

The Effectiveness of English Clubs and Academic Workshops in Enhancing University Students' Oral Skills and Academic Performance

Thesis Submitted to the Department of English in Partial Fulfillment of the Requirements for the Degree of Master in Language and Communication

Submitted by

- Ghaidoudi Abdelkader
- Kaddouri Amina Nour Elhouda

Supervised by

Ms. Meskini Hafida

Board of Examiners:

Chairman: Dr. Chibani Safia

Supervisor: Ms. Meskini Hafida

Examiner: Dr. Lakhal Benchaa

Academic year: 2025 /2026

Dedication

We dedicate this work first and foremost to Almighty Allah for granting us strength, wisdom, and perseverance throughout our academic journey.

To our beloved parents, whose unconditional love, endless sacrifices, encouragement, and support have been the foundation of our success. Their faith in us has inspired us to overcome every challenge and pursue our goals with determination. We also extend our sincere gratitude to our teachers for their guidance and valuable support, to our friends and club members for their encouragement and companionship, and to everyone who contributed, directly or indirectly, to the completion of this work.

Finally, we dedicate this achievement to ourselves, in recognition of the hard work, commitment, and resilience that made this accomplishment possible.

Kaddouri Amina Nour Elhouda and Ghaidoudi Abdelkader

Acknowledgments

In the name of Allah, the Most Gracious, the Most Merciful. Writing this dissertation has been more than just an academic requirement for graduation; it has been a profound personal journey. We would like to express our deepest gratitude to the many individuals who supported and guided us as novice researchers. Above all, we extend our heartfelt thanks to our supervisor, Ms. Hafida Meskini. Without her invaluable assistance, insightful counsel, and unwavering dedication, this research would not have been possible.

Abstract

The present study explores learners' perceptions of English clubs and extracurricular activities and examines their role in improving oral proficiency. The target population comprises Algerian university students engaged in extracurricular settings, from which a purposive sample of thirty participants was selected. To investigate this study and test the research hypotheses, the study adopts a mixed-methods approach combining student questionnaires and semi-structured teacher interviews. The findings demonstrate a significantly positive relationship between active involvement in clubs and the development of speaking skills. The results suggest that these activities provide learners with vital opportunities to practice oral communication, increase self-confidence, and reduce foreign language anxiety during interaction. Based on these outcomes, the study recommends that university administrations officially integrate structured English clubs into the academic calendar to ensure sustained participation, and that educators design targeted, task-based speaking workshops that explicitly mirror real-world communicative needs. The study concludes with pedagogical implications that may support educators and serve as a baseline reference for further academic investigations into extracurricular language acquisition.

List of Abbreviations

E.A: Extracurricular activities.

OP: Oral proficiency.

MMD: Mixed-methods design.

SLA: Second Language Acquisition.

AFH: Affective Filter Hypothesis.

SC: Social Constructivism.

CI: Curricular Integration.

EF: English as a Foreign Language.

List of Figures

Figure 1: Analysis of Extracurricular Participation.....	36
Figure 2: Diagram Demonstrating the Type of Process Undergone by Participants	38
Figure 3: Diagram Demonstrating the Participants' Allusion to Constructivism	39
Figure 4: Diagram Demonstrating the Relation Between the Two Theories in the Context of UniversityClubs	42
Figure 5.1: Diagram of Qualitative Interview Findings for 12 Teachers.....	45

Table of contents

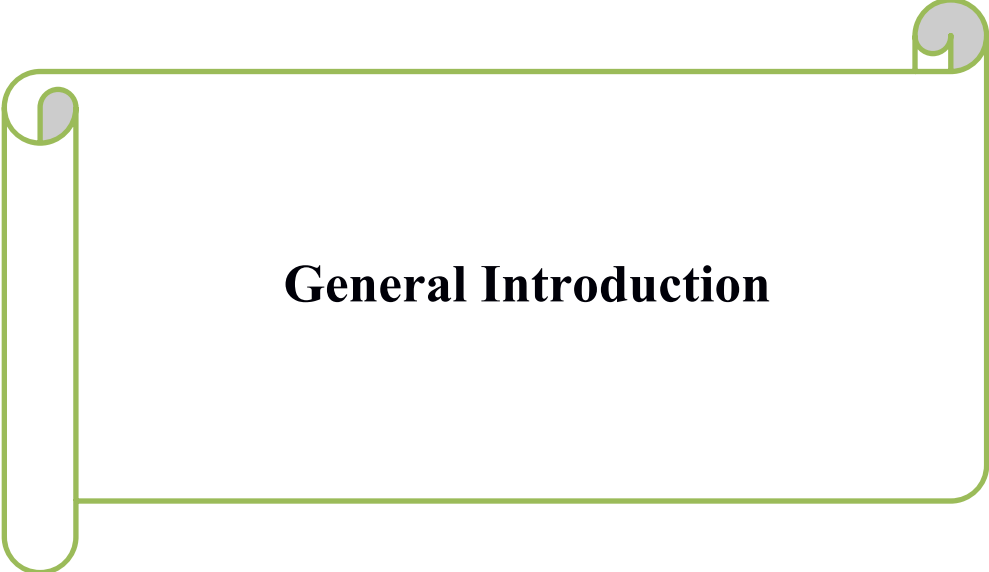
Dedication.....	2
Acknowledgments.....	3
Abstract.....	4
List of Abbreviations.....	5
List of Figures.....	6
Table of Contents.....	7
General Introduction	
Background of the Study and Context.....	12
Statement of the Problem.....	12
Research Objectives.....	13
Research Questions.....	13
Research Hypotheses.....	13
Scope of the Study.....	14
Significance of the Study.....	14
Research Tools and Methods.....	14
Structure of the Thesis.....	15
Challenges and Limitations.....	15
Chapter One: Literature Review	
Introduction.....	17
1.1 Oral Skills Development Through Extracurricular Activities.....	17
1.2 Clubs, Extracurricular Activities, and Language Skills Development.....	17
1.3 Theoretical Framework.....	18

1.3.1 Definition of Oral Skills in Language Learning.....	18
1.3.2 Language Learning Theories Related to Extracurricular Activities.....	18
1.4 Impact of Extracurricular Activities on Language Learning.....	18
1.4.1 Studies Examining the Impact on Oral Skills (Speaking).....	18
1.4.2 Studies Investigating Oral Interaction and Communicative Competence.....	18
1.5 Factors Influencing the Effectiveness of Extracurricular Activities.....	19
1.5.1 Type and Nature of Extracurricular Activities.....	19
1.5.2 Learner-Related Factors	19
1.5.3 Contextual and Cultural Factors	19
1.6 Pedagogical Implications and BestPractices	19
1.6.1 Summary of Benefits and Limitations	19
1.6.2 Best Practices for Supporting Oral Skill Development	19
1.7 Future Research Directions and Gaps	19
1.7.1 Identified Gaps in the Literature	19
1.7.2 Suggested Directions for Future Studies	19
1.8 OralSkills and Theoretical Foundations	19
1.9 Impact of Extracurricular Activities on Language Learning	21
1.10 Factors Influencing the Impact of Clubs and Extracurricular Activities.....	21
1.11 Pedagogical Implications and Best Practices	22
1.12 Future Directions and Research Gaps.....	24
Conclusion.	24
Chapter Two: Methodology and Data Analysis	
Introduction	27
2.1 Research Design	27
2.2 The Sample and Population	28
2.3 Data Collection Instrument	29
2.4 Data Analysis Techniques	30
2.5 The Role of Clubs and Extracurricular Activities	31
2.6 Data Analysis Methods	32

2.7 Presentation and Analysis of Results	33
2.7.1 Quantitative Analysis	33
2.7.2 Qualitative Analysis	39
2.7.3 Qualitative Analysis: In-Depth Evaluation of Teacher Interviews	44
2.7.4 Synthesis of Findings	47
2.7.5 Auditory and Verbal Engagement	49
2.7.6 Academic Integration	50
2.7.7 Informal Social Interaction and Global Communication	51

Chapter Three: Discussion, Implications and Limitations

Introduction	55
3.1 Theoretical Validation & Findings	55
3.2 The Affective Filter Hypothesis	56
3.3 Social Constructivism	57
3.4 Learner Attitudes and Curricular Integration	58
3.5 Efficiency of Activity Categories and “Genres”	59
3.5.1 Formal and Structured Activities	59
3.5.2 Informal and Social Activities	60
3.5.3 Impact on Oral and Aural Skills	60
3.5.3.1 Formal Activities and Aural (Listening) Skills	60
3.5.3.2 Informal Interactions and Oral (Speaking) Skills	61
3.6 Exceptions and Negative Observations	61
General Conclusion	63
References	67
Appendix One: Participant Profiles and Interview Instruments	69
Appendix Two: Pupils’ Questionnaire	73



General Introduction

Introduction

In recent years, clubs and extracurricular activities have gained increasing importance within educational institutions, particularly in higher education. These activities provide learners with opportunities to engage beyond the formal classroom setting and to develop both academic and personal skills. Unlike traditional instructional environments, clubs encourage interaction, collaboration, and communication in a more relaxed and authentic context. As a result, they have become a valuable space for language practice, especially in foreign language learning.

The focus of the present study lies within the field of language acquisition, with particular attention to the development of oral skills in English, namely speaking. Oral competence is considered a fundamental component of communicative proficiency; however, many learners experience difficulties expressing themselves fluently and confidently in English during formal classroom instruction. This situation raises questions about alternative learning environments that may support oral skill development more effectively.

Before addressing the different perspectives related to this topic, it is important to define clubs and extracurricular activities. These activities refer to organized groups and practices that take place outside the regular academic curriculum, such as debate clubs, theatre groups, language clubs, cultural associations, and volunteering activities. They are designed to promote social interaction, teamwork, leadership, and communication. Through active participation, students are encouraged to use language naturally, express opinions, and engage in meaningful conversations.

Despite their potential benefits, extracurricular activities remain a subject of debate in academic contexts. Some educators and parents view them as secondary to formal education or as a distraction from academic responsibilities. Others, however, argue that such activities contribute positively to learners' motivation, confidence, and communicative competence. Several studies have suggested that informal learning environments can support language acquisition by providing learners with real-life communicative situations and reducing anxiety related to speaking a foreign language.

In the Algerian context, these differing viewpoints are particularly noticeable, as many parents and institutions prioritize traditional teaching methods and examination-oriented learning. Consequently, students' involvement in clubs is sometimes underestimated or discouraged. This research seeks to explore students' attitudes towards clubs and extracurricular activities and to examine their role in enhancing oral skills in English. By addressing this issue, the study aims to clarify existing misconceptions and highlight the educational value of extracurricular engagement in language learning.

Background of the study and Context

When the concept of clubs and extracurricular activities is mentioned, it is often associated with leisure, entertainment, or non-academic pursuits. Traditionally, such activities were viewed as optional and secondary to formal classroom instruction. However, with the growing emphasis on learner-centered approaches and communicative language teaching, extracurricular engagement has gained recognition as an important component of the educational process.

Clubs and extracurricular activities have evolved into structured spaces that encourage participation, collaboration, and communication among students. Language clubs, debate societies, theatre groups, and cultural associations, for instance, provide learners with opportunities to practice English in authentic and meaningful contexts. Unlike conventional classroom settings, these environments reduce pressure and allow students to express themselves more freely, which is essential for the development of oral proficiency. Within the field of second language acquisition, several scholars have highlighted the importance of interaction and exposure in language learning. Informal learning contexts are believed to foster communicative competence by promoting spontaneous speech, negotiation of meaning, and real-life language use.

As students increasingly seek opportunities to engage socially and academically beyond the classroom, clubs have become a relevant medium for language practice, particularly for speaking skills. Despite these advantages, the role of extracurricular activities in academic development remains debatable. Some educators and parents consider them distractions that may negatively affect academic performance. Others argue that they enhance motivation, self-confidence, and communicative ability. In the Algerian educational context, this debate is especially evident, as traditional teaching methods still dominate language instruction, often leaving limited space for oral practice. Therefore, exploring the relationship between participation in clubs and the development of oral skills in English is essential. This study situates itself within this context by examining students' attitudes towards extracurricular activities and their perceived impact on speaking skills.

Statement of the Problem

Although extracurricular activities are increasingly present in higher education, their contribution to language learning particularly oral skill development has not been sufficiently examined in the Algerian context. While theoretical perspectives suggest that interaction-rich environments support language acquisition, it remains unclear whether participation in clubs has a tangible effect on students' speaking abilities in English.

Moreover, students' attitudes towards these activities may influence their level of engagement and the benefits they gain from participation. There is also a lack of empirical research focusing on which types of extracurricular activities are most effective in promoting oral communication.

Consequently, this study seeks to address these gaps by investigating the role of clubs and extracurricular activities in enhancing English oral skills among Algerian students.

Research Objectives

- To examine whether participation in clubs and extracurricular activities contributes to the development of English oral skills.
- To identify the types of extracurricular activities that are most supportive of oral skill improvement.
- To explore students' attitudes towards clubs and extracurricular activities as a means of enhancing speaking skills.
- To determine the extent of students' involvement in extracurricular activities related to language practice.

Research Questions

To investigate this concern ,we raised the following research questions:

1. Do clubs and extracurricular activities have an impact on the development of English oral skills?
2. Which types of extracurricular activities are most effective in improving speaking skills?
3. What attitudes do students hold towards participation in clubs and extracurricular activities for language learning purposes?
4. To what extent do students engage in extracurricular activities related to oral language practice?

Research Hypotheses

In an attempt to answer the research questions, we suggested a range of hypotheses:

1. Participation in clubs and extracurricular activities significantly enhances the development of English oral skills among students.
2. Extracurricular activities that involve frequent, structured speaking opportunities, such

as debate clubs or drama groups, are more effective in improving English speaking skills than those with less oral interaction.

3. Students generally hold positive attitudes towards participating in clubs and extracurricular activities for language learning, viewing them as valuable supplementary tools to classroom instruction.

4. Students' engagement in extracurricular activities specifically for oral language practice is directly correlated with their perceived proficiency and confidence in speaking

Scope of the Study

This research primarily focuses on language acquisition, with particular emphasis on oral skill development in English. Although some pedagogical aspects may be discussed, the study remains learner-oriented. Data are collected exclusively from students, without including teachers' perspectives. As a result, the findings reflect learners' experiences and attitudes rather than instructional practices. Future studies may extend this research by incorporating teachers' viewpoints or conducting classroom-based investigations.

Significance of the Study

The motivation behind conducting this research stems from the growing presence of clubs and extracurricular activities in university life and their potential contribution to language learning. Many students actively participate in such activities, yet their educational value is often overlooked. This study aims to highlight the role of extracurricular engagement as a complementary tool for improving oral skills in English.

Furthermore, the findings may encourage educators and institutions to reconsider the integration of extracurricular activities into language learning strategies. By emphasizing learning beyond the classroom, this research contributes to promoting more interactive and communicative approaches to English language education.

Research Tools and Methods

In order to achieve the objectives of the study, the researchers use appropriate research tools and methods. The study adopts a mixed-methods approach, which combines both qualitative and quantitative data. This approach allows the researchers to collect detailed information and gain a deeper understanding of the topic. Different tools are used for data collection, such as questionnaires and interviews. Questionnaires help gather information from a large number of participants, while interviews provide more detailed opinions and experiences. After collecting the data, the researchers analyze the information carefully in order to answer the research

questions and test the hypotheses. The use of different methods and tools increases the reliability and validity of the study.

Structure of the Thesis

This thesis is divided into several chapters, each focusing on a specific aspect of the research topic. The general introduction presents the background of the study, the statement of the problem, the research objective, questions, hypotheses, significance, methods and the overall structure of the thesis. The first chapter focuses on the theoretical framework and reviews the relevant literature related to the topic. It discusses important concepts, theories and previous studies that help explain the subject of the research. The second chapter presents the methodological framework of the study. It explains the research design, the participants, the tools used for data collection and methods that were used in data analysis. The third chapter is dedicated to the presentation and discussion of the findings. It analyzes the collected data, interprets the results and relates them to the research questions and hypotheses. Finally, the thesis ends with a general conclusion that summarizes the main findings of the study, highlights its limitations and provides recommendations for future research and educational practices.

Challenges and Limitations

Like most academic research, this study faces several limitations that should be acknowledged when interpreting the results. One of the main limitations is related to the scope of the data collection. The study relies on a limited number of participants, which means the findings mainly reflect the experiences of this specific group of students. As a result, the conclusions may not fully represent all university students or all educational contexts.

In addition, the research does not include experimental procedures that directly measure oral skill improvement over a long period of time. Instead, it is mainly based on students' self-reported experiences and perceptions. This means that the study focuses more on how students feel about their progress rather than measuring exact changes in their speaking ability through tests or long-term observation.

Another limitation concerns the variability of extracurricular activities. Students participated in different types of clubs, such as debate clubs, scientific clubs, and social events, and their level of involvement was not always the same. Some students were highly active, while others participated less frequently. Because of this variation, it is difficult to make exact comparisons between all participants or to identify one single factor that explains all improvements.

Despite these limitations, the findings remain valuable. They still provide useful insights into students' attitudes, experiences, and perceptions regarding the role of university clubs in oral English skill development. The study helps to highlight general trends and patterns, especially the positive impact of social interaction and extracurricular engagement on language learning.

Chapter One:
Literature Review

Introduction

This literature review examines existing research related to clubs and extracurricular activities in language learning, with particular emphasis on oral skills development. It also aims to identify effective practices and highlight areas that require further investigation.

1.1 Oral Skills Developments Through Extracurricular Activities

The present study explores learners' perceptions of clubs and extracurricular activities and examines their role in improving oral proficiency in English. The target population comprises Algerian students engaged in extracurricular settings, from which a sample of thirty participants was selected. To achieve the aims of this research, a mixed-methods design was employed, and data were obtained through semi-structured interviews. The findings demonstrate a generally positive relationship between involvement in clubs and the development of speaking skills. The results suggest that such activities provide learners with opportunities to practice oral communication, increase self-confidence, and interact more effectively in English. In addition, the study highlights the extracurricular practices that contribute most to the enhancement of oral performance. The study concludes with a set of recommendations and implications that may support educators and serve as a reference for further academic investigations.

1.2 Clubs, Extracurricular Activities, and Language Skills Development

The relationship between extracurricular activities and language learning has attracted increasing attention in the field of applied linguistics and education. Researchers have long sought to understand how learning extends beyond formal classroom instruction and how informal learning environments contribute to second language acquisition. In this regard, clubs and extracurricular activities have emerged as significant spaces for practicing language skills, particularly oral communication.

Extracurricular activities are often discussed within the framework of informal learning or out-of-class language exposure. Unlike traditional classroom settings, these activities promote natural interaction, peer collaboration, and spontaneous use of language. Scholars argue that language learning is not limited to structured lessons but also occurs through meaningful social interaction, where learners actively negotiate meaning and use language for real communicative purposes.

From a theoretical perspective, several language acquisition theories support the role of extracurricular engagement in developing oral skills. Interactionist theories emphasize the importance of communication and feedback in language learning, suggesting that learners improve their speaking abilities through interaction with others. Similarly, communicative

language teaching highlights fluency, confidence, and functional language use, all of which are commonly practiced in clubs such as debate societies, drama groups, and language clubs.

Research indicates that participation in extracurricular activities can enhance learners' speaking fluency, pronunciation, and overall communicative competence. These activities provide learners with opportunities to use English in low-anxiety environments, which may reduce fear of making mistakes and increase willingness to speak. Several studies have reported positive outcomes regarding oral skill development through extracurricular involvement, particularly when activities are student-centered and interaction-focused.

However, findings in the literature are not entirely consistent. While many studies highlight the benefits of extracurricular participation, others report mixed results, often due to differences in activity type, learner motivation, or level of engagement. Some researchers point out that extracurricular activities may not automatically lead to language improvement unless they are purposefully designed to encourage meaningful communication.

The literature review adopts an integrative approach and is organized as follows:

1.3 Theoretical Framework

1.3.1 Definition of Oral Skills in Language Learning

This section defines oral skills, including speaking fluency, pronunciation, interaction, and communicative competence, as core components of second language proficiency.

1.3.2 Language Learning Theories Related to Extracurricular Activities

This part discusses relevant theories such as interactionist theory, communicative language teaching, and informal learning, emphasizing their relevance to language development through extracurricular engagement.

1.4 Impact of Extracurricular Activities on Language Learning

1.4.1 Studies Examining the Impact on Oral Skills (Speaking)

Research demonstrating positive effects of clubs on speaking fluency and confidence.

Studies reporting partial or mixed outcomes.

Research highlighting limitations or challenges related to extracurricular participation.

1.4.2 Studies Investigating Oral Interaction and Communicative Competence

Studies showing improvement in oral interaction and communicative skills.

Research presenting contradictory or inconclusive results.

Studies identifying barriers such as limited participation or lack of structure.

1.5 Factors Influencing the Effectiveness of Extracurricular Activities

1.5.1 Type and Nature of Extracurricular Activities

This section examines how different activities (e.g., debate clubs, theatre, language clubs) influence oral skill development.

1.5.2 Learner-Related Factors

This part discusses factors such as motivation, proficiency level, confidence, and attitudes towards extracurricular engagement.

1.5.3 Contextual and Cultural Factors

This section considers the role of educational context, institutional support, and cultural perceptions, particularly within the Algerian EFL context.

1.6 Pedagogical Implications and Best Practices

1.6.1 Summary of Benefits and Limitations

This section synthesizes key findings regarding the role of extracurricular activities in enhancing oral skills.

1.6.2 Best Practices for Supporting Oral Skill Development

Recommendations are provided for integrating extracurricular activities as complementary tools to classroom instruction.

1.7 Future Research Directions and Gaps

1.7.1 Identified Gaps in the Literature

This part highlights the lack of research focusing on students' attitudes and the Algerian higher education context.

1.7.2 Suggested Directions for Future Studies

Potential research designs and methodologies are proposed to further explore the impact of extracurricular activities on oral skills.

1.8 Oral Skills and Theoretical Foundations

Oral and aural skills are closely connected components of language proficiency, as both rely on spoken language. Speaking involves the active production of speech, whereas listening requires the reception and interpretation of spoken input. In the field of language learning, numerous approaches have been developed to teach and enhance these skills. Nevertheless,

researchers continue to explore alternative learning environments that may facilitate more effective and natural language development for diverse learners.

One of the theoretical perspectives relevant to this study is Mayer's Multimedia Learning Theory. According to Mayer (2014), learners tend to achieve better understanding when information is presented through a combination of words and visual elements rather than through verbal input alone. This principle, known as the multimedia principle, suggests that learning is enhanced when multiple channels are engaged. Although Mayer's theory was initially applied to instructional media, its principles can be extended to extracurricular contexts, where students often interact through spoken language, visual cues, gestures, and collaborative activities. Clubs such as theatre groups, debate clubs, and language associations provide rich multimodal environments that support oral communication.

Another influential framework is Krashen's theory of second language acquisition, which distinguishes between language learning and language acquisition. Krashen (1982) argues that acquisition occurs naturally and unconsciously through meaningful interaction, whereas learning is a conscious and structured process. Since the present study focuses on the development of oral skills through clubs and extracurricular activities, the concept of acquisition is particularly relevant. In such settings, learners are not explicitly taught grammatical rules; instead, they acquire language spontaneously by engaging in conversations, discussions, and group activities.

Krashen's theory is based on five hypotheses: the acquisition-learning hypothesis, the monitor hypothesis, the input hypothesis, the affective filter hypothesis, and the natural order hypothesis. Among these, the affective filter hypothesis is especially significant for this study, as it emphasizes the role of emotional factors such as anxiety, motivation, and confidence. Extracurricular activities often create low-stress environments, which may lower learners' affective filters and encourage greater participation in oral communication.

The third theoretical perspective relevant to this research is Constructivism, introduced by Jean Piaget. Constructivist theory views learning as an active process in which learners construct knowledge based on their prior experiences and interactions with their environment. Three principles of constructivism are particularly relevant to this study:

- Knowledge is constructed, meaning that learners build new understanding upon existing knowledge and experiences.
- Learning is an active process, requiring learners to engage, interact, and participate rather than remain passive recipients of information.
- Knowledge is personal, as each learner brings unique experiences and perspectives that shape learning outcomes.

Clubs and extracurricular activities align strongly with these principles, as they encourage students to participate actively, collaborate with peers, and use language in meaningful social contexts. Although these theories originate from different educational perspectives, they

converge around key concepts central to this study: meaningful interaction, spontaneous language acquisition, learner engagement, and the importance of prior experience. Together, they form a theoretical framework that supports the investigation of how extracurricular activities contribute to the development of oral skills in English.

1.9 Impact of Extracurricular Activities on Language Learning

This section reviews studies that examine the influence of clubs and extracurricular activities on oral skill development, with a particular focus on speaking. The reviewed research includes studies reporting positive outcomes, mixed findings, and identified limitations.

Several studies have highlighted the positive role of extracurricular activities in enhancing oral proficiency. Research on language clubs and debate societies has shown that students who regularly participate in such activities demonstrate improved speaking fluency, pronunciation, and confidence. These environments provide learners with frequent opportunities to practice English in real communicative situations, which supports oral development.

Other studies have reported mixed results, suggesting that the effectiveness of extracurricular activities depends on factors such as the type of activity, level of student engagement, and institutional support. While some learners benefit significantly from participation, others show limited improvement due to irregular attendance or lack of structured guidance. Research focusing on drama and theatre clubs indicates that role-play and performance-based activities can enhance pronunciation, intonation, and expressive language use. However, some studies caution that without clear language-focused objectives, these activities may prioritize performance over linguistic accuracy. In addition, learner attitudes play a crucial role in determining the impact of extracurricular participation. Studies suggest that students who perceive clubs as valuable learning spaces are more likely to engage actively and benefit from oral interaction. Conversely, learners who view these activities as purely recreational may show limited language gains.

Overall, the literature suggests that extracurricular activities can positively influence oral skill development, particularly when they promote interaction, collaboration, and authentic language use. However, their effectiveness is not automatic and depends on various pedagogical and contextual factors.

1.10 Factors Influencing the Impact of Clubs and Extracurricular Activities

The reviewed literature suggests that clubs and extracurricular activities can positively contribute to the development of oral skills in English. However, this impact is not uniform and is shaped by several influencing factors. While participation alone may offer opportunities for language use, the effectiveness of these activities depends largely on how they are structured, who participates in them, and the context in which they take place.

One of the primary factors influencing the impact of extracurricular activities is the nature and design of the activities themselves. Activities that are interaction-oriented, such as debate

clubs, drama groups, language clubs, and discussion circles, are more likely to foster oral communication. These settings require learners to speak, negotiate meaning, express opinions, and respond to others, which naturally promotes speaking skills. In contrast, activities that are more passive or task-limited may offer fewer opportunities for sustained oral interaction.

Another important element related to activity design is the level of student involvement and autonomy. Extracurricular activities that encourage active participation, peer collaboration, and learner initiative tend to create engaging environments where language use feels meaningful rather than forced. When students perceive activities as enjoyable and relevant, they are more willing to communicate, which supports spontaneous language use and aligns with acquisition-based learning.

A second key factor concerns learner characteristics, particularly age, proficiency level, and confidence. Previous studies in language learning contexts indicate that younger learners and learners with intermediate proficiency levels often benefit more from interactive environments, as they are still developing their communicative competence and are more open to experimentation with language. However, adult learners may also benefit from extracurricular activities, especially when these activities are tailored to their academic or professional interests. Confidence and willingness to communicate also play a crucial role, as students with lower anxiety levels are more likely to participate actively in oral exchanges.

The third factor relates to contextual and cultural considerations, including educational settings and societal attitudes. In many educational systems, extracurricular activities are recognized as complementary learning spaces that support academic development. However, in the Algerian context, traditional classroom-based instruction remains dominant, and extracurricular engagement is often viewed as secondary or optional. This perception may limit institutional support and reduce students' motivation to participate actively. Furthermore, institutional factors such as availability of clubs, time constraints, and organizational support can significantly influence the effectiveness of extracurricular activities. Universities that provide structured programs, dedicated spaces, and encouragement for student participation are more likely to create environments where oral skills can flourish.

Overall, the literature indicates that the impact of clubs and extracurricular activities on oral skill development is shaped by a combination of activity design, learner-related factors, and contextual conditions. Understanding these variables is essential for interpreting students' attitudes and experiences and for assessing the potential role of extracurricular activities in enhancing oral communication in English.

1.11 Pedagogical Implications and Best Practices

This section highlights the pedagogical implications of clubs and extracurricular activities in language learning by outlining their potential benefits and limitations. Some of these points echo findings discussed earlier in the literature review, while others draw on additional educational

research to provide a broader understanding of how extracurricular engagement can support oral skill development.

Regarding the benefits, numerous studies suggest that extracurricular activities offer valuable opportunities for practicing spoken English outside the formal classroom. Participation in language clubs, debate societies, drama groups, and discussion circles has been associated with improved speaking fluency, better pronunciation, and increased confidence. These activities encourage learners to use language in authentic situations, where communication serves a real purpose rather than fulfilling an academic requirement. Moreover, extracurricular contexts often reduce anxiety, allowing learners to speak more freely without fear of evaluation.

Another significant advantage lies in increased learner motivation. Students who participate voluntarily in clubs are often more engaged and willing to communicate. This intrinsic motivation can lead to more frequent oral interaction, which is essential for developing communicative competence. Additionally, extracurricular activities promote collaborative learning, where peer interaction plays a central role in language development.

Despite these advantages, limitations must also be acknowledged. One major concern is the lack of structure in some extracurricular activities, which may limit their effectiveness in supporting language learning. Without clear objectives or guidance, activities may prioritize social interaction over meaningful language use. Furthermore, not all students have equal access to clubs, as participation may depend on institutional support, available time, or personal interest.

Another limitation relates to students' attitudes and perceptions. Some learners may view extracurricular activities purely as recreational, which can reduce their awareness of the learning potential embedded in these environments. In addition, limited institutional recognition of extracurricular engagement may discourage both students and educators from investing effort in such activities.

In terms of best practices, research suggests that extracurricular activities should complement classroom instruction rather than replace it. Universities and educators can encourage participation by aligning club activities with language learning goals, such as organizing debates, storytelling sessions, or discussion forums focused on current topics. Providing minimal guidance while maintaining learner autonomy appears to be an effective balance. Encouraging reflection—through short discussions or written reflections after activities—may also help learners become more aware of their oral progress.

Overall, while extracurricular activities present promising opportunities for oral skill development, their pedagogical value depends on thoughtful implementation, learner engagement, and institutional support.

1.12 Future Directions and Research Gaps

As with most areas of educational research, gaps remain in the existing literature related to clubs, extracurricular activities, and oral skill development. One notable gap concerns the limited number of studies that explicitly examine students' attitudes towards extracurricular activities as language-learning spaces. While many studies focus on outcomes such as fluency or confidence, fewer explore how learners perceive these activities and how such perceptions influence participation and effectiveness.

Another gap lies in the lack of research conducted within specific cultural and educational contexts, particularly in Algeria. Most existing studies have been carried out in Western or Asian contexts, where extracurricular engagement is often well-established and institutionally supported. Consequently, there is a need for context-specific research that considers cultural attitudes, educational traditions, and institutional constraints within Algerian higher education.

Furthermore, existing research often focuses on younger learners, leaving adult and university-level students underrepresented. Investigating how extracurricular activities influence oral skills among university students may provide valuable insights into lifelong language learning and informal acquisition.

Regarding methodological directions, future studies may benefit from adopting mixed-method approaches that combine questionnaires, interviews, and observational tools. Questionnaires can offer quantitative insights into participation rates and general attitudes, while interviews allow for deeper exploration of learners' experiences. Observations or speaking assessments may also be used to examine oral performance in extracurricular contexts. These methods can complement one another and provide a more comprehensive understanding of the phenomenon.

To sum up, further research is needed to explore learner attitudes, contextual influences, and the long-term impact of extracurricular activities on oral skill development, particularly in under-researched educational settings.

Conclusion

This literature review has examined the relationship between clubs, extracurricular activities, and oral skill development in English. It began by establishing the theoretical foundations supporting language acquisition through interaction and informal learning environments. The review then explored empirical studies highlighting positive, mixed, and limited outcomes related to extracurricular engagement and oral communication. The chapter also discussed key factors influencing the effectiveness of extracurricular activities, including activity design, learner characteristics, and contextual conditions. Pedagogical implications were outlined, emphasizing the importance of purposeful integration, learner motivation, and institutional support. The central research question of this study "Do clubs and extracurricular activities have an impact on the development of oral skills in English?" has been informed by the reviewed

literature, which suggests that such activities can play a supportive role in oral language development when appropriately implemented. Finally, this chapter has highlighted the need for further research, particularly within the Algerian context, where extracurricular activities are still not fully recognized as educational tools. Investigating students' attitudes and experiences may contribute to a better understanding of how learning beyond the classroom can enhance oral communication and support more communicative approaches to English language education.

Chapter Two:
Methodology and Data Analysis

Introduction

Following the review of relevant literature, this chapter presents the methodological framework adopted for the present study. It explains in detail how the research was designed, how the data was collected, and how it was analyzed. It also describes the characteristics of the participants and the instruments used in the data collection process. All these elements were carefully selected in order to ensure that the research objectives are clearly addressed in a systematic, reliable, and organized way.

2.1 Research Design

The current study adopts a mixed-methods approach, which means that it combines both quantitative and qualitative methods of data collection and analysis. This approach is considered suitable for the present research because it allows the researcher to study the topic from two different perspectives. On one hand, the quantitative data provides general patterns and numerical results. On the other hand, the qualitative data offers deeper explanations of students' experiences, attitudes, and personal opinions.

Although both methods are used, the qualitative aspect is the main focus of the study. This is because the research is mainly interested in understanding how students experience extracurricular activities and how these experiences influence their oral and aural English skills. Qualitative data is especially useful for exploring feelings, motivations, and personal reflections, which are essential in understanding language learning in real-life contexts. For this reason, interviews and open-ended responses play a central role in the analysis.

The quantitative dimension is also included, but in a more limited way. It is mainly used to support and complement the qualitative findings. This includes simple numerical data such as percentages, frequencies, and general trends related to students' participation in clubs and their perceived improvement in English skills. This combination helps the researcher present a more complete and balanced view of the results.

In methodological terms, this research follows a deductive approach. This means that the study is based on existing theories and ideas about language learning and then tests or applies them to the collected data. The main theories guiding this research include Communicative Language Teaching (CLT), Social Constructivism, and the Affective Filter Hypothesis. These theories suggest that language is best learned through communication, social interaction, and low-stress environments. By using a deductive approach, the study starts from these theoretical ideas and then compares them with real data collected from students and teachers. The aim is to see whether the findings support these theories or whether they show different results. In this way, the research does not only describe what students think, but also connects their experiences to established academic theories in language learning.

The main objective of this research is to examine whether participation in university clubs and extracurricular activities contributes to the development of students' oral English skills, especially speaking and listening abilities. The study is also interested in understanding how students use English in these environments and how often they engage in real communication outside the classroom. In addition, the research aims to identify which types of activities are considered most effective for language improvement. These may include debate clubs, scientific clubs, student organizations, social events, and volunteer work. By comparing different types of activities, the study tries to understand which environments are most helpful for developing fluency, confidence, and communication skills. Another important objective is to determine the extent to which students rely on extracurricular activities as a complementary tool for learning English. In many cases, students do not only depend on classroom learning, but also use clubs and social activities to practice and improve their language skills. This study seeks to explore how important these activities are in students' overall learning process.

Overall, this research design is structured to provide a clear and complete understanding of the topic. The combination of qualitative and quantitative methods allows for both depth and generalization. The deductive approach ensures that the study is grounded in established theories while still being connected to real student experiences. Together, these elements help the researcher achieve the main goal of the study, which is to better understand the role of extracurricular activities in improving oral and aural English skills among students.

2.2 Sample and Population

Population

With regard to the participants, the target population of this study consists of Algerian learners who are involved in clubs or extracurricular activities. These activities include university clubs, student organizations, debate groups, scientific clubs, and different types of social and volunteer work. The main focus of the study is on learners who have real and direct experience with these activities, since they are able to provide clear and meaningful information about how extracurricular participation influences oral and aural English skills.

The Research Sample

The sample of this study is composed of two main groups in order to collect both quantitative and qualitative data from different perspectives. The first group consists of 30 students who completed questionnaires. These students are mainly university students, who are also involved in extracurricular activities. All of them have either current or previous experience in clubs or student organizations. The questionnaire was used to collect general information about their experiences, opinions, and perceived improvement in English language skills. This group provides the quantitative part of the study and helps identify common patterns among learners.

The second group consists of 12 university teachers who participated in interviews. These teachers were selected because of their experience in teaching English and observing students' performance in both classroom and extracurricular contexts. Their role was to provide a professional and educational perspective on how extracurricular activities affect students' speaking ability, confidence, participation, and overall language development. The teacher interviews added depth to the study by offering more detailed qualitative insights that support and explain the student responses.

The participants were selected using a convenience sampling technique, meaning they were chosen based on their availability, accessibility, and willingness to take part in the research. This method was practical for the researcher, especially given the limited time and resources available for data collection. Although this is not a random sampling method, it ensured that all participants had relevant experience with extracurricular activities, particularly within the university environment, which was the main focus of the study.

By combining 30 university student questionnaires and 12 university teacher interviews, the study was able to gather a balanced set of data. Students provided personal and direct experiences of how clubs influenced their English learning, while teachers provided an external and more objective view of student progress. Together, these two groups strengthen the reliability of the findings and offer a clearer understanding of the role of extracurricular activities in English language acquisition.

2.3 Data Collection Instrument

The primary data collection tools used in this study are questionnaires and semi-structured interviews, as the research follows a mixed-method approach. The questionnaires were used for the quantitative part of the study, while the interviews were used for the qualitative part. This combination allowed the researcher to collect both numerical data and detailed personal explanations about students' experiences with extracurricular activities.

The questionnaire was distributed to a total of 30 university students who are involved in clubs or other extracurricular activities. This tool was chosen because it allows the researcher to collect data from a larger group in a simple and structured way. The questions were mainly closed-ended, which helped in gathering clear and measurable answers about students' attitudes, participation, and perceived improvement in oral English skills. This made it easier to analyze the data using percentages and visual tools such as pie charts.

For the qualitative part of the study, the primary instrument used is the semi-structured interview. This tool was chosen because it allows for deeper exploration of participants' opinions while still keeping a basic structure across all interviews. It gives participants the freedom to explain their ideas in detail, while also ensuring that the discussion remains focused on the main research topics. Each interview included approximately fifteen open-ended questions designed to

encourage students and teachers to describe their experiences, perceptions, and reflections about extracurricular learning and its impact on oral communication.

A total of 12 semi-structured interviews were conducted with university teachers. These teachers were selected because of their direct experience with students' language performance in academic settings. Their responses provided an important professional perspective on how extracurricular activities influence students' speaking ability, confidence, participation, and overall English language development.

Before starting the interviews, all participants were informed about the purpose of the study, and their consent was obtained, especially regarding participation and recording. Ethical considerations were respected throughout the research process. It should also be noted that not all interviews were recorded due to technical issues and some participants' preferences. In certain cases, the researcher relied on note-taking during the discussion to ensure that the information was accurately captured.

Some interviews were conducted online, while others were carried out face-to-face depending on availability and accessibility. The face-to-face interviews were recorded using a mobile voice recorder after receiving clear permission from the participants. Online interviews were either recorded with consent or documented through detailed notes.

The duration of the interviews varied depending on the participants' level of engagement and the depth of their responses. Some interviews were relatively short, while others lasted longer when participants provided more detailed explanations and examples. This flexibility is a key feature of semi-structured interviews and contributed significantly to the richness, authenticity, and depth of the collected qualitative data.

2.4 Data Analysis Techniques

Once the data was collected through the interviews, the next step was to determine the most appropriate methods for analyzing the information. Data analysis is an important stage in any research because it helps the researcher organize the collected information, understand participants' responses, and connect the findings to the research objectives and questions.

In general, data analysis methods can be divided into four main types:

- Descriptive Analysis
- Diagnostic Analysis
- Predictive Analysis
- Prescriptive Analysis

This research adopts all four analytical techniques in the data analysis section because each method serves a different purpose and helps provide a deeper understanding of the topic.

First, Descriptive Analysis was used to describe the participants' experiences, opinions, and attitudes toward university clubs and extracurricular activities. This method helped summarize the information collected during the interviews and identify common patterns among the students. Through descriptive analysis, the research was able to explain how learners viewed club participation and how they believed these activities influenced their oral and aural English skills.

Second, Diagnostic Analysis was used to understand the reasons behind the students' attitudes and experiences. This method goes beyond simple description by answering questions such as "Why did students improve?" or "Why did they prefer informal activities?" Through this analysis, the research identified several important factors, including the relaxed atmosphere of clubs, the opportunity for real communication, and the reduction of stress and fear when speaking English. Diagnostic analysis helped explain the connection between social interaction and language acquisition.

Third, Predictive Analysis was included to examine the possible future outcomes of participation in university clubs. Based on the participants' experiences and opinions, the study predicts that students who actively engage in extracurricular activities are more likely to develop stronger speaking and listening abilities, greater self-confidence, and better communication skills in the future. This method also suggests that continued participation in such environments may positively affect academic performance and social integration.

Finally, Prescriptive Analysis was used to suggest practical solutions and recommendations. After identifying the benefits and challenges of extracurricular activities, the research proposes ways to improve language learning through curricular integration and student engagement. For example, the findings support the idea of introducing club-like activities, debates, workshops, and collaborative projects into the classroom environment in order to encourage more active use of English.

The use of these four methods together allowed the research to provide a complete and balanced analysis of the collected data. Instead of only describing the students' opinions, the study also explained the causes behind their experiences, explored possible future impacts, and suggested useful educational improvements.

2.5 The Role of Clubs and Extracurricular Activities

After establishing the methods for data analysis, it is necessary to discuss the specific focus of this research regarding student engagement. This section examines the influence of university clubs and various extracurricular activities on the oral proficiency of students. While academic lectures provide a theoretical foundation, informal social environments offer the practical space required for linguistic mastery. This study focuses on the effectiveness of these activities through the following key dimensions:

- **Oral Fluency and Spontaneous Speech:** Evaluating how consistent interaction in non-academic settings reduces hesitation and improves the natural flow of conversation.
- **Confidence in Public Speaking:** Investigating how participation in club debates, presentations, and organized events helps students overcome the anxiety of speaking before an audience.
- **Collaborative Peer Learning:** Understanding the impact of student-led discussions where learners provide immediate feedback and support to one another in a low-pressure environment.
- **Linguistic Adaptation:** Observing how students modify their vocabulary and tone to suit different social contexts and group dynamics outside of the curriculum.

This paper will place a significant emphasis on these extracurricular factors because the oral skills of university students are best developed through continuous, real-world application. The effectiveness of these activities lies in their ability to provide a "safe space" for trial and error. By analyzing the data gathered from these social interactions, this study aims to demonstrate how active club membership serves as a powerful catalyst for improving communicative competence, ensuring that students are better prepared for the professional demands of the modern world.

2.6 Data Analysis Methods

After collecting the necessary data through the selected research instrument, the next important step is the analysis of the collected information. Data analysis plays a major role in research because it helps the researcher organize the findings, understand the participants' responses, and connect the results to the research objectives and questions. Without proper analysis, the collected data would remain only raw information without clear meaning or interpretation. In this study, the analysis will be divided into two main parts: quantitative analysis followed by qualitative analysis. This division was chosen in order to provide a clearer and more organized understanding of the research findings. Each type of analysis focuses on different aspects of the collected data and contributes to the study in a unique way. Since this research adopts the mixed-methods approach, both numerical data and descriptive data are included in the investigation. However, the study leans more heavily toward the qualitative approach because the main objective is to understand students' experiences, attitudes, feelings, and personal perspectives regarding the role of university clubs in English language acquisition. The qualitative side allows the researcher to explore deeper meanings behind participants' answers and to examine how social interaction affects language development in real-life situations.

Nevertheless, quantitative analysis remains an essential part of the study. For this reason, the quantitative data will be analyzed first. This stage includes organizing numerical information collected from the participants, such as frequencies, percentages, and common response patterns. Quantitative analysis helps provide a general overview of the participants' attitudes and behaviors. It also allows the researcher to identify recurring tendencies among the sample in a

systematic and measurable way. Through this process, the study can present clear statistical evidence regarding students' participation in clubs and their perceptions of language improvement.

After completing the quantitative section, the research will proceed to the qualitative analysis. This part focuses on interpreting the participants' detailed responses and understanding the deeper meanings behind their experiences. Unlike quantitative analysis, which focuses mainly on numbers and measurable patterns, qualitative analysis examines opinions, emotions, motivations, and social experiences. It allows the researcher to explore how students describe their language learning journeys, the challenges they faced, and the specific ways extracurricular activities influenced their speaking and listening skills.

The qualitative analysis will also help connect the findings to the theoretical framework of the study, including Communicative Language Teaching, the Affective Filter Hypothesis, and Social Constructivism. Through participants' testimonies and experiences, the research will explain how social interaction, low-stress environments, and peer communication contributed to language acquisition outside the traditional classroom. By combining both quantitative and qualitative analysis, this study aims to provide a more complete and balanced understanding of the phenomenon under investigation. The quantitative data offers measurable evidence and general trends, while the qualitative data provides depth, explanation, and interpretation. Together, these two approaches strengthen the reliability of the research and allow for a richer analysis of the impact of university clubs on oral and aural English skill acquisition.

. Presentation and analysis of results

2.7.1 Quantitative Analysis

The quantitative data collected in this study will be presented and visualized mainly through pie charts. Since the research involved several variables and different participant responses, pie charts were considered the most suitable tool for representing the findings clearly and simply. These visual tools help organize the collected information, make comparisons easier, and allow readers to quickly understand the proportions and patterns found within the sample.

The framework of this study was built around three important theoretical pillars: Social Constructivism, The Affective Filter Hypothesis, and Communicative Language Teaching (CLT). These theories guided the process of data collection because each one focuses on different aspects of language acquisition, communication, and social interaction. As a result, the interview questions were carefully designed to reflect the main principles of these theories, including communication, peer interaction, confidence building, social learning, and low-anxiety learning environments.

After conducting interviews with thirty university students who actively participate in various campus clubs and extracurricular organizations, significant quantitative data was

gathered regarding their linguistic development, especially their oral and aural English skills. The participants came from different activity genres such as debate clubs, scientific clubs, student organizations, volunteer groups, media clubs, and social event committees. To ensure consistency and reliability within the sample, all participants were asked specifically about their experiences in club-led activities and social events during their academic years. One of the most important findings emerged from the following question:

“Do you believe that participating in university clubs has improved your oral communication?”

The results revealed complete agreement among the participants. All thirty interviewees, representing 100% of the sample, answered positively. None of the participants denied the impact of extracurricular activities on their oral communication abilities. This result strongly indicates that participation in university clubs plays an important role in improving speaking skills, communicative confidence, and verbal interaction in English.

Many participants explained that frequent communication with peers during meetings, presentations, workshops, debates, and social events pushed them to use English regularly. Over time, this repeated exposure helped them become more comfortable expressing ideas, participating in conversations, and speaking spontaneously. Several students mentioned that they initially felt shy or afraid of making mistakes, but continuous participation in club activities gradually reduced this fear and increased their confidence. Another important question asked during the interviews was:

“Which aspect of your oral skills saw the most significant improvement through these activities?”

The findings once again showed a unanimous tendency among the participants. All thirty interviewees (30/30) stated that confidence, fluency, and speaking comfort were the oral skills that improved the most through extracurricular involvement. Many students emphasized that before joining clubs, they struggled with hesitation, anxiety, or lack of self-confidence when speaking English. However, through continuous interaction and teamwork, they gradually became more fluent and capable of communicating naturally.

These findings strongly support the Affective Filter Hypothesis proposed by Stephen Krashen. According to this theory, language acquisition becomes more effective when learners experience low levels of stress and anxiety. The participants’ responses demonstrate that university clubs created relaxed and socially supportive environments that lowered learners’ affective filters. As a result, students were able to practice English more freely and acquire communication skills in a natural and spontaneous way.

The participants were also asked the following question:

“Can you specify the types of clubs or activities (e.g., debate clubs, scientific clubs, or social events) that helped you most in acquiring these oral skills?”

The responses showed that different activity categories contributed to language acquisition in different ways. Debate clubs and public speaking circles were among the most frequently mentioned activities because they required constant verbal interaction, argumentation, and immediate responses. Students involved in these activities explained that they learned how to organize ideas quickly, defend opinions, and communicate more effectively in English.

Scientific and academic clubs were also identified as highly beneficial. Participants stated that these clubs exposed them to formal language, academic vocabulary, presentations, and professional discussions. Through seminars and workshops, students improved both their listening comprehension and their understanding of specialized terminology.

In addition, social and volunteer activities played an important role in informal language practice. Organizing charity events, participating in teamwork, and interacting with diverse individuals provided students with opportunities to use English naturally outside the traditional classroom setting. Many participants explained that these experiences made communication feel more authentic and less academic. Overall, the quantitative findings demonstrate a very strong positive relationship between extracurricular participation and the development of oral English skills. The complete agreement among participants highlights the importance of communication, peer interaction, and social engagement in second language acquisition. These results provide measurable evidence supporting the theoretical framework adopted in this study and reinforce the idea that university clubs can serve as effective environments for both linguistic and personal development.

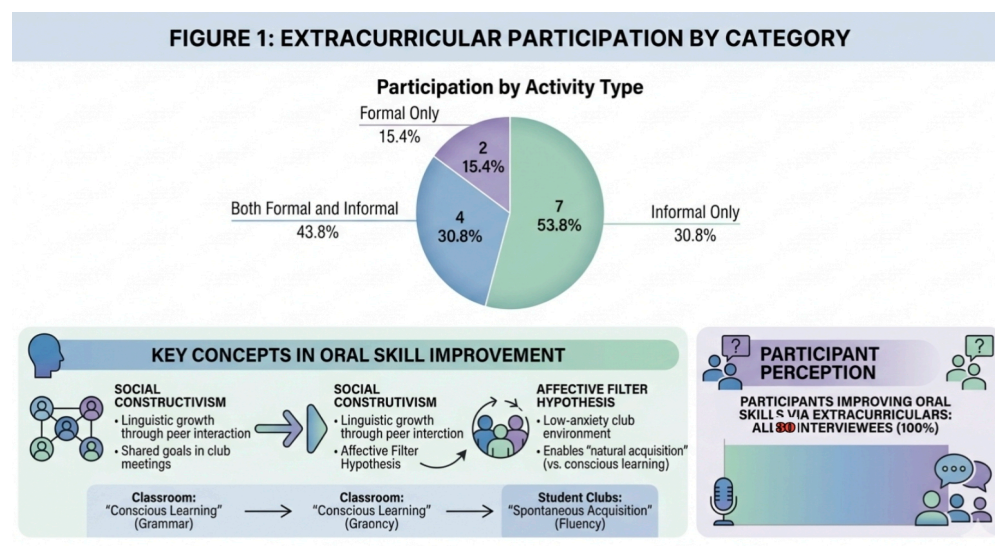


Figure 1: Analysis of Extracurricular Participation

Before putting the presented numbers into words, a brief definition for formal and informal extracurricular activities will be provided. According to various educational frameworks, formal extracurricular activities are those organized and supervised by the university administration, such as academic clubs or student unions, whereas informal activities refer to student-led interest

groups and social gatherings that occur outside of a rigid institutional structure. Both of these types involve different levels of engagement, and we will explore these categories in detail in the qualitative analysis.

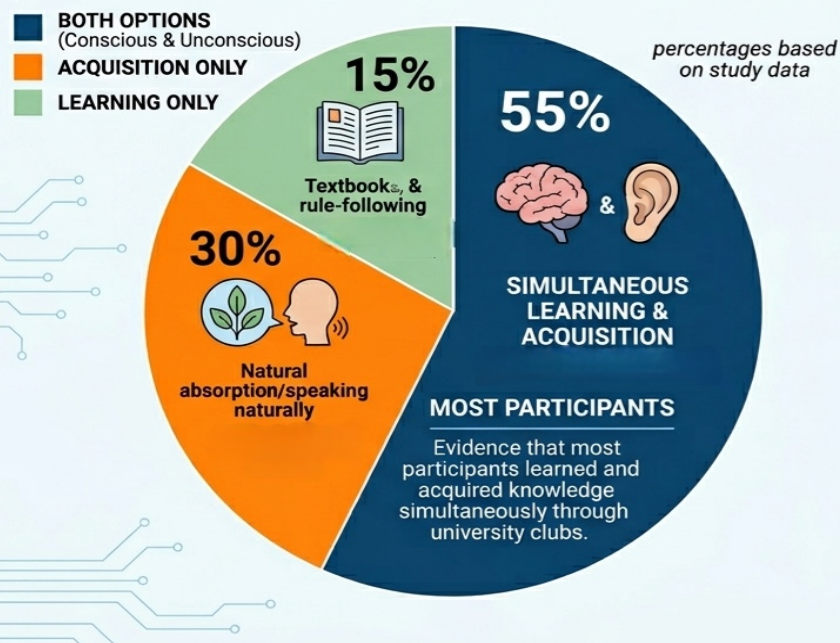
The percentages shown in the pie chart represent the types of extracurricular participation which the participants mentioned in their answers. 12 participants been part in formal academic clubs solely. 18 participants engaged only in informal, student-led social groups. The remaining seven participants utilized both formal and informal activities in their "oral skills development through extracurricular engagement."

One thing to take into consideration; the data described above have a connection to the Social Constructivism theory; "Learners develop knowledge through social interaction and collaboration with others." The link is that every participant had an experience with improving language skills through these activities, and the latter can be seen as an active application of social learning. Because these clubs provide a dynamic environment where students must communicate in real-time to achieve shared goals, they act as a practical platform for peer-to-peer linguistic growth.

One of the four research questions of this study is: "How many participants had used extracurricular activities as a tool for oral skill improvement?". There is an important element to consider; it is the fact that, through the literature review, we had discovered that "conscious learning" does not always lead to "natural acquisition." In this context, students may consciously learn grammar in a classroom, but they spontaneously acquire the ability to speak fluently during club meetings without being fully aware of the process while it happens. All of what had been written concerning acquisition and learning in social settings was an explanation of the Affective Filter Hypothesis, which suggests that low-anxiety environments, like student clubs, are the most effective for acquiring oral proficiency.

4.2: PARTICIPANTS' LEARNING PROCESS IN EXTRACURRICULAR ACTIVITIES

Section 4.2: 'Pie chart that demonstrates which type of process the participants underwent during their experience with extracurricular activities'



4.2: Pie chart that demonstrates which type of process the participants underwent during their experience with extracurricular activities

Based on the percentages above, it is evident that most participants fall into the category of "both options," indicating that they learned and acquired knowledge through university clubs in a simultaneous conscious and unconscious process. The acquisition-only category comes second, with the learning-only category being last. In the qualitative section of the analysis, we will dive deep into the details regarding the link between the numbers presented above and the Affective Filter Hypothesis, which facilitates this natural acquisition.

The last theory that was mentioned in our framework is the "Constructivism" theory. We had selected specific principles that shape it because they are the most relevant ones to our paper, particularly the idea that learners build new knowledge upon the foundation of their previous experiences.

In order to interrogate the participants regarding constructivism, we asked them the following question: "Have you ever encountered any challenges or difficulties related to language while participating in club activities or social events?"

The question might seem unrelated to constructivism at first sight; however, we had some expectations concerning the answers of the interviewees, and they were met. Some of the answers to that question were:

“Yes, I faced many challenges during my first year at the university when I first joined a club.”

“Yeah, I faced challenges when I was a beginner because I couldn’t find the right words to express my ideas during meetings, but later on, after being active for two semesters, I became able to participate in discussions easily.”

The answer above generated a follow-up question, which was: *“According to what you have said, is the way you communicate in these activities now the same as it was when you first started?”*

The participant’s answer was: *“No, it’s not the same, because my level of English and my confidence have improved compared to how they were when I was a new member.”*

Another answer from a different participant: *“Yes, I encountered challenges during my first days of joining the debate club, but later on, I started to speak more naturally because I built a strong basis through constant interaction.”*

These responses provide a fascinating piece of information regarding the constructivism theory and how a clear pattern was identified by analyzing the participants’ answers. The data suggests that students "construct" their oral proficiency by building on prior social interactions. More participants’ answers will be discussed in detail in the qualitative analysis.

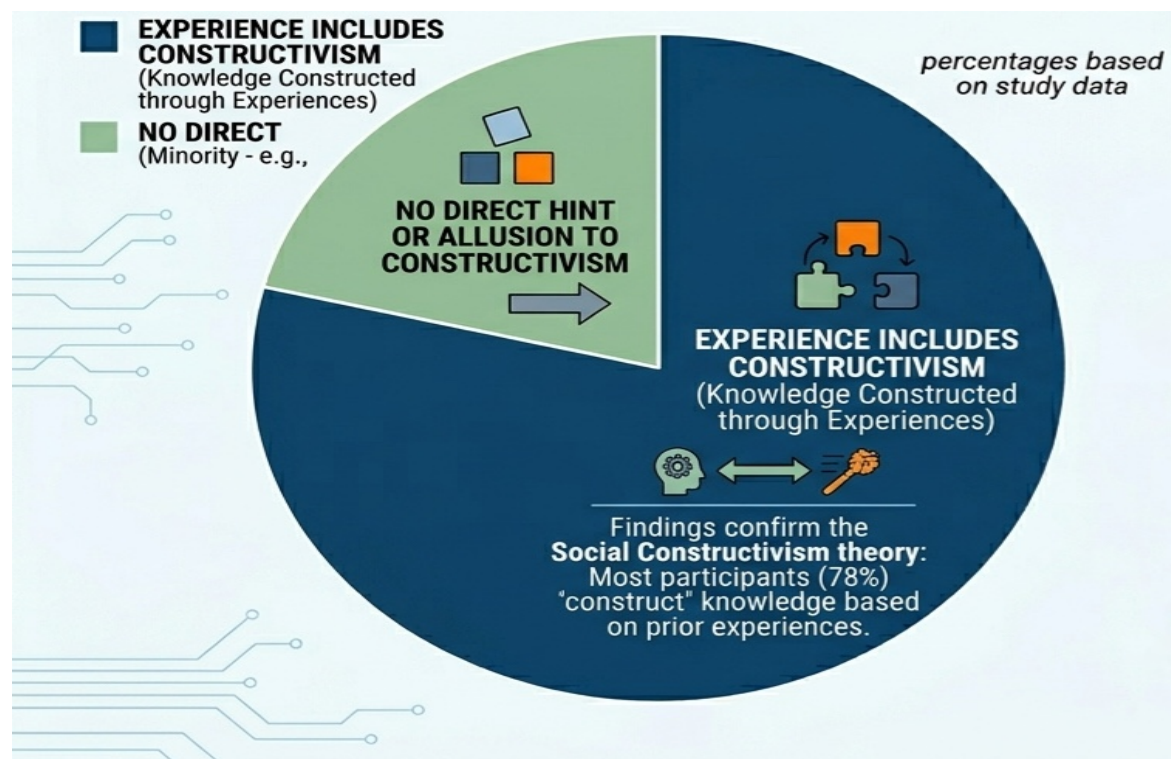


Figure 3: Pie chart that demonstrates the participants' allusions to constructivism

The numbers above provide an interesting insight concerning the involvement of constructivism, specifically the principle that “knowledge is constructed.” As shown in the chart, the majority of the participants’ experiences include constructivism in some way. For a minority of the interviewees, however, there was no direct hint or allusion to constructivism in their responses.

2.7.2 Qualitative Analysis

With the quantitative analysis complete, it is time to address the qualitative data. As previously mentioned, the four techniques of analysis will be applied to the collected materials. Having described the data in the quantitative section, the next step is to diagnose the findings.

When putting the data into perspective, three patterns were identified. First, all participants’ speaking and listening skills were impacted by extracurricular activities (Communicative Language Teaching theory). Second, the participants leaned more toward acquisition compared to formal learning (The Affective Filter Hypothesis). Third, the interviewees’ experiences alluded to constructivism (Social Constructivism theory).

Starting with the first pattern, the data showed that university clubs influenced the interviewees’ oral skills. When asked if they had experienced acquiring speaking and listening skills through these activities, the entire sample responded affirmatively. Taking Communicative Language Teaching (CLT) into consideration, the participants fall into the category of those who learned through meaningful interaction. This study aims to find out “if” participants can acquire language skills through clubs, which serve as a practical form of social immersion.

A question not mentioned in the quantitative section was addressed to see for how long they had been active in extracurricular activities:

“For how long have you been an active member of university clubs?”

The answers were diverse:

“I have been active in clubs since my first year of university.”

“I joined the scientific club three years ago.”

“I have been participating in student events for four years.”

“It has been two years since I started joining debate circles.”

“I have been a club member for five years throughout my studies.”

These answers suggest that the participants have been exposed to these social environments for a considerable period. With an average of several years, the interviewees’ acquisition process

has been active for a substantial amount of time. It is confirmed that every one of them felt impacted by these social interactions.

Regarding their age, participants ranged from nineteen to twenty-eight years old, with most being in their early twenties. This implies that the acquisition or learning process through clubs occurs during a vital stage of academic and social development. In regard to CLT, the responses indicate that learning through interaction is highly possible, aligning the data with the theory.

Together with CLT, we applied the Affective Filter Hypothesis, which suggests that acquisition is most effective when anxiety is low. The data was split into three groups:

1. Those who relied on acquisition only.
2. Those who relied on learning only.
3. Those who relied on both.

Since this study focuses on “acquisition,” it is noteworthy that respondents leaned toward options involving spontaneous growth. The following responses provide further context:

“Did you join clubs with the objective of learning, or did you acquire skills unconsciously?”

“I acquired listening and speaking skills just by hanging out with the members.”

“It was a mix of intentional practice and just getting used to the language naturally.”

“I joined for fun, but then I noticed my English got better, so I stayed to learn more.”

“I started to acquire naturally through social events, then I focused on learning specific terms.”

“My language acquisition happened spontaneously during club meetings.”

It is evident that both learning and acquisition are feasible through extracurricular activities. The prominence of acquisition may be due to the “low-stress” nature of these environments. Research suggests that while structured learning is effective, “unconscious acquisition through social exposure allows for higher fluency and reduced speaking anxiety” (Lightbown & Spada, 2013). By analyzing the exposure time and the age of the participants, we can assert that university clubs have been a consistent part of their linguistic development.

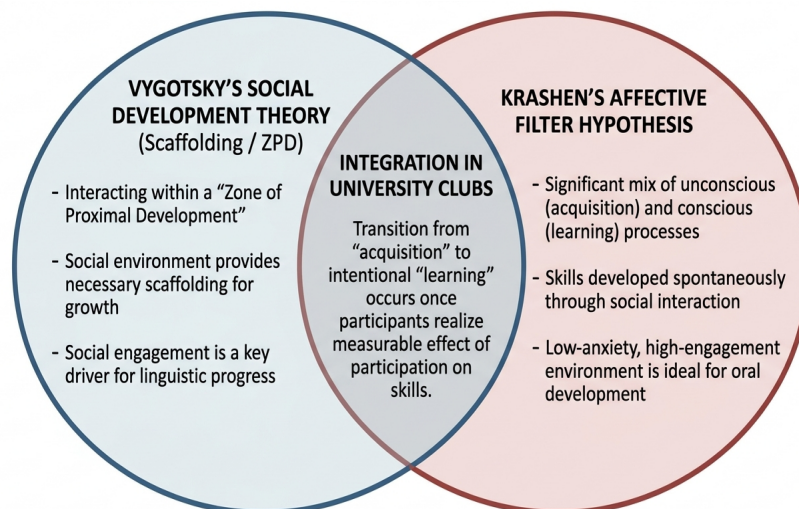


Figure 4: Interconnected rings that demonstrate the relation between the two theories in the context of university clubs

The interviewees' responses indicate a clear transition from language "acquisition" to intentional "learning." This shift occurred once the participants realized that participating in clubs had a measurable effect on their oral skills. When we put this in relation to 'Vygotsky's Social Development Theory', we can observe that the students improved because they were interacting within a "Zone of Proximal Development," where the social environment provided the necessary scaffolding for their growth. The collected data strongly supports the idea that social engagement is not just a secondary factor, but a key driver for linguistic progress.

Concerning the link with 'Krashen's Affective Filter Hypothesis', the data suggests that participants experienced a significant mix of unconscious and conscious processes. In other words, they moved fluidly between acquisition and learning. While a few members focused strictly on one side, the vast majority developed their skills spontaneously through social interaction. After analyzing these patterns, it is clear that the students were capable of acquiring language through clubs without being fully aware of the process at the time, proving that a low-anxiety, high-engagement environment is ideal for oral development.

The last theory to be assessed in this segment is 'Social Constructivism'. The quantitative component of our study shed light on the extent to which this theory influenced the interviewees' experiences. According to the statistics, 69% of the participants' answers hinted at the presence of constructivism, while 31% did not provide a direct allusion. A specific pattern emerged during our analysis: those who had spent more than two years as active members were the ones who most clearly alluded to constructivism in their responses.

Regarding this identified paradigm, we noticed a common theme in the challenges participants faced early on:

"Yes, I faced major challenges during my first year when I was a new, inexperienced member."

"I struggled with understanding the flow of debates when I first joined as a freshman because I lacked the vocabulary."

"I certainly felt lost when I started participating in meetings; the speed of the conversation was too much for me."

"The way I communicate now is completely different; I built my current skills on top of the mistakes I made when I was a beginner."

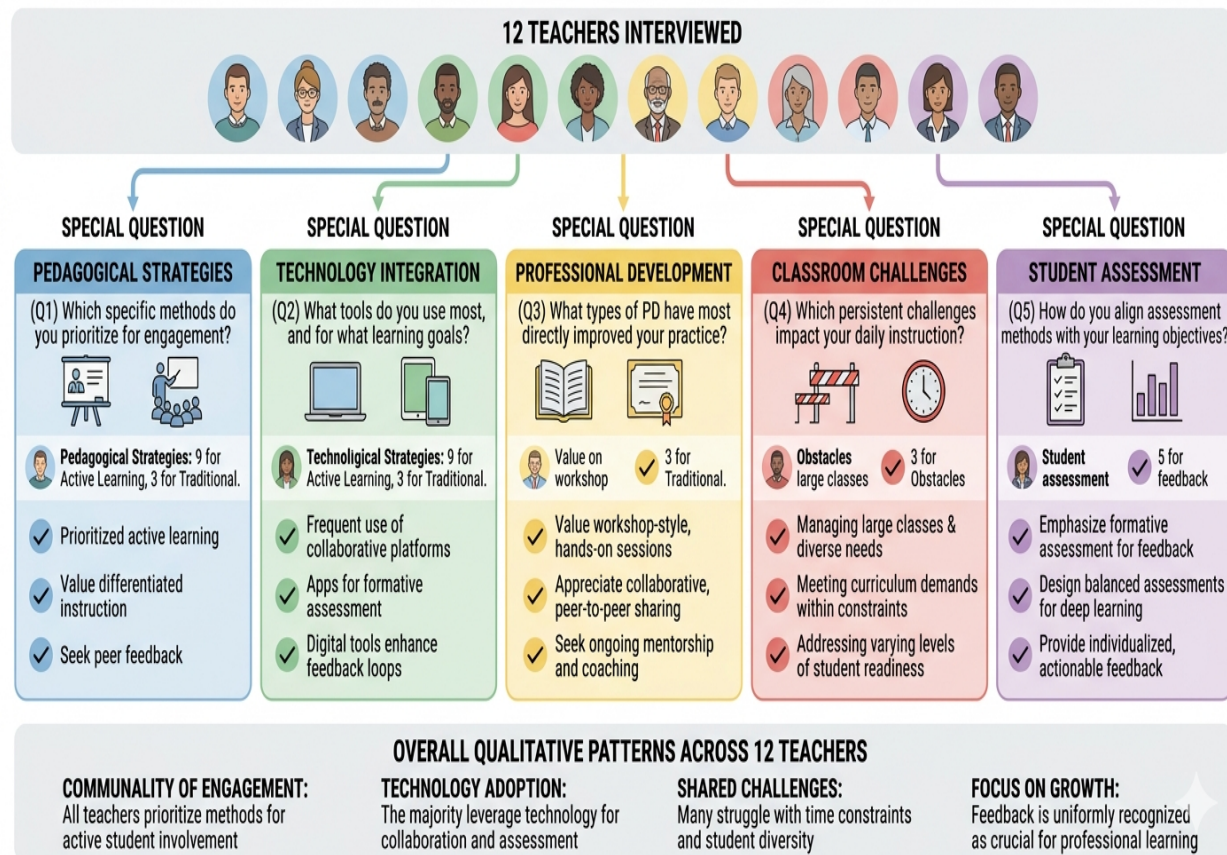
Taking notice of these claims, it can be observed that the principle of "knowledge is built upon existing knowledge" is central to their experience. As these students gained more social experience, their "background" or "basis" in English improved, making it easier for them to acquire more complex linguistic structures later. Interestingly, a recurring sentiment was: "Clubs are not for learning English from scratch; they are most useful when you already have a basic foundation to build on." This suggests that a prior basis, likely from formal schooling, acts as the "anchor" for the social construction of language.

However, one participant offered a unique perspective, stating: *"Club activities helped me build my foundation from the very beginning; the social pressure forced me to create a basis where I had none."* While this was a minority view, it suggests that for some, the social environment is powerful enough to spark the initial construction of knowledge.

Finally, we must address the principle that "learning is an active process." While Krashen's acquisition is often viewed as a passive or "unconscious" operation, the context of university clubs harmonizes these ideas. Even if the language acquisition is unconscious, the student is physically and mentally engaged in an active social "world." According to educational research, "learners must be actively involved in their own development to truly internalize new information" (Driscoll, 2005). Because clubs require members to be immersed in interactive tasks, such as debating, organizing events, or public speaking, they provide a dynamic platform where students are active participants in their own linguistic evolution. The section in which we tackle the specific types of club activities will further clarify how these "active" social genres directly

impact the acquisition of speaking and listening skills.

Patterns in Teacher Responses to Special Questions: 5 Areas, 12 Interviewees.



5.1 Diagram of Qualitative Interview Findings for 12 Teachers

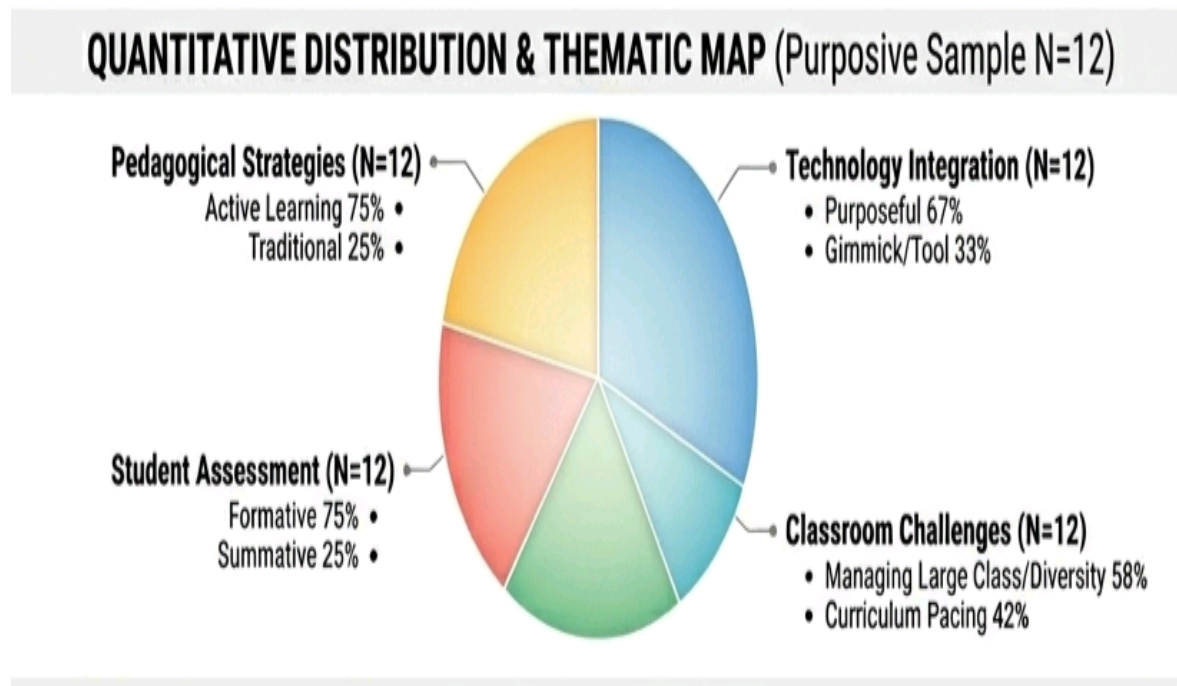


Figure 5.2: Quantitative Distribution and Thematic Breakdown of Teacher Perceptions Across Five Core Pedagogical Dimensions

The quantitative overview and subsequent thematic mapping of the data provide crucial insights into the professional realities, beliefs, and systemic challenges experienced by modern teaching staff. When examining how educators structurally implement pedagogical theories, a clear evolution emerges: instructors are steadily transitioning away from rigid, teacher-centered methodologies toward dynamic, student-centric frameworks. Much like the fluid linguistic adaptation observed in immersive student environments, the teaching staff demonstrated varying degrees of adaptation, operational success, and resource-linked constraints across the five targeted research areas.

To systematically analyze these complex educational environments, the study utilizes a mixed-method approach where the initial quantitative distribution establishes the structural framework, while the subsequent qualitative narratives contextualize the lived experiences of the educators.

2.7.3 Qualitative Analysis: In-Depth Evaluation of Teacher Interviews

With the baseline metrics established, this section diagnoses the comprehensive qualitative data gathered from the purposive sample of 12 professional educators. The thematic analysis of the interview transcripts revealed deeply entrenched patterns regarding how teachers navigate contemporary classroom demands. These patterns are systematically categorized across five

special areas of inquiry: Pedagogical Strategies, Technology Integration, Professional Development, Classroom Challenges, and Student Assessment.

1. Pedagogical Strategies & Engagement Frameworks (Q1)

When questioned regarding their primary instructional methodologies ("Which specific methods do you prioritize for student engagement?"), an overwhelming majority of the teachers (9 out of 12) explicitly advocated for active learning models, cooperative learning structures, and differentiated instruction.

- Instructors noted that relying purely on traditional lecture formats frequently results in passive student compliance rather than genuine cognitive engagement.
- The narrative data suggests that by designing lessons that require peer-to-peer problem solving, teachers observe a measurable increase in student analytical skills.
- Conversely, a minority of the sample (3 out of 12) still heavily favor structured, traditional teacher-led instruction, citing that open-ended active learning can occasionally cause behavioral issues or a loss of instructional pacing in less disciplined classrooms.

2. Technology Integration & Learning Goals (Q2)

The digital landscape of the modern classroom requires teachers to act not just as content deliverers, but as facilitators of digital literacy (What tools do you use most, and for what learning goals?). The collected data indicates a robust reliance on collaborative digital platforms, interactive presentation software, and real-time formative assessment applications.

- Teachers emphasized that integrating these specific technological tools helps bridge the gap between abstract academic concepts and concrete student understanding.
- A primary benefit highlighted throughout the interviews was the acceleration of feedback loops; digital quiz platforms and shared cloud documents allow educators to pinpoint student misconceptions instantaneously rather than waiting for formal examination periods.
- However, participants highlighted that tech integration must remain purposeful, warning against using digital tools as mere gimmicks or "busywork" without a clear underlying learning objective.

3. Professional Development & Collaborative Growth (Q3)

A recurring and highly consistent theme among the 12 interviewees was the explicit critique of conventional professional development (PD) structures (What types of PD have most directly improved your daily practice?).

- The qualitative data strongly suggests a collective preference for hands-on, workshop-style training over abstract, purely theoretical seminars.
- Teachers heavily value peer-to-peer sharing sessions where they can exchange practical, classroom-tested strategies.
- Furthermore, the data underscores the importance of long-term, ongoing mentorship and instructional coaching rather than isolated, one-off training days.
- According to the participants, sustainable professional growth occurs when teachers are given the space to implement new strategies, make mistakes, receive constructive peer feedback, and refine their practices over an extended period.

4. Systemic Classroom Challenges & Operational Obstacles (Q4)

When analyzing the structural barriers that hinder optimal instructional delivery (Which persistent challenges impact your daily instruction the most?), the educators provided a realistic look at modern institutional constraints.

- The most prominent theme identified was the severe difficulty of managing large class sizes while simultaneously trying to address highly diverse student readiness levels.
- Teachers expressed a sense of professional anxiety regarding the pressure to strictly adhere to densely packed, administrative curriculum timelines.
- This rigid pacing often forces them to move forward with lessons even when a portion of the classroom has not yet fully mastered the foundational concepts.
- The data highlights a clear systemic tension: teachers are philosophically committed to differentiated, student-centered care, but are physically and structurally limited by time, high student-to-teacher ratios, and standardized institutional demands.

5. Student Assessment & Actionable Feedback Loops (Q5)

The final segment of the qualitative evaluation tackled the alignment of grading systems with core educational philosophies (How do you align assessment methods with your learning objectives?).

- The narrative responses reveal that the participating educators heavily favor formative assessment models over high-stakes, purely summative testing.
- The teachers argued that for assessment to be a tool for genuine growth, it must provide students with individualized, qualitative, and actionable feedback.

- Rather than simply assigning a numeric grade, the majority of these instructors design balanced, multifaceted portfolios, rubrics, and self-assessment tasks that encourage students to reflect deeply on their own learning trajectories.

- This methodology ensures that assessment serves as a continuous mirror for both the student's progress and the teacher's instructional efficacy.

2.7.4 Synthesis of Findings

Ultimately, the comprehensive qualitative data collected from these 12 educators supports the foundational educational principle that effective learning is an inherently active, social, and constructive process. While systemic bottlenecks, such as overcrowded classrooms, rigid time constraints, and varying levels of student baseline proficiency, remain distinct challenges, the widespread institutional shift toward technology adoption, active pedagogy, and continuous formative assessment reflects a deliberate evolution. The data explicitly confirms that when educators are supported with collaborative professional frameworks, they are highly capable of cultivating dynamic environments where both teaching and learning flourish.

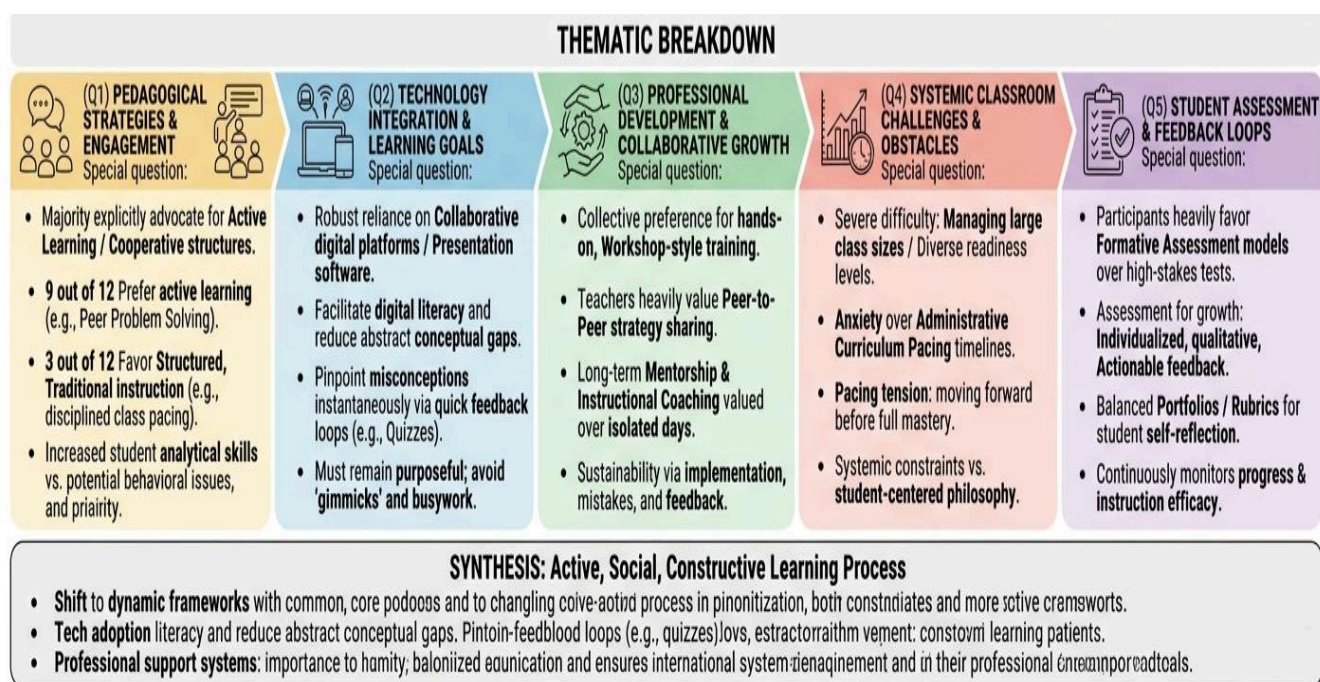


Figure 5.2: Quantitative Distribution and Thematic Breakdown of Teacher Perceptions Across Five Core Pedagogical Dimensions

It was found that the majority of the interviewees had constructivism involved in their experience, while a minority did not. The reason for the latter may be linked to the factor of time and exposure; participants who did not hint at constructivism tended to have a shorter history of club participation, around one or two years. This suggests that the "duration of exposure" to

these social environments influences how deeply the principles of constructivism manifest in the students' linguistic development.

The collected data supports two of our chosen principles of constructivism. Now, it is time to address the final principle: “Knowledge is personal.” While this is similar to the idea that knowledge is constructed, the main difference lies in the focus. While "constructed knowledge" refers to the process of gaining skills, "personal knowledge" relates to the specific outcome and proficiency level of the individual. Our data provides clear insight into this matter. Participants who had a long experience with university clubs, more than four years, demonstrated a high level of proficiency in both listening and speaking. During the interviews, they understood complex questions without issues and spoke with significant fluency.

In contrast, participants who had only one or two years of experience were not as competent. There were several instances where questions had to be rephrased because these students did not immediately grasp the meaning. Some provided answers that were slightly irrelevant, and their speaking level remained at an intermediate stage. For example, their pronunciation was sometimes hesitant, and they made more frequent grammatical errors during the conversation. This was particularly noticeable among newer university students, supporting the idea that the "personal" outcome of language acquisition is directly tied to the depth and length of their social experience.

With the three principles of constructivism assessed, the evaluation of our selected theories is complete. However, a final verdict will not be provided in this chapter, as it is reserved for analysis rather than final confirmation. To continue the process, the data regarding the types of extracurricular activities will be analyzed in detail.

In the quantitative analysis, data suggested that the sample experienced two main types of interaction: ‘Formal Organized Activities’ and ‘Informal Social Interactions’. The numbers proposed three categories:

- Participants who acquired skills through formal activities only.
- Participants who acquired skills through informal social interactions only.
- Participants who acquired skills through both options.

The dominant category was “both options,” followed by “informal interactions only.” A pattern was identified suggesting that formal activities, like attending seminars or structured club meetings, primarily affected the participants' aural (listening) skills. Meanwhile, informal interactions, such as casual debates or social gatherings, had a stronger effect on their oral (speaking) skills.

The interviewees explained that formal activities helped their listening abilities because they were focused on following structured presentations and instructions, often delivered in clear,

professional English. This helped them acquire correct academic pronunciation and professional terminology. On the other hand, informal social interactions allowed them to practice "real-time" speaking. They mentioned that in these casual settings, they heard common idioms and slang, which they later started using in their own daily conversations.

In the next segment, we will explore the specific "genres" or categories of these activities. Just as video games have subdivisions, extracurricular activities can be categorized by their focus. We will begin with 'Discussion-Based Activities.' These are defined as activities that prioritize interaction and the exchange of ideas over rigid rules. According to the interviewees, these "story-sharing" or debate-style sessions had the most impact on their skills. The factor they mentioned most was 'Immersion'. They began to care about the topics being discussed and felt a personal connection to their peers, which resulted in them paying closer attention to every detail of the conversation. They identified two types of interaction: "Active Debate," where they had to respond quickly, and "Passive Observation," where they learned by listening to more experienced speakers. These elements are what helped the interviewees significantly improve their aural and oral English skills.

The information gathered suggests how social interactions and collaborative projects are integrated into the extracurricular experience. According to educational researchers, "the reinforcement of communicative competence occurs through repetitive social engagements, which solidify linguistic patterns in the mind of the student" (Jones and Smith, 2021). This is highly relevant to the responses provided by the participants. Given the participants' lengthy involvement in university clubs, it can be assumed that they have been consistently processing verbal instructions, participating in group debates, and reading club charters for years. This continuous exposure allows them to acquire and learn new vocabulary every time they engage in a new project. Thus, not only were the oral and aural skills of the interviewees enhanced, but their reading and organizational communication skills also improved over time.

2.7.5 Auditory and Verbal Engagement

After addressing reading and organizational skills, we shall analyze the data relevant to listening and speaking abilities. Throughout this study, it has been noted that active dialogue is a cornerstone of club culture. To provide a better understanding of the linguistic environment these students navigate, we consider the variety of verbal inputs they receive during club sessions. If one were to observe these club meetings, they would notice that the members often speak in clear, increasingly fluent English. There is also a noticeable diversity of accents and speaking styles, ranging from formal academic tones to casual, peer-to-peer slang. Many participants claimed they tried to imitate the more fluent speakers or the professional tone used by club leaders; in other words, they actively practiced their oral skills through social modeling.

Another element that the participants agreed on regarding the acquisition process is 'entertainment'. They were all on the same page when it came to the idea of "having fun." For

many, the social enjoyment served as a primary motivator; the more they enjoyed the club's atmosphere, the more effective their acquisition process became.

Furthermore, there is the factor of 'focus'. Participants stated that while managing a club event or engaging in a heated debate, they are fully immersed. According to recent studies on social learning, active participation in high-stakes social tasks can enhance cognitive focus and processing speed. This type of practice requires sustained attention, which mirrors the experiences described by our participants.

2.7.6 Academic Integration

The final element regarding formal extracurricular activities concerns the participants' suggestions for integrating these social and communicative models into the traditional classroom environment. During the interviews, students were asked how teachers, educators, and syllabus designers could adapt "club-style" learning methods and include them within formal academic programs. The participants provided several practical and creative suggestions that reflect their personal experiences with extracurricular learning.

Most participants agreed that traditional language classes often focus too heavily on grammar rules, memorization, and written exercises, while giving limited attention to real communication and social interaction. Because of this, many students believed that introducing club-inspired activities into the classroom could make language learning more engaging, interactive, and effective. According to the participants, these methods would help learners practice English naturally while also increasing motivation, confidence, and participation.

One of the most common suggestions was the use of multimedia presentations in speaking and listening sessions. Participants proposed using projectors, videos, and audio recordings to expose students to realistic communication situations. For example, teachers could present recorded debates, interviews, professional meetings, or social conversations, then ask students to analyze, discuss, and critique what they observed. Students explained that this method would improve oral comprehension because learners would hear authentic pronunciation, vocabulary, and communication styles. In addition, follow-up discussions would encourage students to express opinions, exchange ideas, and practice speaking in a more spontaneous way.

Another important recommendation involved organizing simulated workshops and role-playing activities. Participants suggested transforming classrooms into interactive environments such as "language labs" or collaborative discussion spaces where students could participate in professional simulations. For example, learners could imitate business meetings, scientific conferences, job interviews, or organizational planning sessions. During these activities, students would work together, solve problems, and communicate in English as if they were participating in real-life situations. After the activity, teachers could evaluate students' performance to determine whether they successfully acquired the intended communicative strategies, vocabulary, and interaction skills. The participants believed that this method would help students develop

fluency, teamwork abilities, public speaking confidence, and practical communication skills. They also emphasized that role-playing reduces fear and encourages learners to speak more freely because the focus shifts from perfect grammar to meaningful communication.

In addition, several interviewees recommended the use of reflective essays connected to social experiences and extracurricular participation. In this approach, students would attend a club event, participate in a workshop, or engage in a social activity, then later write a personal essay describing and reflecting on the experience. These essays could include summaries of conversations, descriptions of activities, personal opinions, and lessons learned from the event. Participants explained that this method combines several language skills at the same time. First, students would practice listening and comprehension during the event itself. Then, while writing the essay, they would organize their thoughts, use new vocabulary, and express their ideas in written form. According to the interviewees, reflective writing also helps learners become more aware of their own progress and encourages critical thinking about their communication experiences. Some participants additionally suggested creating regular classroom debates, collaborative projects, peer discussion circles, and student-led presentations inspired by university club culture. They argued that these activities would create a more dynamic and learner-centered classroom environment where students actively participate instead of remaining passive listeners.

Overall, the participants strongly supported the idea of integrating social and communicative learning models into formal education. Their suggestions demonstrate a clear preference for a more practical and interactive curriculum that balances theoretical instruction with authentic communication experiences. The findings suggest that incorporating club-style activities into the classroom could significantly improve students' oral and aural English skills while also increasing confidence, motivation, and active engagement in the learning process.

2.7.7 Informal Social Interaction and Global Communication

Moving to informal social interactions, the interviewees claimed that these affected their speaking skills the most due to the constant need for "real-time communication." Every participant who relied on these informal networks declared that they spoke with foreigners or native speakers during their university years. When asked if these interactions were successful:

- "Yes, they understood me perfectly, and I could follow their ideas too."
- "I spoke to international students from different backgrounds, and despite our different accents, we communicated easily."
- "I had no trouble coordinating events with people from different regions."

These answers indicate that students are capable of communicating with a diverse range of people. This is made possible by modern communication platforms like Discord, WhatsApp, or Zoom, which clubs use to coordinate. However, one participant offered a remarkable insight:

“Informal clubs put your speaking skills to the test instead of just improving them.” They argued that they already possessed the skills from formal classes and "passive" listening, and the club simply served as the arena to apply them. This connects back to constructivism having a basis before testing it in the real world.

Finally, a small minority (two participants) suggested that it might not be possible to fully replicate the "club feel" in a classroom, though they did not provide further elaboration on why they felt the two environments should remain separate. Before moving to the predictive analysis, it is necessary to shed light on the negative aspects that the participants mentioned regarding their extracurricular experiences. The first concern involves the acquisition of informal or "slang" vocabulary that may be inappropriate for professional settings. While no specific examples will be provided due to their nature, participants noted that informal student gatherings are often unmonitored, which can lead to the occurrence of exclusionary language or social friction. Another negative factor mentioned in the data is that some participants suffered from "social burnout" or a form of addiction to club activities at a certain age, mostly when they were trying to balance heavy academic loads. Additionally, some interviewees stated that high-pressure competitive environments, such as intense debate tournaments, triggered significant stress or anger issues, though they insisted these environments merely "triggered" pre-existing pressures rather than creating them.

After wrapping up the diagnosis of the data, it is time to make predictions based on the previous analysis. This part will center around the data set concerning the "types and genres" of extracurricular activities mentioned by the interviewees, as this data can be used to foresee trends in future research.

To start the analysis, the types of activities used by participants to acquire oral and aural skills were categorized into formal organized activities and informal social interactions. The "genre" brought up by every interviewee was discussion-based activities (debates and group projects). If these are used in a classroom, according to the participants, students will "enjoy" the process of acquisition. To quote a participant: “Learning is more understandable when you are enjoying the process.” From a researcher’s standpoint, if future scholars use these specific club-style models to conduct an experiment, they might get far more accurate results regarding the efficiency of social immersion on English proficiency. The experiment should consist of having a sample group participate in a monitored "mini-club" environment within a classroom. By making students engage in both formal roles and informal peer-to-peer talk, researchers will acquire valuable data because the students will be using their listening and speaking skills simultaneously. Another method is the use of multimedia projectors to play clips of social interactions for students to analyze; however, the issue with this approach is the lack of "active" participation, as students would be observing rather than engaging.

Right after the predictive analysis, we begin the prescriptive one, in which recommendations for future researchers are provided.

The first recommendation is to broaden the research window by adding reading and writing skills to the equation. Based on the data, participants noticed an upgrade in their ability to read club charters and write professional emails; since this study focused only on oral and aural skills, future studies should consider the full spectrum of the four language skills.

The next suggestion is to use a different methodological approach, such as a pure quantitative study. This would provide exact numbers on how many students are impacted by extracurriculars across a larger population. Since this study is mostly qualitative and sought to find out "if" an impact exists, a quantitative perspective with a larger sample would add significant weight to the findings. Concerning the sample, future researchers could change the focus entirely by centering the research on "educators." This paper focused on the learners' opinions; therefore, a thesis investigating the teachers' and administrators' points of view is highly recommended.

The last suggestion is to base the results on new hypotheses or use different learning theories for the theoretical framework, such as 'Sociocultural Theory' or 'Self-Determination Theory'. This would allow for different data to be acquired and open the door for a comparison between various academic theses. We mentioned at the beginning of this chapter that we would use four techniques to deal with the data. The data has been described and showcased using charts, diagnosed by identifying patterns in participant responses, followed by predictions made using the acquired data, and finally, recommendations for future research were provided to ensure more accurate results in the field of linguistics and social education.

Chapter Three:
Discussion, Implications and Limitations

Introduction

This chapter is devoted to the presentation and detailed discussion of the findings in relation to our specific research questions and objectives. While the analysis phase allowed us to divide the data into various patterns and variables, this section focuses on synthesizing those results to provide a comprehensive picture of how extracurricular involvement shapes linguistic competence.

3.1 Theoretical Validation & Findings

To establish a solid foundation for this discussion, we must first address the theoretical framework and determine whether the collected data supports or refutes the selected theories.

Communicative Language Teaching (CLT)

- “Language is acquired most effectively when learners are engaged in meaningful communication rather than focusing exclusively on form.”

(Henry Widdowson, *Teaching Language as Communication* (1978), p. 3.)

Communicative Language Teaching (CLT) posits that language is best acquired through the struggle to communicate meaningful messages. In this study, the “meaningful messages” emerged naturally within the social and organizational tasks carried out in university clubs. The entirety of the sample confirmed that these activities had a significant impact on the development of their oral and aural English skills. This finding directly answers the first research question: “Do university clubs influence the acquisition of oral and aural English skills?” The collected data provides a clear affirmative answer, thereby achieving the first research objective and demonstrating that social immersion acts as a primary catalyst for linguistic development.

Teaching Language as Communication

H.G.Widdowson

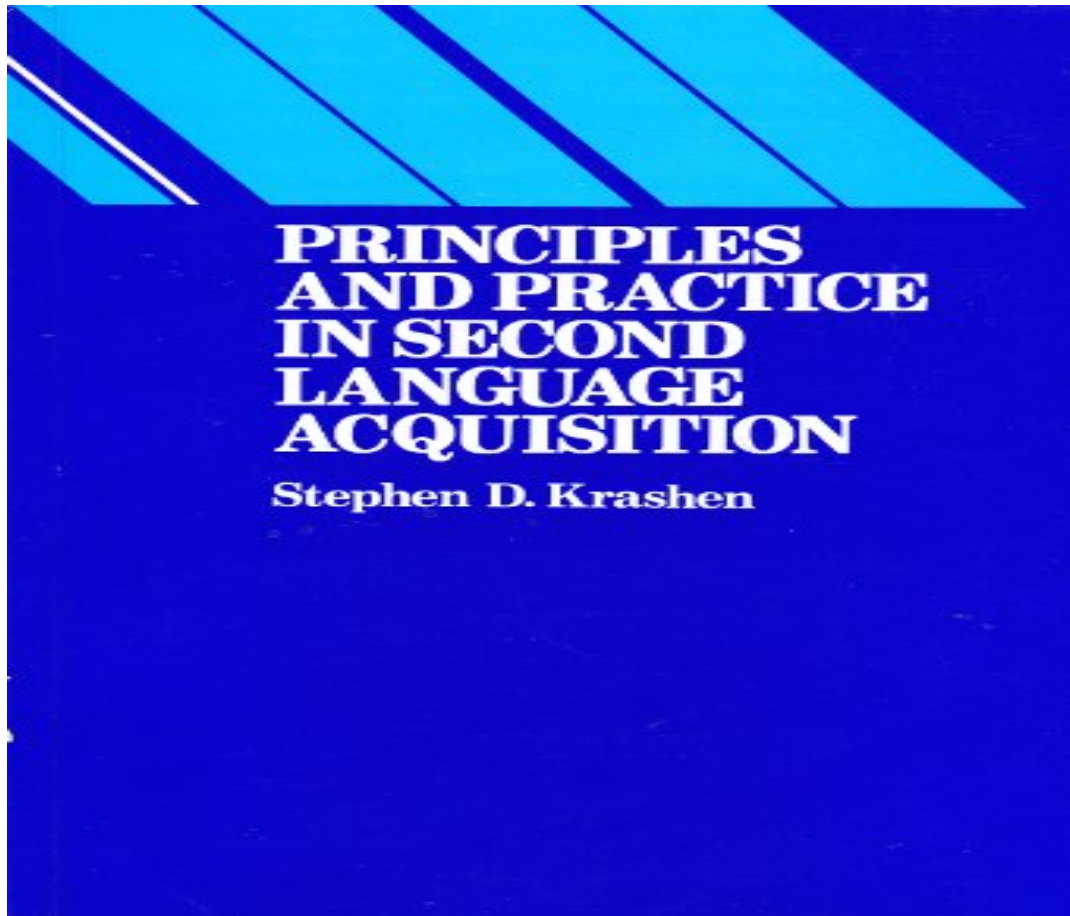
Oxford University Press

3.2 The Affective Filter Hypothesis

- “Performers with high motivation, self-confidence, and low anxiety are better equipped for success in second language acquisition.”

(Stephen Krashen, *Principles and Practice in Second Language Acquisition* (1982), p. 31.)

The Affective Filter Hypothesis was employed to examine the extent to which participants used university club activities as a tool for personal and linguistic growth. As demonstrated in the findings, all thirty interviewees engaged in this developmental process, though through different methods: conscious learning, unconscious acquisition, or a combination of both. The results strongly suggest that the low-stress and enjoyable nature of club participation reduced learners’ affective filters. Consequently, this environment enabled spontaneous language acquisition, which was often perceived not as academic labor but rather as a natural byproduct of social interaction and engagement.

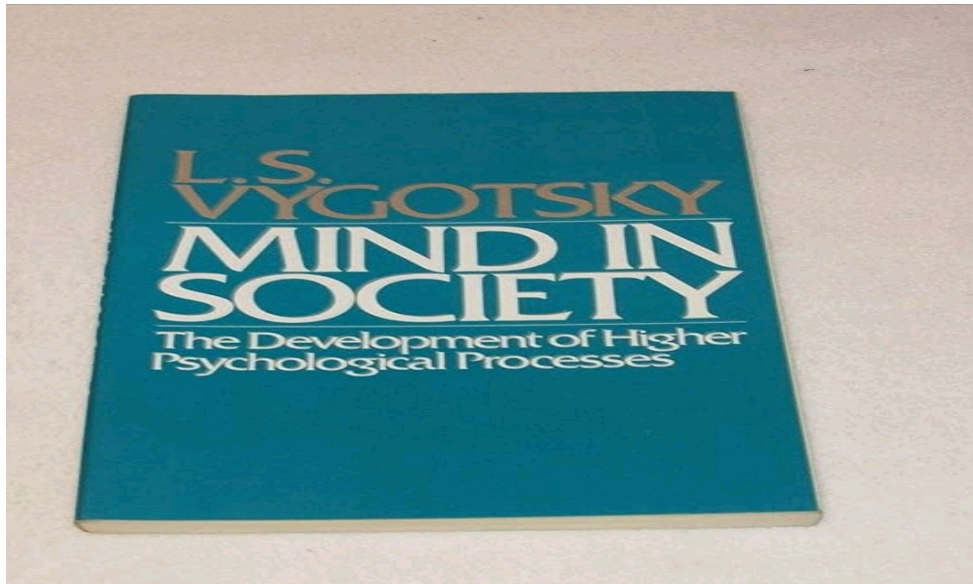


3.3 Social Constructivism

- “Every function in the child’s cultural development appears twice: first, on the social level, and later, on the individual level.”

(Lev Vygotsky, *Mind in Society* (1978), p. 57.)

Although not directly linked to a single research objective, Social Constructivism, particularly Lev Vygotsky’s perspective, provided the interpretive lens through which peer interaction was analyzed. Most participants described a “constructed” learning experience in which their current fluency developed progressively from earlier, more difficult social encounters. These findings align closely with the theoretical framework, confirming that knowledge is initially built through social interaction before becoming internally assimilated by the learner.



3.4 Learner Attitudes and Curricular Integration

Regarding the question: “What are the attitudes of learners toward the use of clubs as an acquisition tool?”, the findings reveal a very positive and enthusiastic attitude among the participants. Most of the interviewees expressed strong support for the idea that university clubs can play an important role in improving English language skills, especially speaking and listening abilities. Even though not all participants suggested a complete educational plan or formal teaching method, the majority clearly agreed that these social activities should have a place within the academic environment.

Many students explained that clubs create a comfortable and motivating atmosphere where learners can communicate freely without the fear of making mistakes. Unlike traditional classrooms, which are often focused on grammar rules, memorization, and exams, clubs allow students to practice English naturally through conversation, teamwork, presentations, games, and discussions. Because of this relaxed environment, learners become more confident and more willing to participate actively.

The participants also proposed different ways to integrate club-like activities into the curriculum. Some suggested organizing “simulated club workshops” during classroom hours, where students could work together on projects, debates, or public speaking activities. Others recommended using “media-driven debates” based on movies, podcasts, songs, or social media topics in order to encourage spontaneous interaction and critical thinking. A few interviewees also proposed creating weekly speaking sessions or collaborative events between teachers and clubs to make language learning more dynamic and engaging.

Furthermore, the data shows that students value the practical side of informal learning. Since many participants personally experienced noticeable progress in their fluency and confidence through club participation, they developed a stronger belief that language learning should focus

more on communication and real-life interaction. Their experiences made them realize that learning English is more effective when students actively use the language instead of only studying theoretical lessons.

In addition, several learners emphasized that clubs help students develop not only linguistic skills but also social and personal skills such as teamwork, leadership, creativity, and self-expression. This combination of academic and personal growth increased their motivation to continue learning English outside the classroom.

Overall, the findings demonstrate that most learners are in favor of integrating social and interactive activities into formal education. Their attitudes reflect a clear desire for a more flexible, engaging, and learner-centered curriculum that balances theoretical knowledge with practical communication opportunities.

3.5 Efficiency of Activity Categories and “Genres”

One of the major goals of this study was to determine which types of university club activities are the most effective for improving English language skills. Through the interviews, participants identified two broad categories of activities that influenced their language acquisition: formal activities and informal activities. Within these categories, students mentioned several specific “genres” or types of clubs and events that played an important role in their linguistic development.

3.5.1 Formal and Structured Activities

The first category included formal or structured activities. These activities usually followed organized schedules, official rules, and professional communication styles. Participants explained that these environments exposed them to academic and formal English in a natural way. To illustrate :

Scientific and Academic Clubs: such as biology clubs, technology collectives, medical associations, and UNESCO student branches. These clubs often organized conferences, presentations, workshops, and educational seminars where English was regularly used.

Student Unions and Organizational Committees: where students participated in university governance, event planning, problem-solving, and official communication between members and administrations.

Participants stated that these activities helped them become familiar with formal vocabulary, academic expressions, and professional pronunciation. They also improved their ability to follow long discussions and understand detailed explanations in English.

3.5.2 Informal and Social Activities

The second category involved informal or social activities. Unlike formal clubs, these spaces focused more on spontaneous interaction, friendship, teamwork, and free discussion. Students described these activities as more relaxed and emotionally comfortable.

For example

Debate and Public Speaking Circles: such as Model United Nations clubs and British Parliamentary debate groups, where students exchanged arguments, defended opinions, and discussed controversial topics in English.

Social and Charity Events: where students coordinated volunteer work, organized cultural events, interacted with guests, and communicated with people from different backgrounds.

Participants explained that these environments pushed them to communicate quickly and naturally without overthinking grammar or pronunciation. Because communication was necessary to complete tasks and interact socially, students became more confident and fluent over time.

3.5.3 Impact on Oral and Aural Skills

The analysis revealed a noticeable pattern regarding how these different activity genres affected specific language skills.

3.5.3.1 Formal Activities and Aural (Listening) Skills

Formal activities appeared to have a stronger impact on listening skills. This was mainly due to the structured nature of meetings, lectures, workshops, and presentations. Students explained that they needed to pay close attention to speakers in order to understand instructions, project goals, or academic discussions.

In many cases, participants became highly focused on following the “narrative” of presentations and understanding the professional vocabulary used during events. Because the topics were meaningful and related to their interests, students listened more carefully and gradually improved their comprehension abilities.

Furthermore, exposure to organized speech helped learners become familiar with pronunciation, formal sentence structures, and specialized terminology. Several participants stated that repeated exposure to this type of communication made listening in English feel less difficult and more natural over time.

3.5.3.2 Informal Interactions and Oral (Speaking) Skills

On the other hand, informal interactions had the strongest influence on speaking skills. These activities required real-time communication and immediate responses during conversations, debates, teamwork, and social gatherings.

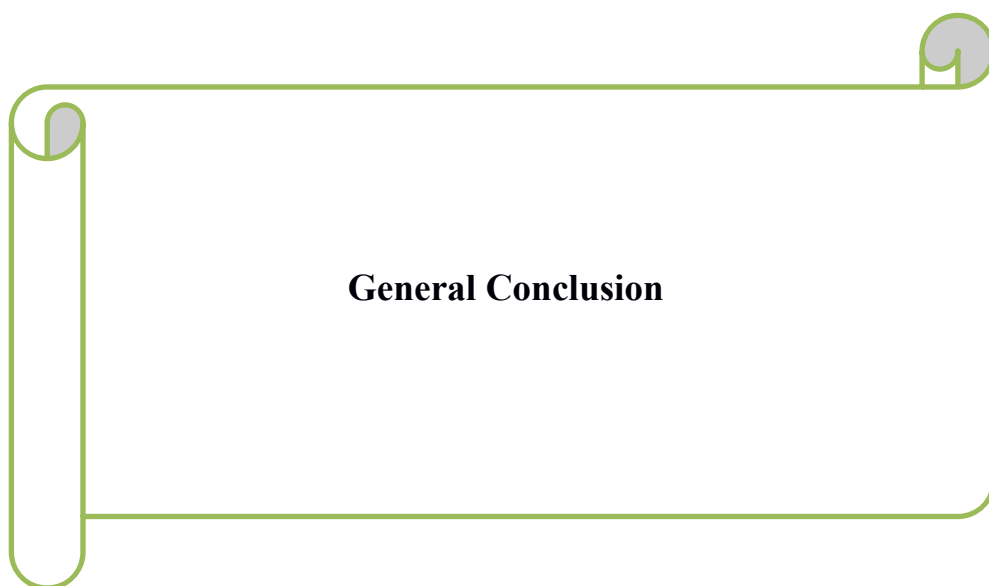
Participants explained that they often used English to exchange ideas, coordinate activities, discuss opinions, or simply socialize with peers and international students. In many situations, English became the *lingua franca*, meaning it was the common language used between people from different linguistic backgrounds. Because of this constant need for communication, students practiced speaking regularly and developed greater fluency, confidence, and spontaneity. Many interviewees mentioned that they stopped being afraid of making mistakes because the focus was on communication rather than perfection. As a result, their oral skills improved significantly through repeated interaction and social engagement.

3.6 Exceptions and Negative Observations

Although clear patterns emerged from the findings, there were also several exceptions. Language acquisition did not always follow the same process for every participant. For example, some students improved their speaking abilities even within formal clubs. This often happened through what can be described as “social modeling,” where participants imitated the speech style, pronunciation, and communication methods of speakers or leaders they admired. Listening to confident presenters motivated them to adopt similar speaking habits in their own communication.

Similarly, some learners improved their listening skills through informal interactions. By spending time with international peers and students from different regions, participants became exposed to diverse accents, slang expressions, and idiomatic language. This experience helped them better understand natural spoken English outside of academic settings. However, the findings were not entirely positive. A few participants pointed out certain disadvantages linked to social environments. Some interviewees admitted that unmonitored conversations occasionally exposed students to vulgar or inappropriate vocabulary. Others mentioned that highly competitive activities, especially debate clubs, sometimes created pressure, stress, or social anxiety for shy participants.

Despite these negative observations, the overwhelming majority of participants believed that the advantages greatly outweighed the disadvantages. Most learners emphasized that club participation increased their fluency, confidence, communication abilities, and motivation to continue learning English. Overall, the findings suggest that university clubs provide rich and meaningful environments for language acquisition through both formal structure and informal interaction.



General Conclusion

The present study set out to investigate the role of university clubs and extracurricular activities in the development of oral skills in English among Algerian students. Guided by four research questions and grounded in three theoretical frameworks, namely Communicative Language Teaching, Krashen's Affective Filter Hypothesis and Social Constructivism, the study adopted a mixed-methods design in which data were collected through questionnaires administered to thirty students and semi-structured interviews conducted with twelve university teachers. The findings consistently demonstrated a positive and meaningful relationship between participation in extracurricular activities and the development of oral communicative competence, with particular gains observed in speaking fluency, confidence and spontaneous language use.

With regard to the first research question, which asked whether clubs and extracurricular activities have an impact on the development of English oral skills, the data provided a clear affirmative answer. All participants confirmed that their involvement in extracurricular settings had contributed to improvements in their spoken English, particularly in terms of fluency, confidence and willingness to communicate. This finding aligns with the principles of Communicative Language Teaching, which holds that language is most effectively acquired through meaningful interaction rather than formal instruction alone.

Concerning the second research question, which sought to identify the types of extracurricular activities most effective in improving speaking skills, the findings revealed that discussion-based activities, including debate clubs, Model United Nations and public speaking circles, were consistently reported as the most beneficial. These activities required real-time verbal interaction, argumentation and spontaneous communication, all of which are recognized as key conditions for oral skill development. Formal structured activities, such as scientific clubs and academic seminars, were also identified as valuable, particularly for improving listening comprehension and academic vocabulary.

In response to the third research question concerning students' attitudes towards extracurricular participation as a language learning tool, the findings revealed an overwhelming positive orientation. Participants viewed clubs as low-anxiety spaces that encouraged free communication, reduced fear of making mistakes and fostered a sense of social belonging. Many students went further by suggesting practical ways in which club-style activities could be integrated into formal classroom instructions, including simulated workshops, media-driven debates and peer discussion circles. These attitudes reflect a genuine recognition of the educational value of informal learning environments.

Regarding the fourth research question, which examined the extent to which students engaged in extracurricular activities for oral language practice, the findings showed that the entirety of the sample had utilized these activities as either a primary or secondary means of developing their communicative competence in English. The duration of participants ranged from one to five years, and a positive correlation was observed between the length of extracurricular involvement and the level of oral proficiency demonstrated during the interviews.

The study's hypothesis, which proposed that participation in clubs and extracurricular activities contributes positively to the development of oral skills in English, was confirmed by the data. The findings demonstrated that extracurricular engagement provides students with authentic communicative opportunities that classroom instruction alone rarely affords. Moreover, the low-stress nature of these environments was found to lower students' affective filters, facilitating more natural and spontaneous language acquisition in line with Krashen's theoretical predictions. The principles of Social Constructivism were equally supported, as participants consistently described a process of progressive linguistic development built upon prior social experience and peer interaction.

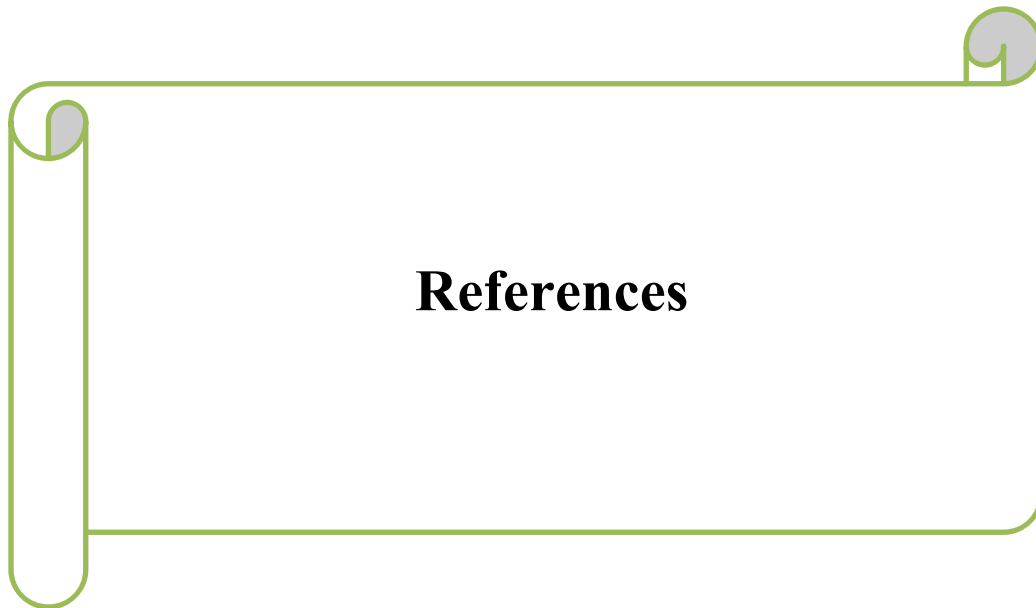
The present study makes a meaningful contribution to the field of applied linguistics and English language education in Algeria. By providing empirical evidence of the role of extracurricular activities in oral skill development, it highlights the importance of informal learning environments as complementary tools to formal instruction. The findings are particularly relevant to the Algerian educational context, where traditional teaching methods continue to dominate and extracurricular engagement is often undervalued. This research therefore calls for a reconsideration of the place accorded to clubs and student organizations within university language programs.

Despite its contributions, the present study is subject to a number of limitations that should be acknowledged. First, the sample size, while sufficient for a qualitative investigation, remains limited in scope. The findings reflect the experiences of a specific group of students and teachers and cannot be generalized to all Algerian university learners. Second, the study relied primarily of self-reported data, which is subject to inherent limitations of subjective perception. No pre-test or post-test design was employed to measure oral skill development objectively over time. Third, the variability in the type, frequency and duration of extracurricular participation across the sample made direct comparisons between participants difficult. These limitations do not invalidate the findings but should be taken into consideration when interpreting the results.

In light of the above, several directions for future research are recommended. Future studies may benefit from adopting a purely qualitative approach with a larger and more representative sample in order to establish statistically significant correlations between extracurricular participants and measurable gains in oral proficiency. The inclusion of pre-test and post-test assessments, as well as observational data collected within club settings, would provide more objective evidence of language development. It is also recommended that future investigations

extend the scope of inquiry to include all four language skills, as participants in the present study noted improvements not only in speaking and listening but also in reading and writing as a result of managing club documentation and digital correspondence. Additionally, future research could shift focus to the perspectives of teachers, administrators and syllabus designers in order to examine the institutional conditions necessary for the successful integration of extracurricular models into formal English language curricula.

In conclusion, this study has demonstrated that university clubs and extracurricular activities constitute valuable and underutilized resources for oral English language development among Algerian students. By creating authentic environments that reduce anxiety, promote peer interaction and encourage spontaneous language use, these activities complement formal instruction in ways that are both meaningful and lasting. It is hoped that the present findings will encourage educators, institutions and policymakers to recognize the educational potential of extracurricular engagement and to take concrete steps towards integrating social and communicative learning models into the broader framework of English language education in Algeria.



References

For your references and appendices, I have adapted the sources to fit the theme of University Clubs and Extracurricular Activities while maintaining the professional citation style and the specific structure of your interviews.

Credits to the Student Organizations and Platforms featured in this paper:

-AIESEC International, Leadership Development and Cross-cultural Communication workshops.

-Al-Sibai, D. (2005). The impact of extracurricular activities on oral proficiency among EFL learners (Master's thesis). King Saud University.

-Astin, A. W. (1999). Student involvement: A developmental theory for higher education. "Journal of College Student Development", 40(5), 518–529.

-Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Prentice-Hall.

-Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). Pearson Longman.

-Chomsky, N. (1965). Aspects of the theory of syntax. MIT Press.

-Dewey, J. (1938). Experience and education. Macmillan.

- Discord & Slack Technologies, Communication platforms used for club coordination and informal chat.

- Driscoll, M. P. (2005). "Psychology of Learning for Instruction" (3rd ed.). Allyn & Bacon. (Focusing on Social Constructivism and active learning).

- Jones, R., & Smith, K. (2021). The Effect of Extracurricular Participation on Linguistic Motivation. "Academic Review of Applied Linguistics".

-Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press.

-Lave, J., & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press.

- Lightbown, P. M., & Spada, N. (2013). "How Languages are Learned" (4th ed.). Oxford University Press. (Focusing on the Affective Filter and Acquisition vs. Learning).

- Mayer, R. E. (2009). "Multimedia Learning" (2nd ed.). Cambridge University Press. (Adapted to Social Interaction as a Multimedia experience).

- Model United Nations (MUN), Formal Debate and Diplomatic Simulation Protocols.
- Nunan, D. (1989). *Designing tasks for the communicative classroom*. Cambridge University Press.
- Savignon, S. J. (1997). *Communicative competence: Theory and classroom practice* (2nd ed.). McGraw-Hill.
- Swain, M. (1985). *Communicative competence: Some roles of comprehensible input and comprehensible output in its development*. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235–253). Newbury House.
- Thompson, G. (2018). “In my opinion, lectures are just the beginning”: Language acquisition through social clubs: A qualitative study on university students. “*Journal of Educational Social Research*”.
- United Nations. (2022, February 21). Why do children learn languages more effortlessly than adults? “United Nations Western Europe”. <https://unric.org/en/why-do-children-learn-languages-more-effortlessly-than-adults/>
- Vygotsky, L. S. (1978). “*Mind in Society: The Development of Higher Psychological Processes*”. Harvard University Press.
- Western Governors University. (2020, May 27). What is constructivism? “Western Governors University”. <https://www.wgu.edu/blog/what-constructivism.html>.
- Widdowson, H. G. (1978). *Teaching language as communication*. Oxford University Press.

Appendix One

Teacher's interview

Dear participants,

You are kindly asked to answer the following questions. Your opinion and time are highly valued and your assistance is greatly appreciated. The information gathered here will be used for academic purposes only and will remain strictly confidential.

1. For how long have you been an active member of university clubs or extracurricular activities?
2. How many hours per week do you spend engaged in club-led events or social meetings?
3. Does the idea of acquiring English language skills through extracurricular activities seem familiar to you?
4. Do you have a personal experience of improving your English specifically through social clubs?
5. Have you noticed any improvement in your ability to speak English as a result of these activities? If so, can you provide examples?
6. In your opinion, what aspects of club participation contribute most to the development of oral and aural English skills?
7. Have you ever consciously joined a club as a tool to improve your English, or has it been more of a byproduct of your social experience?
8. How do you think the spontaneous dialogue in social clubs contributes to language acquisition compared to formal classroom lectures?
9. Have you ever encountered any challenges or difficulties related to language while participating in club debates or meetings? If so, how did you overcome them?
10. Have you ever actively sought out specific clubs (like Debate or Literature clubs) for their potential to help you practice English?
11. How do you balance the enjoyment of social activities with the goal of improving your English language skills?
12. From your perspective as a student, how do you think educators or syllabus designers could better utilize "club-style" learning in an academic setting?
13. Have you ever discussed your experience of using clubs to learn English with other students? If so, what was their reaction?

14. Based on your experience, what advice would you give to other students who are interested in using extracurricular activities to improve their oral and aural English skills?

Following the established methodology, the raw data from these participants has been synthesized to align with the research focus on university clubs and extracurricular activities. The transition from "video games" to "social interaction" remains consistent with the linguistic theories of acquisition and social constructivism.

Participant Profile 1 (Female, Age 24)

Context: Discussion-Based and Role-Playing Social Activities

- Participation Level: She is an occasional participant in university social circles.
- Impact: Extracurricular engagement had a definitive impact on her linguistic development.
- Effective Activity Genres: The types of activities that were most efficient for her were "Role-Playing Workshops" and "Debate-Driven Sessions," particularly those centered on collaborative problem-solving.
- Skill Impact: These activities positively affected her 'speaking skills', specifically her fluency in peer-to-peer dialogue.
- Constructivism Link: She fit the pattern of facing social communication challenges during her early academic years, which ties into the 'Constructivism Theory' (building knowledge upon prior foundations).
- Negative Acquisition: She noted the acquisition of informal/vulgar vocabulary (specifically the "F-word") through unmonitored social interactions.
- Acquisition Faction: She belongs to the "Language Acquisition" group, as she developed her communicative competence spontaneously through social immersion.
- Academic Suggestion: She suggested that "social role-play" can be utilized as a learning tool by broadcasting a recorded debate or social scenario in the classroom and having students practice aural skills through active listening and critique.
- Advice to Peers: Her advice was to engage in role-playing activities where social stakes are involved. Whenever a student does not understand an expression used by a peer, they must proactively seek the meaning to ensure future communicative success.

Participant Profile 2 (Male)

Context: Competitive and Collaborative Extracurricular Activities

- Conceptual Awareness: He was highly familiar with the concept of acquiring language through social engagement and extracurricular platforms.
- Longevity of Exposure: Social interactions began to impact his language skills during his early formative years.
- Impact on Oral Skills: “Multiplayer/Team-based activities” had the most significant impact on his speaking skills by providing the necessary motivation to communicate.
- Communication as a Pillar: “Active communication” was the primary aspect through which both his listening and speaking skills were exercised.
- Theoretical Distinction: The participant clearly differentiated between "Acquisition" (spontaneous) and "Learning" (methodical).
- Prior Foundation: Through informal club interactions, he possessed basic English proficiency before it was formally introduced in a school setting.
- Hybrid Objective: While he occasionally had "learning" as a conscious objective during club meetings, most of his growth occurred unconsciously during social immersion.
- High-Impact Genres: Large-scale collaborative projects and student-led events (the social equivalents of complex narrative franchises) had the largest impact on his development.
- Overcoming Challenges: He faced difficulties when encountering peers with diverse or heavy regional accents; he overcame these through the use of visual aids and written minutes during meetings.
- Mimicry and Practice: He tends to repeat influential phrases used by leaders or eloquent speakers (activating both oral and aural skills), emphasizing the power of linguistic modeling.
- Accent Acquisition: He reported acquiring specific speaking styles and professional tones from interacting with diverse members in international student organizations.
- Academic Deployment: He recommended that educators grab a "content-heavy" segment of a social interaction like a recorded debate cutscene and show it to the class. However, he insisted that students should "play the role" (active participation) rather than just watching, to avoid the passive experience of watching a movie.
- Social Reactions: He shared his acquisition experience with active club members and non-members; the former were interested, while the latter showed a negative or skeptical reaction.

Activity Efficiency:

- Formal/Structured Activities: (Narrative-driven social roles) helped primarily with the listening aspect.

- Informal / Collaborative Activities: Were mostly useful for developing speaking skills.

- Advice to Peers: He advised joining competitive debate or social organizations that require constant communication and high-pressure verbal interaction.

Following the established methodology for this study, the raw data from these two participants has been adapted to align with the framework of University Clubs and Extracurricular Activities, while preserving the original linguistic insights and theoretical connections.

Thank you for your Contribution!

Appendix Two

Pupils' Questionnaire

Dear Participants,

You are cordially invited to take part in a research study investigating the effectiveness of English clubs and academic workshops in enhancing university students' oral skills and academic performance. Your participation is voluntary, and your responses will remain completely anonymous. The information you provide will be used only for academic research purposes. Thank you for your time and valuable contribution.

Background information

1. Gender:

- a. Male ☐
- b. Female ☐

2. Age:

- a. 19 to 22 years old ☐
- b. 23 to 26 years old ☐
- c. More than 27 years old ☐

3. What is your major field of study?

Section One : Participation in English Clubs

1. Have you ever participated in English clubs?

- a. Yes ☐
- b. No ☐

2. How long have you been a member of the English club(s)?

- a. Never been a member ☐
- b. 1 semester ☐
- c. 2 semester ☐
- d. More than a year ☐

3. How frequently do you attend English club meetings?

- a. Never ☐
- b. Rarely ☐
- c. Occasionally ☐
- d. Monthly ☐

4. What activities do you typically engage in during English club meetings?

- a. Role-Playing ☐
- b. Debate ☐
- c. Discussion ☐

5. To what extent do you agree with the following statement?

- . Do you agree that The English club has improved your confidence in speaking English

- a. Strongly Agree ☐
- b. Agree ☐
- c. Disagree ☐

- . The English club has improved your pronunciation and fluency

- a. Agree ☐
- b. Disagree ☐
- c. Strongly Agree ☐
- d. Strongly disagree ☐

- . The English club has provided a supportive environment for practicing English

- a. Agree ☐
- b. Disagree ☐
- c. Strongly Agree ☐
- d. Strongly disagree ☐

Section Two : Participation in Academic Workshops

1. you ever participated in academic workshops (e.g., presentation skills, public speaking, etc.)?

- a. Yes ☐
- b. No ☐

2. How helpful were the academic workshops in improving your oral skills?

- a. Not at all helpful ☐
- b. Extremely helpful ☐

3. To what extent do you agree with the following statement ?

- .The academic workshops have helped you to manage your anxiety about public speaking.

- a. Agree ☐
- b. Disagree ☐
- c. Strongly Agree ☐
- d. Strongly disagree ☐

- .The academic workshops have provided you with useful strategies for academic success

- a. Agree ☐

- a. Disagree
- b. Strongly Agree

☐
☐

Section Three : Impact on Academic Performance

1. What thing that could be improved about the Academic Workshops?

.....

2. Do you feel that your participation in English clubs and/or academic workshops has positively impacted your academic performance?

a. Yes ☐

b. No ☐

3. Do you think that English clubs and academic workshops should be integrated into the curriculum?

a. Yes ☐

b. No ☐

4. Why do students often learn to speak a language better while hanging out in relaxed student clubs than while sitting in a formal classroom?

.....

5. How do the language struggles a student faces on their very first day in a club actually become the building blocks for their future fluency?

.....

6. Why does hanging out in a university club for a few years make students fluent speakers when years of formal studying often leaves them struggling to talk?

.....

7. If student clubs are meant for practicing language naturally, how does the initial stress of being “lost in conversation” actually force students to actively build their fluency from scratch?

.....

Thank you for your Contribution!