedish extracurricular activities. They have found that learners participate in both responsive and productive activities in English, and see their learning of English outside the classroom as positive and empowering. In contrast, most of them have engaged in receptive activities in Swedish and have expressed doubts about whether they have gained anything from their time of attending it or not. Therefore, different activities are emphasized by Bäumer, 2011, that affect learners’ perceptions of their extracurricular learning experiences and learning outcomes. When studying the nature and impact of learning outside the class, we need to consider not only the number of activities “but also the impact of quality learning opportunities.” Furthermore, researcher found that, if we were to systematically engage learners in creating effective learning through a combination of formal and informal learning, “it’s essential not only to extend the time for each but also ensure each is done well.”

An insightful perspective from which to study the characteristics of good learning experiences outside the class is to learn the language naturally from all sides. Barron, 2006, compares the learning and ecological environment that includes various dynamic and interrelated elements, and these different formal, informal, and informal educational elements interact with each other to form the learning environment of the individual. A healthy environment relies on various components that have unique strengths that work together in an integrative way, and this diversity is crucial in maintaining the adaptation and well-being of learning language.

Ellis, (2005), studied a theoretical perspective for good learners that related to good learning activities, which forming networks of activities to help balance learning. In language learning, this diversity is reflected in a balanced focus on form and meaning and the contentment of the learner’s different needs in language learning that activities are the most effective and successful way to link learners with the existing knowledge. Competency is the key to have successful performance in language learning.

As Pearson, (2004), clarified that there is no one stable way to learn a foreign language; it can be changed from person to another. Teachers and language educators are always worried about the learners of a foreign language, because they want to be attentive to all the effective techniques to influence the perfectness of language learning. Second foreign language teachers’ responsibility as a monitor for the process of language learning development inside and outside their classroom, students usually depend on their teachers as a guide to learn a second language or foreign language, so it shows that both teachers and learners have their effect for this process.

There are some studies to point out the learners’ attitudes toward second language learning. Bailly (2011) examined the article “encouraging students to take their language learning outside the classrooms” the study describes Japanese students in the way of using English and learning through the environment, they showed different opinions through the topic. Japanese English language learners expressed that they do not believe if communication will be useful and practical with non-native speakers, they think it is not reliable to

talk to someone who has the same knowledge in the target language. They named it a “blind leads blind,” which is not beneficial for them.

Kang, (2006), discovered the same opinions by other language learners. At the same time, they believe the same conception, and they thought that learners could not depend on each other in committing mistakes or giving wrong structures in the target language. However, if they interact with native, this will not happen. They will be able to correct them and give correct structures or most suitable vocabulary in conversations in daily language. Native speakers have better knowledge in all skills and every part of the language, such as pronunciation, grammar, and vocabulary. These all have been collected from the data of his survey in the English department at university. The study of Barker (2004) proved that learners should be aware of their attitudes toward using the language out-of-class environment, or learning will not be successful. He investigated the process with Chinese English teachers by interviewing them. He found that only 57% of learners are using the target language outside their classroom; this means that the rest do not feel it is relevant and useful to talk in English because of some reasons such as lack of motivation, time limit, and sources. The study highlighted three barriers that avoid learners to use English, first was the teachers they did not have support to students to use English, the second was China's setting, it was not suitable enough to use the language, and the third barrier was a social factor, the students embarrassed to speak in English with native or even not native. The society of china made the students anxious to communicate in English. Most of the previous studies were focusing on formal language learning but, in this research informal language is focused on. This study is different from previous ones, because it is done in different country with differences in students' culture. Previously, the students and teachers believed that the formal language is more important and useful but nowadays language experts focused on informal language particularly in language departments.

III. METHODOLOGY

A. Design of the Study

This study implements a mixed-method in the design of the study in following to choose both essential methods. Mixed-method study means the interview with teachers and students as a mixture of qualitative and quantitative methods in its data collection procedure and data analysis. The survey with a detruded questioner as a primary data in the first method, which is a quantitative method, and asking three questions to five teachers in the interview, which is qualitative methods in its data collection procedure and data analysis. The critical evidence of this method of review is that the use of quantitative and qualitative methods will provide a more wide-ranging and thorough understanding of the research questions and research objective.

The study deals with two variables dependent and independent. The first variable is the class language that is formal and out-of-class language, which is informal. The survey questionnaire of this research consists of four

sections. The first section is general background information which is comprising gender, age, nationality, first language, your grade, name of the Universities, and how English is important in your daily life outside the classroom rather than the skills of language for your (Listening, Reading, Writing, Grammar, Vocabulary, and speaking), What is your aim in studying English? Explain t briefly. Do you think out-of-class conversations in English increase your involvement in the language learning process? Explain briefly, the second section is survey questions related to the research topic such as the study of out-of-class English language use by college EFL students in the three private universities Tishk, Cihan and Lebanese French University in Erbil-Kurdistan region and the second section consists of 28 questions of the choose the most suitable answer for the statements from strongly disagree, disagree, neutral, agree, and strongly agree also the statements of the questions, making mistakes during out-of-class conversations is a problem for Foreign language learners when there is no one to give the correct feedback. Out-of-class activities in Foreign language improve learners' writing skill, out-of-class speaking in Foreign language is beneficial for improving learners' reading skills, Foreign language learners can evaluate their language proficiency through communication when they are out-of-class, talking about unfamiliar topics is one of the comprehension problems for Foreign language learners when they are not in the class, Foreign language learners can go for self-correction when they make mistakes out of their class, out-of-class communication in Foreign language improves learners' speaking skill, out-of-class communication in Foreign language improves learners' listening skills, as a Foreign language learners. It is important to use any out-of-class opportunities in speaking where ever you are involved in, communication with native people in local places is difficult at the beginning of the process of learning Foreign language. There are too many struggling and difficulties while using the target language, Learning Foreign language outside classroom environment is more comfortable compared to in-class environment, It is useful for Foreign language learners to have conversations after they leave classroom, to develop it, as a Foreign language learner I feel nervous when I talk to people in this language on phone call. It is interesting for Foreign language learners to talk to native people in face to face interaction for example; on street or café, out-of-class Communication in English as a Foreign language helps in recognize grammatical mistakes. Learners are mostly responsible for improving their fluency, and teachers are responsible for motivating learners to use English outside of the class. Improving English through out-of-class communication is also effects on tests' grades for the learners of this language. Learning a Foreign language depends on one's out-of-class self-motivation. Learning Foreign language is somehow difficult without out-of-class enjoyment. Learners of Foreign language can learn new information when they are out the classroom environment with friends and classmates. Independent Foreign language learning or autonomous learning out-of-classes is more successful than learning with others' help. Mobile language

applications are helpful for Foreign language learners to improve out-of-class performances. Using technology tools after class is necessary to improve foreign language skills for the language learners for Foreign language learners after class group working is productive, using online language practice at home is an essential way to guide learners of a Foreign language. Movies, shows, and, the media are useful to make Foreign language learners interact with the language.

The study uses a quantitative method for data analysis involved in the use of descriptive analysis in the Statistical Package for the Social Scientists (SPSS). Descriptive statistics entailed determination of measures of central tendency such as mean, measures of dispersion such as standard deviation, frequency distributions, correlation test, reliability test, and percentages.

The quantitative findings in the interview questions provided asking five professional English language teachers inside and outside of Kurdistan region, about what is the role of out-of-class communication in increasing language process, why language learners feel more comfortable when they use the language outside the classroom compared to the inside class environment? And do you believe that second/foreign language learners' will be able to evaluate their language proficiency through out-of-classroom conversation?

IV. DATA COLLECTION AND ANALYSIS

A. Gender

Table 1 shows a demographic analysis of participants who participated in this study from the three universities. In terms of participants' gender of the respondents, it shows that 50 of them were male, and 56 of them were female. However, we can see that the most of the respondents were female

B. Age

Table 2 expressions participants' age of respondents, from the three universities which are shown 55 of participants fall into a group of 18–21 years, 42 of participants fall into group 22–26 years, and 9 of participants fall into group 27–35 years.

C. University Name

Table 3 shows a demographic analysis of participants who participated in this study. In terms of participants' Name of the University, 26 of participants wherein Cihan, 30 of participants wherein LFU, and 50 of participants wherein Tishik.

D. Reliability Test

As shown in Table 4, the SPSS program shows the volume of the reliability between the questions, as soon as the value of the reliability is more than 0.7, that means the reliability is high between the questions.

E. ANOVA Results

Reference to Table 5, the table displays if there are differences between the three groups (Tishk, Cihan, and

LFU) when the question is how important is English in your daily life outside the classroom?, and depending on the number of significant columns which showing to us that the value is 0.072. It is more than 0.05 level, and that is mean there are no significant differences between the three groups.

F. Correlation

Table 6 shows the Pearson analysis between two factors (Out-of-class activities in Foreign language improve learners' writing skills and E Out-of-class speaking in Foreign language is beneficial for improving learners' reading skills.). In terms of the correlation between them, the value is $R = 0.462$ and it means that out-of-class activities in Foreign language improve learners' writing skills. Is positively correlated with the out-of-class speaking in Foreign language is beneficial for improving learners' reading skills.

G. Findings, Results, and Discussion

Question 1: What is the role of out-of-class communication in increasing language process, could you share your opinion, please?

TABLE 1: GENDER

Items		Frequency	Percent	Valid percent	Cumulative percent
Valid	Male	50	47.2	47.2	47.2
	Female	56	52.8	52.8	100.0
	Total	106	100.0	100.0	

TABLE 2: AGE

Items		Frequency	Percent	Valid percent	Cumulative percent
Valid	18–21	55	51.9	51.9	51.9
	22–26	42	39.6	39.6	91.5
	27–35	9	8.5	8.5	100.0
	Total	106	100.0	100.0	

TABLE 3: NAME OF THE UNIVERSITY

Items		Frequency	Percent	Valid percent	Cumulative percent
Valid	Cihan	26	24.5	24.5	24.5
	LFU	30	28.3	28.3	52.8
	Tishk	50	47.2	47.2	100.0
	Total	106	100.0	100.0	

TABLE 4: RELIABILITY STATISTICS

Cronbach's alpha	No. of Items
0.723	28

TABLE 5: HOW IMPORTANT IS ENGLISH IN YOUR DAILY LIFE OUTSIDE THE CLASSROOM

ANOVA					
Items	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	8.600	2	4.300	2.706	.072
Within Groups	163.665	103	1.589		
Total	172.264	105			

TABLE 6: CORRELATIONS

Items		Out-of-class activities in Foreign language improve learners' writing skills.	Out-of-class speaking in Foreign language is beneficial for improving learners' reading skills.
Out-of-class activities in Foreign language improve learners' writing skills.	Pearson Correlation	1	0.462**
	Sig. (two-tailed)		0.000
	N	106	106
Out-of-class speaking in Foreign language is beneficial for improving learners' reading skills.	Pearson Correlation	0.462**	1
	Sig. (two-tailed)	0.000	
	N	106	106

**Correlation is significant at the 0.01 level (two-tailed)

For this question, all the respondents give somehow similar answers. They were totally agreed that out-of-class communication is increasing learner's language. Outside classes play a good role in promoting learners' performance and capabilities in terms of practice. As time would never be enough for students' practice inside the class, out-of-class practice is essential to sustain the student's learner process. Students can always practice what they learn in the class outside. They can also learn new expressions outside the class because there is always a good chance for more variety in terms of topics and matters for discussion outside the class. This educator mentioned many advantages of interaction with the outside class. Another university teacher had a similar idea for the question. He declared that class activities and contexts are not enough to increase learner's language. That is why he said. I always encourage my students to watch TV shows and get engaged in an environment where they speak the language. He thought that the more they practice outside, the faster they learn, and it is helpful for the teachers because students depend on themselves rather than only the teachers. He considered teachers should guide learners and familiar them to outside context and communication about vocabulary, grammatical rule, pronunciation, etc. Furthermore, depending on the idea above, another language teacher declares that out-of-class communication place a critical part in a learner's journey to language and he preferred it should be in implicit planning of the curriculum of school and language centers. One of the assistant professors in Turkey who is qualified in the field of education answered the question in this way, "the class is the place where the students learn, and they practice what they learn outside the class." Students' output depends on their input. If we take the time allocated to each class, this will give each student a limited time to use the language, and this is why the actual exposure of the language is outside the class. To the same question, another educator from Russian who is teaching in Canada now, she clarified the communication outside the classroom. She thought that teachers should support the student in better relationships, which means they built a close relationship. She supposed that a strong relationship between language teachers and the student's learner has a positive role that encourages the student to interact with language without any barriers because students generally learn better when they like the teacher. Second, to learn a foreign language, we need to increase exposure to the language in question. By communicating with teachers and others in English, outside the class, the students will increase the chance of acquiring the language.

Question 2: Why language learners feel more comfortable when they use the language outside the classroom compare to the inside class environment?

Depending on respondents' ideas, the students should try not to stick to a topic chosen by their teacher. There is always an opportunity they could make use of a variety of topics based on their selection. Moreover, outside the classroom, students are not concerned about a monitoring and evaluation process, which is always a stress to students. Teachers of foreign languages prefer to focus on fluency and never correct students' mistakes. Language accuracy is much more significant than fluency. The instructor is responsible for creating an atmosphere where students feel they are safe and ok if they make a mistake. Actually, they should talk to students about the necessity of making mistakes in the process of learning the language. Thy respondents believed that students make mistakes when they try to learn, and make the context understandable, it proves that more they try more, they gain knowledge about the language; this is the natural way to improve communication. He insisted that the environment needs to be created by the teachers. Learners speak outside the classroom freely because the main purpose of communicating is to pass the message to the listener in English. The learner is in naturality to the process, as opposed to the classroom where things are a formality. The more natural the learner feels about the environment, the more she/he involved in language use. Plus, it is the freedom that comes from the setting. Students may feel free in how they express themselves. Students usually feel more in their comfort zone outside the classroom because they are not anxious, and they are not inhabited; also, they are not with their teacher, fell more comfortable at the same time. They are not afraid to be judged or criticized. Some teachers built a barrier, separating them from their students. Students are dragged out of their comfort zone when they speak in the class.

All the defendants agree that students are more comfortable when they use the language outside the classroom because usually, classroom participation is a graded component of the course. Even if participation is not officially graded, the classroom is a more structured space where the teacher will be evaluating the performance of the students directly or indirectly. Add to the evaluation of the peers outside the classroom, on the other hand, is another story. There is no grading involved, and often the settings less threatening in general.

Question 3: Do you believe that second/ foreign language learners' will be able to evaluate their language proficiency through out-of-classroom conversation?

They answered the question very confidently when they said; there is always a chance that student may evaluate their learning progress, whether inside or outside the classroom. Out-of-class conversations rises the moral of the students. They get to know their strangers when they practice with their friends. They also get to know their weakness when they stumble over the combination of certain sentences. The other language teacher had the same opinion when he clarifies the same factors as much as learners use the language; they will be able to familiar with their weaknesses. Their opinions were similar to that question while they insisted on practice and activities as an active factor for increasing foreign language outside the dialog is not content-based (CBI). They address different issues and talk about many things that useful for daily language. Learners can discover their mistakes automatically correct or try to find the correct one. They stated that people learn a language to communicate in the language. Thus, if the learner is unable to communicate with relative success outside the classroom, then he or she will probably be able to understand the extent to which they have been successful. Communicating outside is a grading tool to evaluate your performance, to see where you need more work, and where you already have learned a lot.

V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

In this study from the proposed approach under contemplation, the used data analysis in chapter four, the datasets, and the SPSS program, may kinds important conclusion points be achieved. Convinced key points to identify the proposed approaches are presented in this chapter according to the finding and answering of survey questioners and the questions in the interview. The followings are the remarkable conclusion points:

1. Using online language practice at home and any other situation outside of the classroom is an essential way to guide learners of a foreign language, because it is an easy way of learning and does not need the transportation cost. The student can directly learn the other language with high quality of understanding by him/herself.
2. Stated movies, shows, and, the media are useful to make Foreign language learners interact with the language, with the new generation learners will try more professional methods of learning by themselves. They try to get benefit from daily interaction with TV, social media, or other common sources. The learners believe that it is useful to use these elements to increase foreign language.
3. Out-of-class communication in foreign language improves learners' speaking skill. Furthermore, foreign language learners after class group working is productive have a positive effect on the process of learning through communication while learners interrelate with the language, as speaking in one of the most important skill to gain language, also through speaking learners can evaluate their language. Furthermore, the learners believe that working as

a group is a good productive part of their learning; that is why they prefer after class group working.

4. Learners feel that, learning a Foreign language depends on one's out-of-class self-motivation. Learning is something difficult without motivation, learners will be much more motivated if this comes as to be in complementary to formal in class learning. As much as they have the motivation, their process goes smoothly with fun and enthusiasm.
5. Learners were agreed that Out-of-class communication in Foreign language improves learners' listening skills. It is very clear to say output depends on the input of the learner, so if there is no listening skill, there will be a problem to increase language; that's why learners believe that communication in a foreign language helps listening skills.
6. Learners are mostly responsible for improving their language fluency by following class practices. This statement is satisfying the learners that language fluency is related to after class practices, because every critical issue will be more useful if turned to practical. Language is something needs to practice in every opportunity; otherwise, it is not easy to remember vocabulary, grammar rules, or even pronunciation.
7. Learners of foreign language can learn and gain new information when they are out with friends and classmates. Learners wish to spend more time with friends and classmates after they leave the classroom, as they want to learn new information about the language from others and to know how is their level in the language.
8. Using technology tools after classroom task is necessary to improve foreign language skills for language learners. As long as the world develops, more useful tools will be invented, which makes life easier and quicker. Technology tools have a great role in the process of language learning, and they give learners more opportunities to increase the language, outside, and inside classes. Technology takes apart from language progression, and students can be beneficial outside and inside the classroom.
9. This pointed out the difficulties for the learners to get used to using the Foreign language outside the classroom. Some barriers face learners while learning a foreign language, such as low self-confident, lack of motivation, and environment. These can be reasons which learners will not be able to familiar with the language or cannot use the language in early stages that means using the language takes too much time.
10. Improving English through out-of-class communication is also has effect on tests' grades for the learners of this language. Learners' language usage outside the classroom effect on formal language as well that is why it impacts on their exam grades, since informal language improves, formal language improves too.
11. The respondent of interview questions agreed on the fact that out-of-class communication has a positive role in increasing the language process. At the same time, learners use the language unconsciously; they will improve; this is what all language learners wish to. As they have the aim to learn a foreign language, they should not tolerate any anxiety or barrier to their success. Successful learners are

always looking for a possible chance to collaborate, and they try to get involved in any kind of activity which progresses language. At the end of their course, they realize how it's significant to engage in out-of-class communication to raise the language level.

12. Students are more comfortable when interacting with outside situations compare to the inside class environment; positive settings are main factors to gain knowledge, since there are more opportunities to practice language learners improve in all skills. The outside situations which students face are facts, and students learn from facts much more than critically. The environment of nature is informal, so informality supports learners to be familiar with more contexts. The limited sources of language are one of the reasons that students do not prefer classrooms to increase foreign language. While limitless sources are available outside of classes. However, learners free to make mistakes, stuck somewhere while speaking, there too much time to deal with the language, not like a class hour that is limited to participation so that they will be able to communicate without anxiety, and shy. Furthermore, they do not mind grading and evaluation by the teachers as they do in the classroom.
13. Three respondents of five, agreed that second/ foreign language learners' will be able to evaluate their language proficiency through out-of-classroom conversation; as they use the language, they will be familiarized with their lacks and try to work on them. Moreover, the performance of the learners connected to their desire for communication. They will be able to evaluate themselves if they get used to engaging in an informal setting.

B. Recommendations

Although the formal language is very important for the learners in the English language Department, formal language is also needed and should not be ignored by the department. Fortunately, some effective ways are used to encourage students to increase the language level, but still, more concepts need to be upgraded for the learners to be more engaged with the language. The head of English language departments should consider the following recommendations in the universities of Tishk, Cihan, and LFU.

1. Learners should be motivated to the language, without motivation, language learning procedure is not exciting and enjoyable. Teachers are playing an active role in motivating their learners, and they should manage a flexible atmosphere to engage learners to the aim by motivation and strong relationship with learners.
2. Online practice became one of the learners' favorite parts of learning. Still, it needs to be prepared well by the department, since society developed, learners are more eager to use more beneficial tools to make their works easier and quicker. Learners in this generation wish to be freer to select their learning style, and it is possible to require them online practices.
3. Limited sources are not enough to teach language. Learners need authenticity, which formal language switches to informal. As formal language plays an important role in

language learning, informal language has also similar role for learners. The department should not focus on class sources alone. It is a good idea to connect course book topics to real-life situations to clarify any unfamiliar topics so that the learners will be able to use course book contexts to their real-life conversations.

4. Learners should not be judged to their mistakes while they are cooperating out-of-class communication and activities, because they are learning from these mistakes even if they don't evaluate their weaknesses or strengths, but they express what they gain. The out-of-class environment is the opportunity time for both learners and teachers to entertain naturally; it is not possible to time to catch their mistakes.
5. Out-of-class communication in English is a valuable performance from the learners to the department, so that, it is a respectable idea to create an atmosphere where students can get credit from. The department can encourage learners to get more grades from using informal situation language while spending time with friends, classmates, or involving activities that increase language level.

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