



**MADDA WALABU UNIVERSTY**

**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**THE EFFECT OF EXTRA CLASS ACTIVITIES IN IMPEROVING  
STUDENTS' SPEAKING SKILLS IN EFL CLASSROOM: JARA  
SECONDARY SCHOOL, GRADE 9 IN FOCUS**

**By**

**YENENESH TILAHUN**

**ADVISOR: TESSEMA TADESSE (Associate Professor)**

**September, 2023**

**Bale, Robe, Ethiopia**

## **Declaration**

I, the undersigned, declare that this is my original work and has not been presented for a degree in any university.

Name Yenenesh Tilahun

Signature \_\_\_\_\_

Place                   MaddaWalabu University

Date of submission   September, 2023



## **ACKNOWLEDGEMENTS**

Firstly, I would like to thank My God, for granting me the energy and power to continue my efforts to prepare this research. Secondly, I would like to express my deepest appreciation to my advisor, Tessema Taddesse (Associate Professor), for patiently guiding and supporting me during the whole works of this study. I like to offer my great appreciation of this respected insight and advice. This thesis work would not have been possible without his constructive comment with face- to- face, mobile conversation and writing comments on the drafts.

Secondly, I would like also to thank my school, Jara secondary school, for giving me the opportunity of conducting this research. Thirdly, I am grateful thanks to all those who participated in the study who helped me to carry out my research and I would like to thank the principals of Jara secondary school who stand beside me with different supports, EFL teachers and grade 9 students in the school for their cooperation while conducting this study.

At the end, I would also like to extend thank to my husband, Aschalew Mulugeta, who provided me with necessary help as well as moral support to accomplish this thesis successfully and to all the teachers, students and friends participating directly and indirectly in this MA thesis work.

## **Abstract**

*The purpose of the study was to assess the effect of extra class activities on students' speaking skills in EFL classroom at Jara Secondary School. Accordingly, quasi-experimental design with both qualitative and quantitative research methods was conducted. As the study was conducted in the natural setting of education, the researcher took two comparative classes of students having 55 and 56 were the participants of the study. Convenient sampling technique was a relevant technique used to select samples from the target population. The necessary data were obtained through tests and interviews. To make it clear more, there were pre-test and post-test. Interview was held to the experimental group students as well. The data that were gathered by tests were assessed in descriptive statistics, independent samples t-test and paired sample statistics. But, interviews were analyzed qualitatively. The major findings indicated that there was a significant difference between the pre-test and post-test, extra class activity has improved the students' speaking skills. The result of qualitative data also showed the students speaking on accuracy and fluency were also significantly improved as result of the treatment given. Then, recommendations were given EFL teacher can use extra class activities procedures in their teaching. It was also recommended for the schools to establish English Language clubs so that their students practice presenting different poems narratives, musics and etc in English in front of others.*

## **Abbreviations**

ELL English Language Learner

EFL English as a Foreign Language

ESL English as a Second Language

IELTS International English Language Testing System

CLT Communicative Language Teaching

E.C Ethiopian Calendar

ECA Extra class Activities

SL Second Language

FL Foreign Language

USAID United States of America International Development

# Table of Content

<b>Contents</b>	<b>Page</b>
Declaration.....	ii
ACKNOWLEDGEMENTS.....	iiv
Abstract.....	v
Abbreviations.....	vi
Table of Contents.....	vii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Statement of the Problem.....	3
1.3. Objectives of the Study.....	5
1.3.1. The General Objective.....	5
1.3.2. The Specific Objectives.....	5
1.4. Hypothesis.....	6
1.4.1. The Null Hypothesis.....	6
1.4.2. The Alternative Hypothesis.....	6
1.5. Significance of the Study.....	7
1.6. The Scope of the Study.....	7
1.7. Limitation of the Study.....	8
1.8. Operational Definitions of Key Terms.....	8
CHAPTER TWO.....	9
REVIEW OF RELATED LITERATURE.....	9
INTRODUCTION.....	9
2.1. What is Extra class Activities?.....	9
2.2. History of Extra class Activities.....	9
2.3. Role of Extra class Activities in assisting the learning of English as Foreign Languages (EFL).....	11
2.4. Nature of Extra Class Activities.....	11
2.4.1. Facilitate Cooperative Language Learning.....	11

2.4.2. Add Motivation to the Learning .....	12
2.4.3 Make Language Learning Integrated.....	12
2.4.4. Provide Authentic Language Learning Situation .....	13
2.4.5. Facilitate Communicative Language Teaching (CLT).....	14
2.5. Components of Effective EFL Speech Club Activities.....	16
2.5.1. Dialogues and Group Discussions.....	16
2.5.2. Debate Contests .....	188
2.5.3. Drama .....	18
2.5.4. Language Games .....	199
2.6. Activities to Promote Speaking.....	211
2.6.1. Role-play .....	21
2.6.2. Simulations .....	21
2.6.4. Brainstorming .....	22
2.6.5. Storytelling .....	233
2.6.6. Interviews .....	23
2.6.8. Reporting .....	24
2.6.9. Playing Cards.....	24
2.6.10. Picture Narrating.....	255
2.6.11. Picture Describing. ....	255
2.6.12. Find the Difference.....	25
2.7. Definition of Speaking Skills .....	27
2.8. How to teach speaking?.....	28
2.9. Oral communication Skills in pedagogical Research.....	32
2.10. Characteristics of Effective Speaking Activities.....	33
CHAPTER THREE .....	34
RESEARCH DESIGN AND METHODOLOGY .....	34
3.1. Research Design.....	34
3.2. Description of the Study Area.....	34
3.3. The Description of the Study Participants.....	35
3.4. Procedure: Pilot and Main Study .....	35
3.4.1. The Pilot Study .....	35

3.4.2. The main Study.....	37
3.5. Data Collection Tool .....	37
3.5.1 Achievement Test.....	37
3.6 .Reliability and Validity of Data Gathering Instruments .....	38
3.7. Designing the Tests .....	38
3.7.1. The Speaking Tests.....	39
3.7.2. Administrating and Scoring Test.....	39
3.8. Procedure of Data Collection .....	39
3.9 Treatments Given to Both Groups .....	40
3.10. Method of Data Analysis.....	41
3.11. Research Ethics .....	41
4.1. Data Presentation.....	42
4.1.1. Descriptive Statistics and Correlation .....	43
4.2. Data Analysis .....	44
4.2.1. Comparisons of the pretest scores of Control and Experimental Groups.....	44
4.2.2. Comparison for experimental and Control posttests mean.....	45
4.2.3. Comparisons of students' pre& post test scores of Control and Experimental Group in their Speaking Fluency and Accuracy .....	47
4.3. Discussion .....	48
CHAPTER FIVE .....	52
SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	52
5.1 Summary .....	52
5.2. Conclusions .....	53
5.3. Recommendation.....	54

References.....	55
APPENDIX I .....	63
APPENDIX II,,.....	65
APPENDIX III.....	66
APPENDIX IV.....	67
APPENDIX V.....	73

## List of Tables

<b>Table</b>	<b>page</b>
Table 1 Paired Samples Statistics.....	39
Table 2 Paired Samples Correlations.....	39
Table 3 Paired Sample Statistic for Ex. and Con groups pre test result mean.....	40
Table 4 Independent Sample T-test of pre-test.....	40
Table 5 Paired Sample Statistics for Ex and Con groups post-test result mean.....	41
Table 6 Independent Sample T- test of post-test.....	41
Table 7 Paired Samples T-test of Ex group for pre & post-test scores.....	42
Table 8 Paired Samples T-test of Co group for pre & post-test scores.....	42
Table 9 Paired Samples Test for Ex and Co group of students Accuracy and Fluency in their pre & post-test results.....	43

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1. Background of the Study

Language plays significant roles in the life of human beings. Without it, the world, perhaps, would not have been communicating. In other words, it is through language that the world's communication and development is established. That is, learning an international language helps people at large. As a result, many people learn English, which is spoken all over the world. Learning this language, however, is not as simple as it is expected. This is due to the fact that learning English language involves not only knowing the language system (knowledge of grammar, vocabulary etc) but also the use of the language system (Skills). The complexity even gets harder if one is learning these language skills in a second or foreign language context (Ree,2008).

Though English Language is important to communicate, it is not enough for students to learn words, phrase and grammatical features if they went to produce language in daily communication on to interact with others in English. Therefore, the most important thing that should be noticed in teaching speaking is how to automatize all of the language elements such as, vocabulary, grammar, pronunciation ,fluency and comprehension which students have to process to communicate, since the main function of language is the means of communication. Harmer (2001) also states that the ability to speak fluently emphasized not only on the knowledge of language features but also the ability to express oneself or others.

English Language Learner (ELL) a student who experience challenges need additional support to learn the English language (Ortmeier-Hooper,2012).ELL experiences range of challenges adjusting to the Ethiopian educational system, including, culture shock, which can affect students social and emotional well-being, confidence, and academic success. Teaching this language is also difficult and the challenges teachers face includes accommodating ELL students within mainstream classrooms (Hite and Evans,2006).To state the reason why this language is difficult and takes a long journey to manage (O.Neil,2009)also cited, ELL students are put in a situation

where they are forced and pressured to acquire a new language in a short period of time, which means that teachers are also under pressure to instructionally respond to these students “ diverse needs.”

Even though all language skills have their own role in communication, speaking has a significant role in ones successful communication and academic achievement. As stated in (Nadig, 2006) to say a communication is effective the two people the sender and receiver understand and interpret message. In our daily lives, most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Nunan (1991) also added some points by saying “success is measured in terms of the ability to carry out a conversation in the (target) language.” Therefore, if the students don’t have any opportunity to speak in the language classroom, extra class activities may help them to improve this language skill.

Beside Nunan, Hailom and Woldu (1998:439) argue that most Ethiopian students could not be achieving the level of capability. To realize the reasons of this issue we can state, Haregewain (1993:1) believes the teaching methods to be the one among others. She quoted that “in Ethiopian government high school the method of teaching the language is traditional with emphasis on mastery of grammar rules. This method does not seem to allow the students to practice using the language.”

In addition to these reasons, Mekonnen, (1984) also suggested as most of Ethiopian students have not the chance to practice what they have learned in the classroom in their real world or real life.

Similarly, Krashen and Terrell (1983) supported the above idea by saying the objective of classroom instruction is to assist learners to be able to use what they learn inside the classroom outside of it even though this is have not gone in the researcher’s school.

Moreover, Brown (1994) believes that language proficiency is ensured when learners get the chance to work with the target language in different contexts. Willis (1997) also states that in the process of second or foreign language learning, language practices among learners would give them opportunities to use the language for real communicative purposes and help enhance their oral proficiency.

In addition, Stern (1983) adds that language learning under real life conditions and /or environment would give learners a living means of communication providing them with better opportunities to learn the target language successfully. From the above discussions, it can be understood that the environment at which the learning take place is a key factors for successful language learning, particularly, speaking skill.

However, it was observed that EFL learners often have various problems in an explicit instruction of speaking practice in the classroom because less attention was given to this skill. What mentioned above for linguistic item in different grade level even students are not free from subject matter. Instead the teachers teach their students focus on grammar, reading and other micro skills.

The researcher from her experiences has also noted that most students in high school couldn't reach level of proficiency. Students' speaking performance is not the expected level. When the students asked to share their ideas in free communicative activities with each other; during pair, group and class discussion and when they are invited to express their idea, opinions, feelings on the given situation, most of them don't act as required. They prefer to be silent or say little .This indicates that there is a gap in this area. This due to a number of reasons such as teachers perspective about this skill, lack of opportunities to practice, lack of learners exposure in these language skills and so on. These conditions are inspired the researcher to conduct this research.

## **1.2. Statement of the Problem**

Many scholars argued that language learning would be more effective provided that there is favorable learning conditions reminds the researcher to hold the view that classroom learning should be supplemented by appropriate and reasonably sufficient practices outside the classroom. In addition, the researcher also believes that in the process of foreign and /or second language learning, it would not be logical to hold the notion that language learning which is confined to the classroom alone cannot equip learners with the necessary knowledge and skills. Hence, students should get chances to practice the language they learn in the classroom outside of it. Therefore, students need more exposure and practice for speaking skill. Language development is influenced by students "context outside and inside of school-social, personal, and cultural experiences (Hite and Evans, 2006).

On the other hand, Biniyam (2008) contrasting the above idea and stated that, extra class activities provide such a context and create favorable conditions which would offer learners opportunities to use the target language for real life communicative purposes. In this regard, dramatic activities, role play, simulation, group discussions, dialogues, debating, broadcasting and others may make language learning more real life among students. Rivers cited in Biniyam (2008) asserts that unlike the regular classroom where language is treated consciously, if the various student activities are used outside the regular class time, students may find them as meaningful as life itself. This is because students' activities beyond the classroom level are believed to enrich learning by way of involving the learners in informal experiences to try-out the language for themselves (Ibid).

The most significance contributions of extra activities to EFL, is the learner exposed to use a language for improving their language skills especially speaking by applying extra class activities those mentioned above. This achievement fulfill if the learner well practices this skill in addition to classroom learning. Extra class gives opportunity for all learners and creates confidence to use the language (Ibid).

Many international and local studies have been conducted around the effects of extra class activities and related topics. To begin with, international studies, we can take some as examples Alnaeem,L (2021) on the involvement in extracurricular activities and overcoming high levels of communication apprehension. The aim of this study was to examine the relationship between involvement in extracurricular activities and students' communication apprehension level and explore students' perspectives regarding the effect of extracurricular activities on their communications skill. The results of this study showed that participation in extracurricular activities helps to improve communications skills and reduce levels of communication apprehension. The above research shows taking part in extracurricular activities is essential to improve communications skills.

There are also local researchers studied on extra class activities such as Biniam (2008) on the role of extra class activities in improving students' English Language skills-speaking and listening in focus. His objective was to examine the role of extra class activities in improving students' speaking skill. The result of his study shows that extra class activities tend to have an important role on the improvements of students English Language Skills. Endris (2016)

investigated the effect of role play in improving grade 9 students speaking skills the case of Worebabo secondary and preparatory School. The result showed that the use of role play one of the techniques to develop speaking skill on language skills. From this, this researcher studied only on one technique to develop speaking skill. This is the gap (the whole techniques) that the researcher would look for in her study. So, this study is different from both international and local researches because it deals on the effect of extra class activities in improving students' speaking skills at Jara Secondary School.

Therefore, this study tried to investigate the effect of extra class activities in improving grade 9 students' speaking skills at Jara high school.

### **1.3. Objectives of the Study**

#### **1.3.1. The General Objective**

The general objective of this study is to assess the effect of extra class activities on improving grade 9 students speaking skills at Jara secondary school.

#### **1.3.2. The Specific Objectives**

The specific objectives of this study are:

- ❖ Comparing the significance difference between experimental and control group students on speaking skill after taking treatment on extra class activities.
- ❖ Finding out whether or not extra class activities improve speaking accuracy of grade 9 students at Jara Secondary school.
- ❖ Improving students' fluency using extra class activities.

## **1.4. Hypothesis**

### **1.4.1. The Null Hypothesis**

1. There would not be a significant difference between experimental group and control group students on their speaking skill at pre test.
2. There would not be a significant difference between experimental group and control group students on their speaking skill at post test.
3. There would not be a significant difference between pre test and post test results of experimental group students on their speaking skill performance.
4. There would not be a significance difference between pre test and post test results of control group students on their speaking skill performance.
5. There would not be a significance difference between pre and post test result of control group in their speaking accuracy and fluency.
6. There would not be a significance difference between pre and post test result of experimental group in their speaking accuracy and fluency.

### **1.4.2. The Alternative Hypothesis**

1. There would be a significant difference between experimental group and control group students on their speaking skill at pre test.
2. There would be a significant difference between experimental group and control group students on their speaking skill at post test.
3. There would be a significant difference between pre test and post test results of experimental group students on their speaking skill performance.
4. There would be a significant difference between pre test and post test results of control group students on their speaking skill performance.
5. There would be a significance difference between pre and post test result of control group in their speaking accuracy and fluency
6. There would be a significance difference between pre and post test result of experimental group in their speaking accuracy and fluency.

### **1.5. Significance of the Study**

The current study is targeted on English as foreign language learners in order to improve their speaking skills and find out their problems on these skills. It assesses the effect of extra class activities on students learning speaking. After the accomplishment of this investigation, the overall research is important for the following concerned bodies.

Firstly, students are the primary ones. Extra class activities by their nature are additional activities but much significant for students in motivating and engaging them to speak in English language both inside and outside the class. Extra class activities give students chances to learn English in a variety of activities. Therefore, students would be initiated to use extra class activities in their daily life in improving this skill.

Secondly, teachers are also the other beneficiaries from the study. Teachers can significantly benefited from the study; 1) the ways extra class activities be effectively implemented in addition to the regular class activities.2)This study also helps the teachers to identify extra class activities that assist them to foster their students speaking skills, particularly accuracy and fluency .

Thirdly, the significance of the study should also be forwarded to the educational policy maker of Ethiopia. In our country several researchers agree that educational curriculum, especially English language curriculum at all level of education lack including extracurricular activities that get recognition by the educational curricularists. Thus, it is significant to include in our English language curriculum at least those that have got international reputation and that were implemented in the study.

Lastly to provide a good insight on teaching speaking using extra class activities and inspired others to conduct study on other macro and micro skills in connecting with extra class activities for the future.

### **1.6. The Scope of the Study**

This study attempted to see the effect of extra class activities in order to improve student's speaking skills. The study was conducted at Jara High school grade 9 EFL learners, who enrolled in 2015 E.C. in Jara Town, East Bale zone. It enclosed to assess the effect of extra class activities for speaking skills. The reason why the researcher focuses on speaking skills, she observed that the students faced difficulty to use macro skills especially speaking skills when they tried to

express a certain topic. In her experience, if the students practice this skill using extra class activities in addition to class room, they can develop their language skills. The study is restricted on grade 9 students in Jara High school. As a result, the researcher has got opportunity to do her research simultaneously with her regular work.

### **1.7. Limitation of the Study**

There were many limitations in this study. From those, the main one was the access of related review literature, as the researcher lives remote area, where no or very limited access of Internet, wi-fi and up to date references exist. The absence of students' in treatment is the other limitation that occurred in this study. To overcome the limitations the researcher tried to move another place where different sources were presented. In order to reverse the problem related to students absenteeism from class. It was solved by contacting the students' parents and discussing the causes of their daughters or sons absenteeism and come to agreement.

### **1.8. Operational Definitions of Key Terms**

According to the researcher, the following terms were used in the context of the research.

**Effect** -the improvement that comes in the speaking process.

**Speaking skill** - is an interactive process of constructing meaning that involves producing, receiving and processing information.

**Extra Class** -additional class

**Extra Class Activities** -activities which require outside the classroom in addition to regular class for the sake of improving speaking skill. Are non- traditional methods or the out of class activities seeking to improve the level of learning and teaching process in different dimensions of language teaching. Discussions, Dialogue, Role play, Language games, Dramatic activities, Debating, and the like terms in this thesis are all used with the sense of extra class activities.

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

#### **INTRODUCTION**

This chapter begins with a definition of extra class activities. Then, history of extra class activities is discussed. Role of extra class activities in assisting the learning of English as foreign language is explained in the second section. In the third section, nature of extra class activities is mentioned. Here facilitate cooperative language learning, activities add motivation to the learning, make language learning integrated ,provide authentic language learning situation and facilitate communicative language teaching are included. Finally, dialogue and group discussions, language games, debate contests and drama are discussed under components of effective EFL speech club activities.

#### **2.1. What is Extra class Activities?**

Extra class activities are defined as the non- traditional method that fall out of traditional methods or out of class, they allow students to explore new things by themselves, they help students to choose a suitable activity for them without obligating. ECAs could change the mood of class from a traditional mood into the modern mood by participating in different activities. ECAs have influenced on students' level in a different dimension, especially in English, this activities students a chance to learn English via a variety of activities such as talking with a native speaker, joining to English club, watching films, listening to music (Marsh and Kleitman, 2002).

#### **2.2. History of Extra class Activities**

It is a common belief among various scholars that the beginning of these activities goes back to the beginning of the organized form of learning. Setotaw 1998:229) asserts that “extra class activities (have existed) since the start of modern education in Ethiopia”. Furthermore, the activities cover almost all disciplines including social science, real life science, agriculture, humanities, language and literature, arts and so on (Ibid).

In addition to this in the United States of America, there was the beginning of using ECAs, specifically in the nineteenth century. Casinger (2010) explained ECAs were as extra activities of

the regular academic year plan. The students found in the ECAs a kind of interesting that they may help them to spend time. In the twentieth century, many researchers focused on the effect of ECAs on students' achievement to evaluate their level inside and outside class and different skills for their daily life (Tchibozo, 2007).

According to Marsh and Kleitman (2002) the idea about adding ECAs to the teaching/learning process was different in the nineteenth century where the educator did not agree with ECAs in the teaching /learning process, they thought these are not useful for students. Before the twentieth century, educators focused on the academic results in educational institutions to give the outcomes for each student without using ECAs, they thought the ECAs do not help students to be a success in different levels and they thought the regular instruction is the main source to evaluate the students' level

Housen and Beardmore (1987) declared that in the twentieth century, the philosophy of ECAs has been developed as a technique in educational institutions for learning and teaching FL. Through the twentieth century, several researchers shed light of on the differences between regular and irregular instruction in learning target language (Krashen 1981) the methods employed in language teaching has an important role because of the ECAs depends strongly in this method.

The ECAs have a critical part in teaching language as FL; they depended on the method selected in language teaching. Hundreds of language teaching approaches and methods appeared in the last hundred years, such as the Direct method (Larsen-Frean,2000), Audio lingual methods, Neurolinguistics Lexical Approach, Programming ,Community Language Teaching, Competency Based Language Teaching and others. ECAs also have a lot of advantages for language acquisition, such as improving the relationship between student and teacher, improving the school-community relationship, improving the relationship among students.

## **2.3. Role of Extra class Activities in assisting the learning of English as Foreign Languages (EFL)**

It has been noted that extra class activities cover almost all sorts of field of studies including social science, real life science, humanities, language and literature, linguistics, and so on. From the above statement it can be understood that extra class activities can facilitate the process of EFL/ESL learning so long as they cover language. Furthermore, the fact that most of school club activities involve social gatherings makes the activities language oriented. In addition to these, they tend to play decisive role in the development of cooperative language learning among students which in turn help learners develop active participation in what they do providing them with opportunities to foster their language competence (Bromley,1988).

To add some point in the above explanation, the school climate is believed to describe the quality of the school as a whole. In other words, a school which encompasses a healthy learning environment fulfills students' dreams and hopes. Such environment in turn stimulates both teachers' and students' creativity. Keefe and Jenkins (1997) argue that, the practice of s student activity programs support the standard curriculum and create successful learning environment, and foster the use authentic instruction together with good communication. They also note that, schools should not be places where only formal learning takes place. They should rather be places where learners enhance the spirit of cooperative learning and the development of their entire personality (Ibid).Especially, in the process of second or foreign language learning, learning is more likely if the learning environment is friendly, supportive, resource rich, and interactive. Zarry (1991:88) puts that "...language learning process is facilitated by setting up language opportunities and providing initial ideas". Hence this can be ensured if students get involved in the practice of extra class activities.

## **2.4. Nature of Extra Class Activities**

### **2.4.1. Facilitate Cooperative Language Learning**

As student activities outside the classroom involve many students at a time, they have such features of cooperation among students which help learners develop the traditional of

collaboration language learning. As far as the role of collaboration in assisting language learning is concerned, Keefe and Jenkins (1997:100) also reveal that “one well valid related approach to language learning with implications for all subjects is cooperation.”

Hence, as students’ activities outside the classroom involve learners with a variety of experience, background knowledge, and skills, they may facilitate cooperative language learning to confirming this. Young (1991) reveals that six potential sources of language anxiety hinder SL/FL learning among which classroom setting can be cited. As far as the effect of anxiety on foreign language learning is concerned, Horowitz (1986) notes that in foreign language classes anxious learners have difficulty in speaking and in discriminating the sounds and structures of a target language message. Extra class activity programmes also support learners to model each other and learn language skills through imitation. In this regard behaviorists believe that language can be learned through imitation where there is an environment which fosters it. The practice of extra class activities can provide such environment and hence, help learners to model each other and learn cooperatively through imitation (Ibid).

#### **2.4.2. Add Motivation to the Learning**

Pegrum (2000) believes that outside learning increases learners’ motivation as it puts them on track to becoming independent learners who can make use of the English speaking environment to learn in their own time .Brown, (1994) notes that student-centered and cooperative learning activities motivate learners intrinsically and encourage them to take charge of their own learning. Hedge, (2000)also notes that cooperative language learning would motivate learners as it caters students with an anxiety free learning environment. It is also argued that in the process of second Language learning as a whole, motivation plays significant role. Other studies on the relation between motivation and cooperative learning reveals that, cooperative learning minimizes anxiety and makes learning more likely. From the above discussions, it would possible to imply that extra activity programmes, as they provide such a collaborative working environment, would be so motivating and; hence, may lower students’ anxiety and make the learning more likely.

#### **2.4.3 Make Language Learning Integrated**

Zarry (1991) notes that extra class activities involves the practice of different language skills at a time. Bromley (1988) also argues that student activities outside the classroom are highly associated with the development of writing, reading vocabulary and oral expressions. Students’

activities outside the classroom are also assumed to be one of the best ways to blend theory with practice and enhance integrated language learning. Bromley (1988:7) criticizing teaching discrete language elements argues that,“---in many schools blocks of time are given to teaching listening, spelling, writing ,reading ,speaking and grammar ...(however)the four language forms are used in real life together whenever we interact with others to communicate or learn’’. Hence, as outside classroom activities provide a real life learning situation, language learning may inevitably be integrated.

Furthermore, the author also explain that “---the speaking vocabulary develops from words in the listening vocabulary with the addition of new words and phrases that a learners tries out as he experiences the word and as he gains command over the rule of language. ‘Hence, it can be inferred from the above statements that development of one skill contributes a lot in the development of the other skills. Ability with spoken language has a great role to the development of reading and writing proficiency. (Ibid:8).The above idea also tends to be true to the development of their oral skills as students discuss points on the story and an impressive story inspires learners write about a topic they are interested, which in turn helps the development of their writing skills. Hence, it would be possible to imply that student activities outside the classroom are helpful to integrate both language skills and language with content.

Bromley(1988:245) further notes that such practice of extra class activity programmes increases students’ exposure to specific written and spoken through listening and reading which later helps the learners produce these forms themselves.“Both oral and written language compositions develop as students have opportunity to use and practice expressive language’’. The author further explains that listening to stories read to students help the development of their listening, vocabulary comprehension, and extends content learning.“Hearing someone read a story orally or reading themselves generally reinforces and develops students’ listening and reading competence’’ (Ibid: 10).

#### **2.4.4. Provide Authentic Language Learning Situation**

Pegrum (2000:1) states that, any language learners come across outside the classroom is authentic language. ‘‘Exposing students to pieces of the outside world has an important function in respect to providing realistic language input’’. Tchudi (1994) also argues that in order to promote authentic language growth; learners need to be engaged in meaningful activities outside

the classroom. In the author's view, extra class activities may give students real life learning situation. From the above discussions, it can be understood that outside learning can help learners to be potentially authentic language input where students can get greater exposure to the target language, and this may help them not only in the retention of what they have already learned in the classroom, but also in the acquisition of the recently learned elements of language (Grains and Radman 1987,) cited in Pegrum, 2000). Keefe and Jenkins (1997) also support that these activities outside the classroom can provide learners with actual language practice.

#### **2.4.5. Facilitate Communicative Language Teaching (CLT)**

Nunan (1986:1) argues that it is difficult to implement the communicative language teaching so genuinely at the classroom level. "Language practices in grammatical terms focus, error correction, the expensive use of drill and controlled practice, and interactions are pseudo communicative". Little Wood (1981) views the above lists of activities as pre-communicative activities which may have a role for later actual communicative language work. On the other hand, Hedge (2000) characterizes genuine CLT as random distribution of information, exchange of ideas through explanation, confirmation, questioning, and negotiation of meaning and the use of authentic material between and/or among communicants. From the above explanations about CLT, it would be possible to infer that student activities outside the classroom would relatively fulfill the characteristics listed above and hence, may have such feature of CLT. Keefe and Jenkins (1997) argue that extra class activities provide uneven chance for students to communicate with the target language where there is no patterned interaction. Hence, unlike the structure classroom activities, student activities outside the classroom may provide learners with reasonably favorable opportunities for the students to practice all of the language skills communicatively.

As far as the difficulty of implementing a genuine CLT in the classroom is concerned, Nunan (1986:4) again stresses that, in the classroom "---in all lessons, it is generally the teacher who decides who should say what, when." Whereas when students are involved in activities outside the classroom, they may be aware of when to speak, to listen to ---etc and they are aware of their powers (Ibid). Nunan concludes that " ---there is a growing body of classroom based research which [states that] there are few opportunities for genuine communicative use in second language classrooms" (1986:6). Long and Sato (1983:283) also indicate that " ESL/EFL teachers continue

to emphasize form over meaning, accuracy over communication''. They put that EFL/ESL classroom tend to provide less genuinely communicative situation.

The classroom speech of students is effected by at least two kinds of constraints; those imposed by the classroom as the setting for the conversation, including the patterns of speech associated with the role of teachers, and those arising from the limited linguistic proficiency of the interlocutor (Long and Sato, 1983:27).

Also notes that if the use of language in the classroom is compared with language used outside, important differences become evident. These differences are the necessary result of the organization of the contexts for the formal teaching of language that takes place in the classroom. Outside the classroom, however, in real life environments language is means to an end ...the language classroom is by definition a contrived context for the use of language as a tool of communication. The bulk of time in a language class is devoted to practicing language for its own sake because the participants in this activity realized that, that is the expressed purpose of their gathering together in a room with a blackboard and language expert the teacher (Selinger 1983:250-251).

Therefore, unlike the classroom learning, student activities outside the classroom may provide learners with a wide range of opportunities to work in groups in a real or a simulated environment which helps them to see the relationship between classroom learning and the outside world (Keefe and Jenkins, (1997). Together with all the above insights, many linguists and ELT theoreticians such as Little wood(1981) and Thompson, (2006) state that language is a system of communication and can best be learned provided that learners have opportunities.

These stated in the above opportunities according to the authors may facilitate the learning of all skills communicatively. " In fact, communicative language teaching doesn't only take place through speech" (Thompson, 2006:2). Therefore, as extra class activities involve the practice /use of the different language skills at a time, it feels logical that, they have an element of genuine CLT in them.

In fact, it would be possible to apply pair and or group discussions in the classroom. Yet, as the setting is the classroom, the activities may still be under a greater control of the teacher."Even when pair work is used the learners never choose what to say ; they simply work out how to say

what they are told to say”(Thompson,2006:3).The author further notes that unlike pseudo communication, genuine language communication involves learners to be part of the communication in as many communicative situations as possible.

## **2.5. Components of Effective EFL Speech Club Activities**

There are various activities suggested by different scholars which could potentially be used outside the classroom to aid the development of one’s oral skill. These activities are suggested to extend the student opportunities outside the classroom to develop their oral proficiency and oral expressions (Keefe and Jenkins, 1997).The authors categorize the activities as: broad casting, public speaking, debating, storytelling, interpretive reading, and discussions of various levels. Bromley (1988) adds dramatics and language games to the lists. The following section treats some of them. Because of the interdependent nature of speaking and listening skills, the activities listed below are also assumed to help the improvement of both skills.

### **2.5.1. Dialogues and Group Discussions**

According to Keefe and Jenkins (1997:5) discussions and dialogues help learners develop team learning. The authors note that “discussion is concerned with explaining a point of view order to win argument. Dialogue, is conversation that explores differences of open opinions in order to solve them”. The authors go explaining that: In a functioning learning organization, both discussion and dialogue are important. Discussion identifies differences and dialogue moves beyond them. Individuals suspend their assumptions but they communicate freely. In dialogue, people become observers of their own thinking.

From the above explanations, it would be possible to imply that both discussions and dialogue may allow learners express their own feelings and opinions in the target language which intern help them develop higher order thinking rather than memorizing language items. Keefe and Jenkins, (1997:24) also argue that language learning should not be confused with memorization“...memorization is not real learning.”

Furthermore, it is believed that dialogue and discussion outside the classroom setting would provide a risk-free, motivating and talk-rich environment. “An environment that nurtures effective speaking is relaxed and positive in the sense that there are no corrections or reprisals for the use of non-standard English or talk that is less, then effective students must first feel free to

speak and confident that their contribution will be accepted without criticism.” Ur (1981:2) also believes that discussions are valuable ways of helping learners develop their speaking skills. She argue that “the most real life and effective way for learners to practice talking freely in English is by thinking out some problem or situation together through verbal inter change of ideas: or in simple terms to discuss.”The author explains that discussion has the objective of enabling learners to be efficiently fluent in the target language.

In addition to the above stated points, (G.Mirkhodjaeva, 2019), Put after a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the teacher sets the purpose of the discussion activity. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

For example, learners can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members (Ibid).

At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision-making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The teacher can either assign the group members or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on (Ibid).

### **2.5.2. Debate Contests**

Krieger (2005:25) comments, debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways. In addition to providing meaningful listening, speaking and writing practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. These activities offer chance for participants to practice such language skills as speaking and dialect. Ur (1981:105) asserts that "...the skills of oratory are learned and exercised in a debate better than anywhere else". The author also notes that debating has the value of developing logical reasoning and the skills of argumentation. Debating is also viewed as the one which gives students opportunities to develop the art of effective oral communication. In addition, debating activities can offer learners the chance to deal with public issues by means of student forum or the panel discussion which in turn help them develop their oral skills.

### **2.5.3. Drama**

Zarry (1991) argues that as drama involves extensive use of written and spoken language, it helps learners enhance their entire language skills. Freeman, Sullivan and Futon, (2003) also note that drama activities can play a key role in the teaching and learning of language both inside the classroom as an integral part of the standard curriculum and outside the classroom as an extracurricular activity. The authors believe that drama activities aid learners develop a sense of a story structure by providing them with opportunities to create and perform their own narrative scripts. In doing so, students would get the chance of trying out rich vocabularies of their own for real life communicative purpose. (Keefe and Jenkins, 1997 and Bromley, 1988).

Zarry (1991:9) believes that drama activities "have a refreshing power, encourage creativity, which makes learners critical and problem solvers." Bromley (1988) also argues that drama activities broaden the performers' experiences. She also notes that there may be various books, motion pictures and other on the subject; but the best way to learn is by practice. Hence, drama has such quality (Ibid).

Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination. Drama encourages adaptability, fluency and communicative competence. It puts language in to context,

and giving learners experience of success in real life situations it should arm them with confidence for tackling the world outside the classroom. Paul (1990).

#### **2.5.4. Language Games**

Language games are not activities mainly aimed to break the ice between students or to kill time. Byrne (1995) gave the definition to games as a form of play governed by rules. They should be enjoyed and fun. They are not just a diversion, a break from routine activities, but a way of getting the learner to use the language in the course of the game. Similarly, Jill Hadfield (1990) defined games as "an activity with rules, a goal and an element of fun." There are a great number of language games. So teachers have a variety of choices. However, in deciding which game to use in a particular class and which games will be most appropriate and most successful with their students, teachers must take many factors into account.

According to Carrier (1990) teachers should first consider the level of the game to fit their students' language level. They should choose the game that fits the purposes of that class or the content. Moreover, teachers should consider students' characteristics: whether they are old or young, serious-minded or light-hearted, and highly motivated to learn or not. They should also consider when the game should be used.

According to Richard-Amato (1996), even though games are often associated with fun, we should not lose sight of their pedagogical values, particularly in second language teaching. Games are effective because they provide motivation, lower students' stress, and give them the opportunity for real communication.

Naturally when playing games, students are trying to win or to beat other teams for themselves or on the behalf of their team. They are so competitive while playing because they want to have a turn to play, to score points and to win. In the class, students will definitely participate in the activities. Therefore, it is possible for a teacher to introduce students to new ideas, grammar, and knowledge and so on. As in the dictation game, students are so competitive that they want to finish first and win. It can be clearly seen that games can capture students' attention and participation. They can motivate students to want to learn more. Moreover, they can transform a boring class into a challenging one.

Another reason why games are often used in language classes is that they lower students' stress in the classroom. In conventional classrooms, there is a lot of stress put on students trying to master the target language. Schultz (1988) said that:

"...Stress is a major hindrance in language learning process. This process [Learning language in traditional way] is by its nature time consuming and stress provoking... .. raise the stress level to a point at which it interferes with student attention and efficiency and undermines motivation. .... One method has been developed to make students forget that they are in class ....relax students by engaging them in stress reducing task (games)."

There is a high level of stress in the classroom because students have to face unfamiliar or unknown grammatical structures, words, texts and so forth. Therefore, students often feel uncomfortable and insecure in class, which inevitably affects their ability to learn. As a result, games can help lower their anxiety, make them feel comfortable, and want to learn more. It is believed that when students play games, they relax and have fun. Since students know that they are playing games and want to communicate efficiently they do not worry about making mistakes and do not try to correct themselves in every single sentence. When students are free from worry and stress, they can improve their fluency and natural speaking styles.

Another advantage is increasing students' proficiency. Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided. Hadfield (1990) confirms that "games provide as much concentrated practice as a traditional drill and more importantly, they provide an opportunity for real communication, albeit within artificially defined limits, and thus constitute a bridge between classroom and the real word." Like in a traditional classroom, students have an opportunity to drill and practice using grammatical rules and other functions.

Therefore, games increase students' involvement, motivation, and interest in the material and allow the instructor to be creative and original when presenting topics. (Odenweller, 1998). Games also challenge students to apply the information, thus allowing them to evaluate their critical thinking skills. They create a challenging constructively competitive atmosphere that facilitates interaction among students in a friendly and fun environment. (Patil, 1993)

## **2.6. Activities to Promote Speaking**

Teaching speaking is very important part foreign language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every pace of life. Therefore, it is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaning full communication takes place is desired. With this aim, varies speaking activities such as role play, group discussion, pair work, etc can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaning full and fun for them. According to authors, some activities to promote speaking are:

### **2.6.1. Role-play**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel on the other hand, the teacher would ask learners to role play with various guidelines, such as allowing students to choose who they want to be, expressing what they are thinking or asking them to portray a specific character (Harmer,1984, as sited in kayi 2006).Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Hodder and Stoughton.1993).

Brown (2001), role playing can be used to complete an objective task with a single person, in pairs or groups, with each individual assigned a specific role to perform.

### **2.6.2. Simulations**

Are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as (Hodder and Stoughton.1993). Suggests, they increase the self-confidence of hesitant students, because in role-play and simulation activities, they will have

a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Kayi (2006) explained that simulations are more complicated when compared to role play. In the simulations, the teacher not only asks learners to choose who they want to be but also asks them to bring kinds of stuff that are related to their choices. For instance, a learner chooses to be a football player, so should bring a ball, shoes, etc. By using this strategy, learners can be motivated to speak and have confidence when acting out the roles.

### **2.6.3. Information gap**

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Learners are expected to work in groups of two. Each student has information that others do not know and she can only share it with her partner. Moreover, each partner plays an important role since the assignment cannot be completed if the partners do not serve the information the others require. The aim of an information gap operation may be to solve a problem or to gather information. These activities are practical since everyone has the opportunity to talk broadly within the target language (Kayi, 2006).

### **2.6.4. Brainstorming**

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

In this strategy, the teacher gives a particular topic to learners. Then, they could create thoughts at specific time. In this case, the thoughts given should not be criticized because this activity is open to sharing new thoughts (kayi , 2006).

### **2.6.5. Storytelling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

According to Kayi (2006), in story telling activity, learners tell story that has been made by others or made by themselves briefly. The elements in story telling are beginning, development and ending, including the characters and setting. This activity can encourage learners' creative thinking, in hence learners' speaking ability and attract the class interest.

### **2.6.6. Interviews**

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Kayi (2006) stated that the teacher provide the topics and rubrics that the learners can use in their interviews. The learners can figure out what kinds of questions to ask or take by reading the rubrics, but they should set up their interview questions. Then, the learners can present the results in front of the class after conducting interviews. Besides being able to practice speaking skills outside the class room, interviews also teach them to become socialized.

### **2.6.7. Story completion**

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences, he or she stops

narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

In addition to the above, on story completion, the teacher will teach and play at the same time. In this activity, the game begins marked by the teacher telling several sentences about a story then stop, after that every learner continues the story from the last point that the teacher or the previous learner told, and every learner can deliver for to ten sentences that consist of new figures, events, descriptions, etc (Kayi (2006)

### **2.6.8. Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

The teacher has determined the next meeting's topic will be reporting. Then the teacher explains to the learners that have to read a news paper or magazine before the lesson begins in the next meeting. When the lesson begins, students report to their friends what they consider the most attractive news or report about their daily lives (Kayi, 2006)

### **2.6.9. Playing Cards.**

In this game, students should form groups of four. Each suit will represent a topic. For instance, Diamonds: Earning money, Hearts: Love and relationships, Spades, an unforgettable memory Clubs: Best teacher.

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: If the topic, "Diamonds: Earning Money" is selected, here are some possible questions: 1) Is money important in your life? Why? 2).What is the easiest way of earning money? 3) What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in

spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

### **2.6.10. Picture Narrating.**

This activity is based on several sequential pictures. Students are asked to tell the story-taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

### **2.6.11. Picture Describing.**

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

The teacher can enhance the learners' speaking ability by forming several groups to get a picture. Then, each group will discuss with group members and describe what is in the picture in front of the class (Kayi, 2006)

### **2.6.12. Find the Difference.**

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

There are also some structured activities used to promoting speaking skills. They are pre-speaking, while-speaking and post-speaking activities.

Pre-Speaking activity is used to prepare the learners for the main speaking activity. Schemata activation is recalling prior world-knowledge of the participants that is relevant to the speaking situation. Questions, pictures and texts can be used to these ends. It is also used brainstorm activity as pre-speaking activity. It helps to generate ideas in small groups before main speaking activity. The main aim of this activity is to generate as many ideas as possible within a specific time period. The ideas are not evaluated until the end of activity time. ( Gipps C.V., Stoba G.T. ,1993) Motivation of learners can be enhanced when they clearly see the communicative problem and the ways to resolve it.

While-speaking the participants actually resolve the communicative problem and reduce its resolution as a result of the role-play, problem solving, socialization or communication game.

Post-speaking can provide opportunities for learners to re-visit the language and ideas produced and to think of the ways to make communication more effective. An important part of the post-speaking activity is the development of integrated communicative skills, i.e. reading and speaking task, listening and speaking task, speaking and writing task etc. (Graham,1997).

### **Here are some tips for ELT while teaching speaking English language:**

1. Provide maximum opportunity to students to speak the target language by providing a rich environment that contains collaborative work, authentic materials and tasks, and shared knowledge.
2. Try to involve each student in every speaking activity; for this aim, practice different ways of student participation.
3. Reduce teacher speaking time in class while increasing student speaking time. Step back and observe students.
4. Indicate positive signs when commenting on a student's response.
5. Ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more.
6. Provide written feedback like "Your presentation was really great. It was a good job. I really appreciated your efforts in preparing the materials and efficient use of your voice..."
7. Do not correct students' pronunciation mistakes very often while they are speaking. Correction should not distract student from his or her speech.
8. Involve speaking activities not only in class but also out of class; contact parents and other people who can help.
9. Circulate around classroom to ensure that students are on the right track and see whether they need your help while they work in groups or pairs.

10. Provide the vocabulary beforehand that students need in speaking activities.

11. Diagnose problems faced by students who have difficulty in expressing themselves in the target language and provide more opportunities to practice the spoken language.

In conclusion, it should be mentioned teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers' pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

## **2.7. Definition of Speaking Skills**

Speaking skill is an attractive process of constructing meaning that involves producing, receiving and processing information (Brown,2001:26).It is form and meaning are dependent on the context in which it occurs, including the participant themselves, their collective experience, the physical environment ,and the purpose for speaking. It is often spontaneous open-ended, and involving. However, speech is not always unpredictable.

Of the four language skills (listening, speaking, reading and writing), speaking seems intuitively the most important. People who know a language are referred to as speakers of that language as if speaking included all other types of skills ,and many, if not most foreign language learners are primarily interested in learning to speak(Ur,2006).Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown1994).Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar pronunciation, or vocabulary (linguistic competence), but also they understand when why and in what ways to produce language (sociolinguistic competence) (Cunningham, 1999).

Swain (1985) an important contributor of immersion-based evidence was led to consider whether other factors besides input might affect language competence. In particular she proposed the “comprehensible output hypothesis”, that is, to learn to speak we have actually to speak. Swain argued that knowing that one will need to speak makes one more likely to attend to syntax when one is listening. Levelt (1989) identified three autonomous processing stages in speech production (1) conceptualizing the message, (2) formulating the language representation and (3) articulating the message. Wilson (1997) claimed that children who can translate their thoughts and ideas into words are more likely to succeed in school. Students who do not develop good listening and speaking skill will have life-long consequences because of their deficit. He also pointed out that speaking skills do not need to be taught as a separate subject. These skills can easily be integrated into other subject matter. This is because students learn talking clarify thoughts by talking comprehend better with discussion of reading, write better after talking during writing conferences develop confidence by speaking in front of peers and provide a window to their own thinking through their talk..

Skehan(1998)distinguished three aspects of production:(1)fluency;(2)accuracy and (3) complexity. This may also involve a greater willingness to take risks, and use fewer controlled language subsystems. This area has also taken a greater likelihood of restructuring that is development in the inter-language system. Speaking in Foreign Language has occupied a peculiar position throughout much of the story of language teaching and only in the last two decades has it begun to emerge as a branch of teaching, learning, and testing in its own right, rarely focusing on the production of spoken discourse (Bygate, 2002).

Graham-Marr (2004) mentioned many reasons for focusing on listening and speaking when teaching English as a foreign Language, not least of which is the fact that we as humans have been learning languages through our ears and mouth for thousands upon thousands of years, far longer we as humans have been able to read. Although not a set curriculum in most schools, speaking skills have been found to be a fundamental skill necessary for a child success in life.

## **2.8. How to teach speaking?**

Currently, many linguistics and English teachers agree on that students learn to speak in the second language by "interacting". (Chaney, A. L. and T.L. Burk, 1998) Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is

based on real-life situations that require communication. By using this method in classes, students will have the opportunity of communicating with each other in the target language. In brief, English language teachers (ELT) should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

«Teaching speaking» means to teach English learners to:

1. Produce the English speech sounds and sound patterns
2. Use word and sentence stress, intonation patterns and the rhythm of the second language.
3. Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
4. Organize their thoughts in a meaningful and logical sequence.
5. Use language as a means of expressing values and judgments.
6. Use the language quickly and confidently with few unnatural pauses, which is called as fluency (Celce-Murcia.M., 2001).

Usually begin to teach the basics of speaking. With the statement of pronunciation skills, forming lexical and grammar skills, listening skills. On the beginning, stage of learning to separate of the formation of these skills is almost impossible. Teacher should introduce the listeners with the new structure. It involves the study of new words, sounds, intonation.

Many language learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progressing terms of their accomplishments in spoken communication.

Learners often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Teachers help students learn to speak so that they can use speaking to learn.

Language learners are often too embarrassed or shy to say anything they do not understand another speaker or when they realize that a conversation partner has not understood them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels.

Among the types of speaking are description, narration, reasoning, identification other types are language in action, comment, encounters, argument, learning and decision-making.

Brown and Yule (1983) began their discussion on the nature of spoken language by distinguishing between spoken and written language. They pointed out that for most of its history language teaching has been concerned with the teaching of written language. This language is characterized by well-formed sentences which are integrated into highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of pronunciations. There is often great deal of repetition and develop between one speaker and another, and speakers frequently use non-specific references. Brown and Yule (1983) also pointed out that the loosely organized syntax the use of non-specific words and phrases, and the use of fillers such as 'well and lahu' make spoken language feel less conceptually dense than other types of language such as expository prose.

Brown and Yule (1983) suggested that, in contrast with the teaching of written language, teachers concerned with teaching the spoken language must confront the following types of questions: what is the appropriate form of spoken language to teach? From the point of view of pronunciation what is a reasonable model? How important is pronunciation? Is it any more important than teaching appropriate handwriting in the foreign language? If so why? From the point of view of the structures taught, is it all right to teach the spoken language as if it were exactly like the written language but with a few spoken expression' thrown in? Is it appropriate to teach the same structures to all foreign language students, no matter what their age is or their intentions in learning the spoken language? Are those structures which are described in standard grammar, the structures which our students should be expected to produce when they speak

English? How is it possible to give students any sort of meaningful practice in producing spoken English?

Brown and Yule (1983) also drew a useful distinction between two basic language functions. These are the transactional function which is primarily concerned with the transfer of information, and the interactional function in which the primary purpose of speech is the maintenance of social relationships.

Nunan (1992) mentioned another basic distinction when considering the development of speaking skills: distinguishing between dialogue and monologue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purpose. While all native speakers can and use language internationally, not all native speakers have the ability to extemporize on a given subject to a group of listeners. Brown and Yule (1983) suggested that most language teaching concerned with developing skills in short, interactional exchanges in which the learners is only to make one or two utterances at a time.

The interactional nature of language was examined by Bygate (1996). Bygate distinguished between motor-perceptive skills, which are concerned with correctly using the sound and structures of the language and interactional skills, which involve using motor-perceptive skills for the purposes of communications. Motor-perceptive skills are developed in the language classroom through activities such as model dialogues, pattern practice, an oral drills and so on. Bygate (1996) suggested that in particular, learners need to develop skills in the management of interaction as well as in the negotiation of meaning. The management of the interaction involves such things as when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going and so on. Negotiation of meaning refers to the skill of making sure person you are speaking to has correctly understood you and that you have correctly understood them.

Nunan (1996) added that one can apply the bottom-up/top-down distinction to speaking. The bottom up approach to speaking suggests that speakers start with the smallest unit of language. i.e. Individual sounds and move through mastery of words and sentences to discourse. The top-down view, on the other hand, suggests that speakers start with the larger chunks of language

which are embedded meaningful contexts, and use their knowledge of these contexts to comprehend and use correctly the smaller elements of language.

Nunan (1996) claimed that a successful oral communication should involve developing: the ability to articulate phonological features of the language comprehensibly; Mastery of stress rhythm, intonation patterns; an acceptable degree of fluency; Transactional and interpersonal skills; Skills in taking short and long speaking turns; Skills in the management of the interaction; Skills in negotiating meaning; Conversational listening skills (successful conversations require good listener as well as good speakers); Skills in knowing about and negotiating purposes for conversations, using appropriate conversational formula and fillers.

## **2.9. Oral communication Skills in pedagogical Research**

Brown (2001) asserted that a review of the current issues in teaching oral communication will help to provide some perspective to moral practical considerations as the following:

Brown claimed that when someone asks you “Do you speak English?” They are usually implying: “Are you able to carry on a reasonable fluent conversation?” The benchmark of successful language acquisition is almost always the demonstration of inability to accomplish pragmatic goals through interactive discourse with other speakers. The goals and the procedures for teaching conversation are extremely diverse, depending on the student, teacher and overall context of the class. Recent pedagogical research on teaching conversation has provided some parameters developing objectives and techniques. There has been some controversy over the role of pronunciation work in to a communicative, interactive course of study.

Because the overwhelming majority of adult learners will never acquire an accent-free command of a foreign language, the language programs should emphasize whole language, meaningful contexts, and automaticity of production should focus on these tiny phonological details of language.

Accuracy and fluency are both important goals to pursue in communicative language teaching. While fluency may be an initial goal in many communicative language courses, accuracy is achieved to some extent by all wing students to focus on elements of phonology, grammar, and discourse in their spoken output. One of the major obstacles learners have to overcome in

learning to speak is the anxiety generated by the risk of blurting things out are wrong, or incomprehensible. Because of the language ego that informs people that “you are what you speak”, learners are reluctant to be judged by listeners.

The greatest difficulty that learners encounter in attempting to speak is not the multiplicity of sounds, words phrases, and discourse forms that characterize any language, but rather the interactive nature of most communication. As Nunan (1996) notes, Conversations are collaborative, which presents a further complication in interactive discourse. He calls this the interlocutor effect or the difficulty of a speaking task as gauged by the skills of one’s interlocutor.

## **2.10. Characteristics of Effective Speaking Activities**

1. Learners talk a lot: As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even: Classroom discussion is not dominated by a minority of talkative participant: all get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy

5. A good topic is one which learners can relate to using ideas from their own experience (and knowledge). The topic should also represent a genuine controversy, in which participants are likely to be fairly evenly divided.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **Introduction**

The concern of this study was to assess the effects of extra class activities in improving EFL students' speaking skill. To that end, this chapter discussed the design and procedures of the study. In the first part, the subjects and instruments used would be discussed, followed by the second part in which the procedures for data gathering, and method of data analysis would be presented.

#### **3.1. Research Design**

The primary concern of this study was to examine the effect of extra class activities in English language teaching classroom on the improvement of learners' speaking skills. The researcher used quasi-experimental design which the participants were selected in the natural setting of education for the accomplishment of the study. According to Gray (2004), in most educational settings, it is often recommended to sort a quasi-experimental design. In the study, there were experimental and control groups. Of the variants of quasi experiment design, non-equivalent group pretest- post design was employed in this study. This design was chosen because of two reasons. One was the possibility that the temporal precedence of independent variable to the dependent variable can established because of the pre and post-tests. This enables the researcher to infer the change in dependent variable is mainly caused by the independent variable. Second, the use of pretest allows the researcher to measure between two groups difference before exposure to treatment, which could considerably reduce the threat of selection bias.

#### **3.2. Description of the Study Area**

This study was conducted at Jara secondary school on grade 9 students, located in East Bale Zone, Gololcha district; in Jara town. This grade and school were selected for two major reasons. Firstly, the researcher believed that the age of this grade level students were vital to improve their speaking skill through extra class activities. Secondly, the researcher was teaching in the stated school and it was easier to implement the treatment on that grade level and can get the necessary support as the researcher is a member of the staff.

### 3.3. The Description of the Study Participants

The study was carried on ninth grade 2015/2022 academic year. The determination of the sample and the sampling techniques used are;

- a) **Determining the sample size.** To draw the required sample from the population, the researcher administered a pre test at the beginning of the treatment. Thus, based on the input of the pretest, that is , based on the analysis conducted using independent sample –t-test, two comparative (equivalent) classes having 55 and 56 students were systematically taken as a sample.
- b) **Sampling Technique:** Since the study had been conducted without violating the natural setting of education, the researcher selected the two sections purposely. Therefore, the sampling that helps her to collect appropriate data is by using purposive sampling suggested by Cresswell (2009). The researcher decided to take her sample by using this technique for three reasons. First, in the two sections students were relatively equivalent in their speaking skills. Second, the researcher herself was an English teacher of those sections. Third, the proximity of the school to the researcher. On the other hand, the researcher was one of the staff in the school the study was conducted.

### 3.4. Procedure: Pilot and Main Study

#### 3.4.1. The Pilot Study

The main objective of pilot study was to measure the validity and reliability of the pre – test, before it was implemented in the main study. Hence, the researcher chose Dinsa Secondary School as an area in which the pilot study would be conducted. To pilot the pre –test, the researcher selected 20 students randomly from 87 students of this School. The designed pre – test contained the speaking proficiency tests. The two speaking items, that the students were given a chance to choose one from the two items and react according the instruction:

- 1) Describe your hobbies. 2) Describe what you like and dislike. The students were expected to speak on both titles.

The students were examined in two exam rooms: 10 students in the first room and 10 students in the second exam room. While examined, the students seated in principle of one student on one

desk. In addition, to control students not to listen each other the students entered in to the interview room one by one. The interview would be held by the researcher herself. The given time for the students to describe on the two titles was (4) minutes.

### **3.4.1. 1.Learned Lessons**

From the piloted test, the researcher learned many lessons. From the result of pilot test, the researcher observed that many students did not speak anything on the given titles rather than standing in front of the evaluators. In addition, when the researcher checked the students' response, she observed that about 6 students react nothing on the given activity. 3 students gave a speech only on one activity. In order to understand the problem, the students faced, the researcher held formal and informal discussion. On the held discussion, they complained that they said nothing on hobbies. They claimed that describing what they like and dislike is familiar since they have learned, but they have learned about hobbies only at grade 9. This led them not to say anything on the first given title as required.

Based on the formal and informal discussion held, the researcher first modified the instruction. This implies the examinees were instructed to describe themselves on one of the two titles by their own chose rather than on both titles. 1.) Describe their hobbies: what do you do in your free time? Why? , which activity do you enjoy most? , How much time do you spend on it ? When? , what hobbies can you family do? Why? 2.) Describe what they like and dislike. under hobbies the researcher removed the last question because it was difficult for students when pilot study was conducted.(See Appendix I-A). In addition to this, the researcher changed both the speaking items of the pilot test substituted with: 1) what do you do in your free time? 2) Talk about the place where you live 3) which place do you prefer to live? City or country side? on one of the three titles within 2 minutes. Generally, the researcher decided the three titles to be used as pre-test items used in the main study. (See Appendix I-B).

## **3.4.2. The main Study**

### **3.4.2.1. Training Students to Familiarize with Extra class activities**

Before making the experimental group held spoken in the post training activities, the investigator trained them along with some guide lines like during their speaking they should audible, eye contact, use their time in appropriately and use understandable words. Achieving this was believed to support the students distinguish how to present their speaking.

### **3.4.2.2. Teaching Procedure**

The researcher combined a procedure modified from Ur (2006) to teach speaking lesson: pre-speaking, while speaking and post speaking activities. In pre-speaking activities, the researcher as a teacher first, revise the previous lessons ( called schema activation). To achieve this goal, questions, pictures and texts can be utilized. Following, the schema activation Brainstorming is held. The primary goal of this activity is to generate as many ideas as in specified amount of time. When learners have a good understanding of the communicative problem and solution available to them, their motivation can be increased (Gibbs and stobba,(1993).

Secondly, in while speaking activity, techniques that the researcher selected to implement while speaking activities were drama, storytelling, language game, broad casting and debate, Thus using these techniques the researcher made students practice their speaking lessons.

Finally, since post speaking activities can allow learners to revisit the language and thoughts they used and come up with feedback and conclusion of the lesson. The development of integrated communicative skill is an important aspect of post speaking activities (Grahams, 1997).

## **3.5. Data Collection Tool**

The data gathering tool that would be used in the study was test.

### **3.5.1 Achievement Test**

The following two tests would be employed in this study to answer the research hypothesis. These were pre-test and post-test. The purpose of the former test was to check whether there was statistically no significance difference between the ability of the students speaking skill of the experimental group and the control group before they went into the treatment whereas the later test purpose was to measure students' improvement as a result of the treatment.

### **3.6 .Reliability and Validity of Data Gathering Instruments**

**Reliability:** To make data gathering tools more reliable, the researcher would use Crombach Alpha value to check the reliability of the test item. According to crombach Alpha, if the value (>0.70) the internal consistency of the test is reliable.

**Validity:** Like the reliability of pilot test would be used to measure student's speaking performance. All items would be constructed to measure this skill. The current study is valid to Jara High school grade 9 students in particular and the community as the whole. The EFL teachers were asked to evaluate the instructional program and the speaking test. When learners use extra class activities and expose the target language, they could improve their speaking skills.

A pilot study was conducted before the main study to deter any methodology fault and weakness of the research design if any. This group consisted of 20 students randomly selected from the section of the target grade at the assigned school who were not members of to specified groups who participated in the study. The pilot test was crucial for the researcher to estimate the appropriate content and time for the test and it also helped to check the clarity of instruction; suitability of teaching method; helped to determine the reliability and validity of the instrument and the work.

To insure the consistency of scoring the inter rater reliability of the designed speaking test was measured by calculating rating provided by two rates who scored the test. According to Gray (2004) inter –judge reliability compared the consistency of observation when more than one person it judging. The degree of inter-rate reliability correlation coefficient of the test was calculated Pearson's Correlation Coefficient and was found 0.84 for the speaking skills test, which was considered statistically acceptable for the current study.

### **3.7. Designing the Tests**

A speaking proficiency test was designed and used between both the experimental and controlled groups. The speaking test was made by the researcher. These tests have two phases, namely: the pre-test, and the post test. Both tests were used at two different times in the process of the study which are;

### **3.7.1. The Speaking Tests**

The speaking pretest and posttest were designed by the researcher based on the students' course book objectives. The tests administered to students before and after the treatment. The pretest which was administered before the treatment was to obtain two equivalent groups which later assigned randomly to experimental and control group. The post test which was administered after the completion of the treatment was to check whether the treatment improved the students speaking skills. The test has three parts as adapted from International English Language Testing System (IELTS). The test was evaluated by experts. That means, after it was prepared the researcher made it to be comments by well experienced English teachers. (see Appendix I-B )

### **3.7.2. Administrating and Scoring Test**

The pretest would be given by the speaking proficiency test. As noted above, the speaking test would take the form of oral interview between the researcher together with the four English teachers in Jara high School for the participants. During the speaking pretest, each student would be recorded by a mobile phone recorder. After that the researcher together with the four English teachers of the school was marked each interviewee's speech. And all marks were taken, which marked by all teachers.

Before beginning to mark the recorded speeches of the participants, the markers shared certain adapted marking criteria from Ur (2006) (see Appendix II). The marking and scoring of both the pre and post tests of the speaking skills were done by the five people mentioned so far based on the above marking criteria. Before the marking of each test begin; each marker had the copy of marking criteria. However, during the speaking post test, each interviewee would not be recorded. The examiners simply listened to the speech of each candidate and mark the speech against the marking criteria and the mean score of the examinee would be taken as a final score. To avoid Confusion while marking the oral interview, the candidates would be arranged alphabetically. Then the students would be coded and each of them would be given a code number. Accordingly each candidate would be interviewed. As mentioned above the time would be taken for the speaking pretest is 1to 2 minutes for each candidate. This would be assumed to keep the tests reliable.

### **3.8. Procedure of Data Collection**

Permission to carry out the research was first obtained from the administration of school principal and grade 9 students in Jara secondary school and also English teachers asked to be

participating in the study. The teachers, on their parts, inform the students about the study and ask for their consent and clarified that their participation was not affect their academic grades.

First all students took pretest. The speaking test was administered. The students were asked to answer the tests on their own pace. Because test was given by familiar teachers then the intervention program on giving extra class activities was started as soon as the students took the pretest.

After the researcher finished her treatment, all participants i.e experimental and control groups took the post test which was the same (test re-test) with the pretest. They could help the change if any in the performance of students' speaking skill both experimental and control groups from pretest to post test.

### **3.9 Treatments Given to Both Groups**

The researcher has given treatment for control group from 8:00-9:00 hour and for experimental group 9:05-10:05 hour .This to avoid contamination. This used when the participants learn their regular class in the morning shift. But when the shift changed into afternoon the time has changed into 2:00-3:00 and 3:05-4:05 for control and experimental group respectively.

#### **a) Experimental Group**

The purpose of this study was to see the effect of extra class activities on students' English language speaking skill improvement. The experimental group was provided with opportunity to be treated by various extra class activities this was done besides the regular class room instruction which each group was attending. The researcher began the experiment by explaining the reason why this group remains with her. The activities to be performed outside the regular classroom together with the objective of activities was clearly explain to the experimental group students so that the learners could be motivated to work towards the achievement of the objective of the study accordingly. Furthermore the students were encouraged to work towards the goal of improving their skills of speaking proficiency by actively engaging in to the activities.

This group was also encouraged to come with whatever ideas interested it while coming to the meeting during the extra class activities. Moreover, the students in this group were motivated to communicate as much as possible with the target language, i.e. English, until the experiment was

over. This was done purposely to help the study meet its objective. Generally, all the objectives of the meeting were made as clear as possible to this group. (See Appendix IV).

### **b )The controlled group**

Whereas the experimental group was treated by the various activities outside the regular class hours, the controlled group was not concerned in any of the activities and kept away.

Therefore, the controlled group was simply kept to obtain the regular classroom learning. In reality, the experimental group was also attending the regular classroom learning. This was because, as the study tries to see the effect of the extra class activities on speaking skill improvement, the experimental group had the chance of being treated by some extra class activities, whereas the controlled group was kept away.

### **3.10. Method of Data Analysis**

The researcher used t-test for analyzing of pretest and posttest between experimental and control group; Here is independent t-test used to describe a change of the two groups in the pretest and posttest as a result of the intervention on extra class activities training. Descriptive statistics such as means and standard deviation would be used in this study. Independent sample t-test would be applied to find significance differences between the groups. Paired sample t-test was applied to find significance differences between the pre-test and post-test for each independent variable. In short, the researcher used quantitative data analysis method.

### **3.11. Research Ethics**

The procedures for conducting the experiment would be designed to avoid any harm to the participants. The researcher asked the students whether they were volunteered to participate in the treatment and he proved that they were pleasant to join. Some students (participants) commented that there were grievances from their parents 'where they were going' as the treatment was conducted in opposite shift of their regular class. As a result, the researcher contacted the students' parents and asked them to give permission to their daughter/ son so that they could participate in the treatment.

## **CHAPTER FOUR**

### **DATA PRESENTATION, ANALYSIS AND DISCUSSION**

#### **Introduction**

The purpose of the current study was to investigate the effect of extra class activities on students' speaking skill. This chapter presents data gathered from the speaking pre and post test scores of experimental and control groups were analyzed and interpreted. Here, the pretest and post test scores have been analyzed and discussed. The statistical method for analyzing speaking result was T-test .That is, both independent sample t-test and paired sample t-test were used. The findings of the study were presented in this chapter according to the research hypotheses. Findings related the first research hypothesis: there would be a statistically significance difference between experimental and control group students on their speaking skill at pretest and post test. Second, there would be a significant difference between pretest and posttest results of experimental and control group students' on their speaking skill performance.

To simplify presenting the findings related to these hypotheses, the researcher divided it as follows: The scores of students on the speaking skills test according to the independent variables of the study .The researcher calculated the mean, the standard deviations and the standard error of the students' scores on the pre and post-test according to the teaching procedure. The results are presented in table.

#### **4.1. Data Presentation**

The main findings of the study were drawn from the speaking pre and post test scores of experimental and control groups. In the next section, findings were presented.

### 4.1.1. Descriptive Statistics and Correlation

**Table 1 Paired Sample Statistics**

		Mean	Std. Deviation
Pair 1	Pretest score for control group	5.43	0.97
	Post test score for control group	5.63	0.99
Pair 2	Pretest score for experimental group	5.62	1.12
	Post test score for experimental group	7.18	1.25

**Table 2 Paired Sample Correlations.**

		N	Correlation	Sig.
Pair 1	Pretest score for control group & post test score for control group	55	-.866	.000
Pair 2	Pretest score for experimental group & post test score for experimental group	56	-.787	.000

Based on the result of the pretest, the data shows that the mean score of the pretest was 5.43 of the students got the score minimal mastery level of passing mark. After analyzing of the result of pretest, it could be concluded that most of the students at Jara secondary school had a great difficulty in speaking skills. So, the researcher tried to find out the solution to overcome this problem. Here, the researcher used extra class activities technique to overcome the problem and to improve speaking skill.

The mean scores of pre and post speaking test score were compared using T-tests. First, the pretest scores of experimental and control groups were compared by independent t-test. The mean comparison of these two groups (experimental and control groups) were compared at pre and posttest mean scores to see the statistical difference between two groups. The comparisons of pre and post test scores are presented in the table below.

## 4.2. Data Analysis

### 4.2.1. Comparisons of the pretest scores of Control and Experimental Groups

**Table 3 Paired sample statistic for Experimental and Control groups pretest result mean**

	Group	N	Mean	St.Deviation
Pretest	Experimental	56	5.62	1.12
	Control	55	5.43	0.97

The paired sample statistics in table 3 above showed the speaking pre test mean scores of the two groups (the experimental and control group). Hence, as can be seen from the table the experimental group has mean scores of 5.62 speaking pretests; whereas, the control group has mean scores of 5.43 speaking pretest. The descriptive statistics showed that the two groups have no such a significant differences in their pretest scores of this skill.

As stated in chapter three, the two groups were formed through match group sampling. This was done based on their pretest results of the skills mentioned so far. Hence, the mean scores in speaking pretests were made to be similar as much as possible i.e. they were formed in a way that they show no difference in their pretest mean scores. However, from Table 1 above, it can be seen that there exist differences in the two groups in their speaking pretests. But as it compares the descriptive paired samples statistics, it may not be sufficient to conclude whether the differences are statistically significant or not. Therefore, to test these differences a statistical model t-test would be employed.

The following table (Table 4) reveals whether the observed differences are statistically significant or not.

**Table 4 Independent Sample T-test of pre-test**

Group	N	Mean	Standard Dev	T	Df	Sig
Experimental	56	5.70	1.36	-1.26	89	.214
Control	55	5.43				

As table 4 depicts there is no statistically significant different. (the experimental and control groups) in their speaking skill pretest results where  $t = -1.26$  speaking pretests. the pretest result where ( $t = -1.26, \text{sig} = .214 > p\text{-value } 0.05$ ) indicate there is no statistically significance between the two groups in their speaking skills therefore the treatment could be begin.

#### 4.2.2. Comparison for experimental and Control posttests mean

**Table 5 Paired sample Statistics for experimental and control posttest result mean.**

Kind of test	Group	N	Mean	St. Deviation
Post test	Experimental	56	7.18	1.32
	Control	55	5.60	0.99

From the above table, it can be seen that the experimental group has the mean scores of 7.18 in the speaking posttest. Whereas; the control group has the mean score of 5.60 in the speaking posttest. When we see the above mentioned figures, they show that there exist differences among them. However, similar to the case in the pretest mean scores, it would not be possible to bring to a close that the observed differences are statistically significant or insignificant. Therefore, in order to make a conclusion as to whether the differences are statistically significant or not, the t-test has been computed for speaking posttests. For that reason, table 6 below computed independent Sample T-test values of the speaking skills.

**Table 6 Independent Sample T-test of post test**

Group	N	Mean	St. deviation	T	df	Sig
Experimental	56	7.18	1.17	-9.03	89	0.000
Control	55	5.60				

Table 6 above makes it clear that there is statistically significant difference between the two groups (Experimental and Control groups) in their speaking skill post test results where  $t_{-9.03}$  speaking posttests. The significance 2 tailed figures 0.000 surpass the p-value 0.05. Hence, they make the differences between the two groups statistically significant. From this it can be concluded that the differences observed in the paired samples statistics in the table 6 above are also significant. Therefore, Experimental and control Group were found to be difference in their speaking posttests.

Result on the post test showed that significance difference on speaking test score. Though data clearly tell as the difference in speaking test score in pretest and posttest, to know which group (Experimental and control group) brought the difference. Thus paired sample T-test was carried out for pre and post speaking test scores results. The results presented in table 7&8 below

**Table 7 Paired Samples T-test of Experimental group for pre & posttest scores.**

	N	Pretest		Posttest		Paired difference		t	df	Sig.
Group	56	M	SD	M	SD	MD	MD2	14.02	49	0.000
Experimental		5.7	1.12	7.18	1.25	-1.56	-1.33			

Table 7 above showed the paired samples t-test of the experimental group .As can be seen from the above table the t- value of the speaking pre & posttest found to be 14.02 at p=0.05 where 95% is the confidence interval of the difference. From this table, we can clearly see that the significance two tailed obtained is .000. Therefore, the number .000 is by far less than the p-value i.e., 0.05 which makes the difference between the two tests statistically significant in their speaking pre & posttest scores. Therefore, from this, it can be possible to conclude that the differences observed in the paired samples statistics i.e., the difference in the mean scores of the speaking pre& posttest in experimental group in table 7above also tends to be statistically significant.

**Table 8 Paired Samples T-test of control group for pre & posttest scores.**

	N	Pretest		Posttest		Paired difference		t	df	Sig.
Group	55	M	SD	M	SD	MD	MD2	-2.44	40	0.214
Control		5.43	0.97	5.60	0.99	-0.14	-1.33			

Table 8 above showed the paired samples t-test of the control group .As can be seen from the above table ,the t-value of the speaking posttest is found to be -2.44 at p=0.05 where 95%is the confidence interval of the difference. From this table, we can clearly see that the significance two tailed obtained is 0.214. Therefore, the number .214 is greater than the p-value i.e., 0.05 which makes the difference between the two tests statistically insignificant in their speaking pre& posttest scores. From this, it can be possible to conclude that there were little differences observed in the paired samples statistics. Thus, the paired sample T-test showed that the difference between pre & post speaking scores of control group is statistically insignificant.

Hence, from the above discussions made based on the paired sample statistics and from the paired sample t-tests, it can be observed that the difference between the two groups the (experimental and control group) was found to be significant in their posttests. Therefore, based on the results observed from the tables, all the differences are found to be statistically significant. Hence, it can be said that there would be statistically significant difference between the mean scores of the experimental and control group students in their speaking posttests due to the presence of extra class activities.

Furthermore, the study reveals that the two groups were similar in their mean scores of speaking pretests, i.e., before the experiment, there were no statistically significant difference in the mean scores between the two groups in the speaking pretests. Whereas, after the experiment there existed a statistically significant differences between the mean scores of speaking posttests that the experimental group has shown a statistically significant progress.

#### **4.2.3. Comparisons of students' pre & post test scores of Control and Experimental Group in their Speaking Fluency and Accuracy**

The scores of students' on the speaking skills test according to the independent variables of the study: The researcher calculated the mean, the standard deviations and the standard error of the student' scores on the pre and post –test according to the teaching procedure. The results are presented in table 9.

**Table 9: Paired Samples Test for Experimental and Control Group of Students' Accuracy and Fluency in their pre & posttest results.**

		N	Mean	St.dv	Correlation	T	df	Sig.
Accuracy	Experimental pre-posttest	56	2.82 3.72	0.66 0.64	0.60	-10.9	49	0.000
	Control pre-posttest	55	2.78 2.85	0.47 0.65	0.53	0.82	40	0.412
Fluency	Experimental pre-posttest	56	2.78 3.52	0.67 0.70	0.79	-11.8	49	0.000
	Control pre-posttest	55	2.68 2.73	0.64 0.80	0.69	0.53	40	0.599

Table 9 above showed the paired samples test of the two groups: the experimental Accuracy and Fluency pretest mean scores were 2.82 and 2.78 respectively and also the posttest mean scores of

students' Accuracy and Fluency were 3.72 and 3.52 respectively. As can be seen from the above table, the t-value of the speaking Accuracy & Fluency test are found to be -10.9 and -11.8 at  $p=0.05$  where 95% is the confidence interval of the difference. From this table, we can clearly see that the significance two tailed obtained is .000. Therefore, the number .000 is by far less than the p-value i.e, 0.05 which makes the difference between the pre & post test scores of experimental group statistically significant in their speaking accuracy and fluency. Therefore, from this it can be possible to conclude that the differences observed in the paired samples statistics i.e., the differences in the mean scores of the speaking between pre & posttest of the experimental group in table above also tends to be statistically significant.

In the contrary, the above table shows the paired samples test of the two groups: the control group accuracy and fluency pretest mean scores were 2.78 and 2.68 respectively and also the posttest mean scores of students' accuracy and fluency were 2.85 and 2.73 respectively. As can be seen from the above table the t-value of the speaking accuracy & fluency tests were found to be 0.82 and 0.53 at  $p=0.05$  where 95% is the confidence interval of the difference. From this table we can clearly see that the significance two tailed obtained are 0.412 and 0.599. Therefore, these numbers were by greater than p-value i.e, 0.05 which makes the difference between the pre & post test scores of control group statistically insignificant in their speaking accuracy and fluency.

### **4.3. Discussion**

The purpose of this study was to investigate the role of an instructional program, based on using extra class activities Language Teaching in improving the speaking skills of Jara Secondary School EFL students. For this purpose, the researcher conducted the current study on a sample of two groups: an experimental group was taught by using extra class activities program and a control group was taught conventionally. The discussion of the findings was presented according to the research hypotheses of the study.

Discussion of the findings related to the research hypothesis: The hypothesis tried to examine if there would be any significance difference between the experimental and control group on their speaking skills. The independent sample t-test at the pre phases showed that there was insignificance difference between the experimental and control groups in pretest score. But, in the post test phase there was significant difference that was the experimental group speaking test mean of the students' scores due to the teaching procedure in favor of experimental group was

greater than control group. To identify which group bring this change, paired sample t-test calculated and significant improvement has been traced in the experimental group.

In this study, experimental group were learned through using extra class activities technique and practiced in their actual classroom setting for the improvement of speaking skills. Students in experimental group attempted to implement exercises with teacher's assistance. Therefore, the scores of participants in experimental group improved significantly.

The findings of the study were supported by researchers who emphasized the effect of extra class activities in improving speaking skills. Brown(1994), Nunan (1987), Pegrum (2000) argued that extra class activities increase the learners motivation as it puts them on track to become independent learner who can make use of the English speaking environment to learn in their own time. These activities are also enjoyable and refreshing quality to conversation. Furthermore, in. Nunan (2006), Keefe and Jenkins (1997) notes also support that these extra class activities can provide learners with actual language practice. In order to promote authentic language growth, learners need to be engaged in meaningful extra class activities. In author's view; extra class activities may give students real life learning situation. Moreover, these activities suggested by Keefe& Jenkins, (1997), Bromely (1988) categorize the activities as broad casting, public speaking, debating, storytelling discussions, dramatic activities, language game are helpful the improvement of speaking skills.

Furthermore extra class activities improve students' oral discourse in terms of utterance length and complexity, fluency and accuracy and then communication is promoted (Bygate (2000), Skehan& Foster (1996).A local study by Biniam (2008) also supports the findings of this study is that he investigate the role of extra class activities in improving language skills at Gilgel Beles teachers college the result showed that the students could speak fluently due to efficient extra class activities instruction.

The next research hypothesis was there would be a significance difference between experimental and control groups in their speaking accuracy and fluency. The data gathered on this hypothesis showed that the experimental group speaking accuracy and fluency has improved significantly than control group due to treatment. The results can be explained by the fact that extra class activities program improved fluency and accuracy of participants. This supports the suggestion

in earlier research (see example Nunan; 1993, Skehan, 1998 Eills, 2003) argued that using extra class activities and presentation of oral reports about topics of activities enhance the students speaking skill and motivated them to speak in English.

In extra class activities learning, the tasks are central to the learning activities. The technique is based on the belief that students can learn more effectively when their minds are focused on the activities, rather than on the language they are using learning to speak and to understand the language automatically in a vast variety of situations requires intensive exposure to language and unlimited interaction with language users. Furthermore, extra class activities enables the teachers to improve the students' communicative skills, to provide opportunities for native like interactions, to practice making oral representations immediately after getting enough meaning. Unlike the conventional approach which moves the learner from fluency to accuracy, the most important feature of extra class activities framework, like any other communicative focused activities, is that it moves the learner from fluency to accuracy. In extra class activities, the atmosphere is comfortable, cooperative and non-threatening.

Consequently, less confident students who normally refuse to speak in public want to be perform because they benefit from the core activity so much that all the psychological barriers such as stress anxiety and fear are put away. The program included various speaking activities, exercises and instructions which focused on the process rather than the product. In addition, the activities were purposeful and it emphasized communication and meaning. The students also learned English by interacting communicatively and purposefully while engaged in meaningful activities which were either those that the students need to achieve in real life, or those that had a pedagogical purpose specific to the classroom.

In this regard, students were able to understand questions, interact fluently and give extended answers in the designed activities. This process enhanced students' fluency. Students were also able to use correct complex language structures, such as relative and conditional clauses and they used rich vocabulary and pronounced correctly. This enhanced their accuracy. In addition, the students had ample opportunities to express their opinions and ideas that were related to the designed activities. The teachers who implemented the program also played an important role in improving the students' speaking skills. First they had a positive attitude towards extra class activities, and were enthusiastic to teach according to its procedures and principles. Willis (1996)

and Carless (2001) emphasized the role of the teachers in promoting students' learning through extra class activities.

These findings were also supported by researchers who emphasized the effect of using extra class activities in promoting speaking skills. Lever and Willis (2004) pointed out that learners made far more rapid progress through extra class activities and were able to use their new foreign language in real world situations with reasonable levels of efficiency after relatively short courses. (Nunan (2006) and Willis (1996) noted that while performing the activities, learners engage in certain types of language use and mental processing that are useful for acquisition. In learning extra class activities learners also use the language for communicative purpose. Moreover, using extra class activities enhances students' oral discourse in terms of utterance length or complexity, fluency and accuracy and then communication is promoted (Bygate,1996,Skehan and Foster,1996).Carless (2001) indicates that extra class activities lesson the students were to understand questions interact fluently and give extended answer in the designed activities. This process enhances students' fluency. Students were able to use correct language structure and they used rich vocabulary & pronounced intelligibly. As such process also develops students' accuracy in the target language. Therefore, the result of this research showed that through extra class activities students' speaking fluency and accuracy have improved significantly.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary

The main purpose of this study was to examine the effect of using extra class activities teaching instruction in improving students' speaking skill. The participants were Grade 9 students in two classes in Jara Secondary school in 2015 E.C. The total numbers of student in two groups were 111. The researcher selected Jara secondary school grade 9 students as participant purposively because the problem of speaking skill was worst in this grade level. A nonequivalent pretest, post test and quasi experimental design was employed with in the pretest before the intervention and posttest after the interventions and sampling technique was purposive sampling. In order to see the effect of extra class activities on the students speaking skills improvement, an experiment was carried out on speaking proficiency.

The data was collected from experimental and control groups. In this study speaking test were important tools to assess the participants' speaking skill before and after the implementation of the experiments. Tests were designed and administered to the students in the study. There were pre-test and post-test to measure the effect of the extra class activities of the students' speaking skill. The test covered the dimensions of accuracy and fluency. A rubric for assessing the students' oral social interaction was used to assess the students' performance before and after implementing the designed technique. The validity and reliability of the research instruments were validated. The pilot study was conducted and helped to check the reliability of the instruments and its reliability was 0.87 and the degree of inter-rater reliability correlation coefficient of the test was calculated using Pearson's Correlation Coefficient and was found 0.84 for the speaking skills test, which was considered statistically acceptable for the current study.

Concerning hypothesis stated in the previous unit, to examine these research hypothesis, participants took pre and post speaking test orally, and simultaneously marked their result by using the specifications (marking criteria) for the speaking skills test (see appendix II) The components of assessment included fluency and accuracy. The speaking test was marked based on marking criteria adapted from Ur (2006)

The data was analyzed using descriptive and inferential statistics. Mean, standard deviation, independent sample t-test and paired sample t-test were used to analyze the scores of the students speaking test. The results showed that language teaching through the designed technique based on the procedure of using extra class activities improve the students' speaking skill better than the conventional teaching technique. Hence, in the experimental group there was an increment of students' speaking scores from pre to post than control group and their speaking skill improved significantly due to the treatment. Paired sample t-test was used to identify the two groups and improvement has been traced in the experimental group due to treatment. The other finding of this study was the experimental group could speak fluently and accurately than control group after treatment.

To sum up based on the results of the current study, it is concluded that language teaching using extra class activities is crucial technique for improving students' speaking skill. Extra class activities performance also helped them to enrich their vocabulary knowledge and build their fluency and accuracy. Furthermore, extra class activities are useful technique to enhance students' communication.

## **5.2. Conclusions**

The aim of this study was to investigate the effect of extra class activities in improving students' speaking skills. The researcher drew the following conclusions from the findings of the study:

Regarding the two groups of speaking scores, it was described that there would be improvement of students' speaking skills learning through extra class activities. Language teaching using extra class activities improves students' speaking skill. This is due to the fact that various activities help the students to be active participants. Hence, it can be concluded that extra class activities could improve speaking skill because extra class activities offer opportunity for authentic learning.

Despite the criticism that the students may be interact freely, the results of this research showed that through using extra class activities students' fluency have improved significantly. This might be attributed to the fact that the teachers planned the activities well according to the situation. However, EFL students who live in Ethiopia usually encounter problems in learning English and only low percentage of them pass the English examination. This might be partially

attributed to the lack of exposure to authentic English. Using extra class activities can be the solution for this lack of exposure to authentic English. Extra class activities gives the students a chance to practice their English by using different activities in real world tasks and in a stress free atmosphere in the class room setting. The results of this study also showed that teaching English language using extra class activities in the classroom setting improves students' oral social interaction. This result confirms that extra class activities could be one of the most appropriate teaching procedures that may help students to communicate accurately and fluently with other speakers of English.

### **5.3. Recommendation**

On the basis of this research finding, it is advisable to suggest these recommendations to researchers, EFL teachers, schools, and students;

- 1.The schools are recommended to establish English language clubs so that, their students' practice presenting different poems narratives, muzics and etc in English in front of others.
2. It is recommended that teachers design some content of the text books they use according to the procedures and principles of using extra class activities. By doing so, they can vary their teaching procedures, and as a result, their students will be more interested in learning English as a foreign Language.
3. Curriculum designers are recommended to include extra class activities to the English textbooks widely. Well-designed activities should be included in the teachers' and students' books.
4. Students should be supported to use various types of activities inside and outside classrooms since activities can bring new thoughts in to the foreign language class room, raise students' thinking and help the educational process to be more effective and modern.
5. It is recommended that other researchers conduct additional studies to examine the effect of extra class activities on developing speaking skill of students' in different schooling stages. In addition, the researcher recommends other researcher to conduct studies on the effect of extra class activities on developing other language skills.

## References

- Alnaeem,L: (2021). Involvement in Extracurricular Activities and Overcoming High Levels of Communication Apprehension among Saudi EFL Majors. Saudi Arabia.
- Biniam Atinafe . (2008). The Role of Extra class Activities in Improving Students English Language Skills.Un published MA Thesis AAU.
- Brown, H,D. (1994). Teaching by Principles: An Interactive Approach to Language Teaching.3<sup>rd</sup>edition.Englewood Cliffs: Prentice H Regents.
- Brown, H,D. (2001).Teaching by Principles: An Interactive Approach to Language Pedagogy.White Plains,NY: Longman.
- Brown, G.and Yule,G. (1983).Teaching the Spoken Language. Cambridge: Cambridge University Press.
- Bromley, K.D.A. (1988). Language Arts: Exploring Connections. Boston: Allan and Bacon, Inc.,
- Bygate,M.(1996).Effects of Task Repetition: appraising the developing language of learners. In J.Williams and D.Willis (Eds) Challenge and Change in language teaching (pp.1146), London.Heinemann.
- Byrne ,D .(1995). Games. Teaching Oral English. Harlow: Longman Group UK: Limited: pp 101-103.
- Carless,D.V.(2001).Factors in the Implementation of Task Based Teaching in Primary School. Hong Kong: English Department, Hong Kong Institute for Education.
- Carrier,M. (1990).Take 5: Games and Activities for The Language Learner, UK: np. pp 6-11.

- Casinger, J. (2010). College Extracurricular Activities: The history of activities .Retrieved from <http://harvarduniversityscholarship.com/> 181816-CoollegeExtracaricularActivities-the-History-of- Activities. html.
- Celce.Murcia.M. (2001).Teaching English as a Second or Foreign Language (3<sup>rd</sup> ed).USA.
- Chaney,A.L., and T.L Burk.(1998)Teaching Oral Communication in grades k-8 Boston:Allyn& Bacon.
- Cunningham,F.M. (1999).English Language Learners' Speaking Skill. Eric Digest. Retrieved January,15,2010, from, [http://:www.Eric.ed.gov](http://www.Eric.ed.gov).
- Ehram M.E. (1996). Understanding Second Language Learning Difficulties. Sage publications London.
- Ellis,R.(2003).Task Based Language Learning and Teaching. Oxford: Oxford, University Press.
- Endris Yimer . (2016) The effect of Role Play in Developing grade 9 Students Speaking ability. Unpublished MA Thesis. Bahir Dar University.
- Freeman,G.D.,K.Sullivan,and C.R Fulter. (2003). 'Effects of Creative Drama on Self concept, social skills, and problem Behaviors'. Journal of Educational Research. Vol.96/3.pp.131-138.
- Foster,P. and Skehan,P.(1996).The Influence of Planning on Performance in Task Based Learning. Studies in Second Language Acquisition 18(3):299-324.
- Gagne,R.M. (1976).The Conditions of Learning. Florida: Academic press Inc., 3<sup>rd</sup> editions
- Graham S (1997) Effective Language Learning. Great Britain.
- Gray,D.E.(2004).Doing research in the real World. London. Thousand Oaks. New Delhi.

- Gipps C.V., Stoba G.T.(1993) Assessment: A Teachers' guide to the issues.
- G.Mirkhodjaeva. (2019).Teaching Speaking: Developing Speaking Activities. Polytechnic University in Tashkent.
- Hadfield, J. (1990). A Collection of Games and Activities for Low to Mid- Intermediate students Of English. Enter mediate Communication Games. Hong Kong: Thomus and Nelson and Nelson and Sons Ltd.
- Hailom Banterga and Wild Michael . (1998) .Upgrading the English Language communication Skill of TTI instructors for the primary cycle. Quality Education in Ethiopia: vision for the 21<sup>s</sup> Century.IER: AAUP.
- Haregewain Abate. (1993').The Feasibility and Value of using Role play to Improve Communicative skills in Ethiopian Senior Secondary, Schools.' Unpublished MA Thesis. Addis Ababa University.
- Harmer,J,(2001).Practice of English Language Teaching. Edinburgh Gate: Longman.
- Hedge,T. (2000).Teaching and Learning in the Language classroom. Oxford: OUP. Quality Education in Ethiopia: vision for the 21<sup>st</sup>Century.IER: AAUP.
- Hite & Evans. (2006).Mainstream First-Grade Teachers'' Understanding of Strategies for Accommodating the Needs of English Language Learners, Teachers Education Quarterly, Spring.
- Horwitz,E.K,Horwiz M.B and Cope,T.(1986). 'Foreign Language Classroom Anxiety'. The modern Language Jornal, vol70 pp.125-132.

- Housen A.,and Baetens BEardsmore H.(1987).Carricular and Exrta-carricular Factors in Multilingual Education.Studies in Second Language Acquisition, 9,pp.83-102.
- Keefe,J.W.and J.M.Jenkins .(1997).Instruction and the Learning Environment. New York: Eye on Education Inc,
- Keyi (2006).Teaching Speaking Activities promote speaking in second language. TESL Journal: Vol.XII.No 11.
- Krashen and Terrell.T.(1983).The Real life Approaches: Language Acquisition in the Classroom. Oxford: pergamon.
- Krashen,S.D.(1981). Second Language Acquisition and Second Language Learning. Oxford: OUP.
- Krieger,D.(2005). Teaching Debate to ESL Students: A six-class unit. The internet TESL Jornal,11 (2).
- Little Wood,W(. 1981). Communicative Language Teaching : An Introduction Cambridge:CUP.
- Levlet,W.J.M.(1989).Speaking:from Intention to Articulation.Cambridge,Mass:MIT Press.
- Long ,M and C,Sato .(1983).Classroom Foreigner talk Discourse: Forms and Functions of Teachers Questions' in Selinger and Long (ed.)Rowley: Newbury House.
- Marsh, H., and Kleitman,S.(2002).Extracurricular activities: The good, the bad and the nonlinear [Electronic version].Harvard Educational Review,72,pp.464-512.
- Mekonnen Dissasa. (1984).Supplement to Teaching English as Foreign Language: A practical Approach. Addis Ababa: Commission for Higher Education.

- Nadig L. (2006). Tips of Effective Listening <http://www.drading.com/selecting.htm>.
- Nunan, D. (1986). Communicative Language Teaching: Making it work' The learners' view paper Presented at the RELC Regional Seminar, Singapore, 21-25 April 1986.
- Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teachers. London: Prentice Hall.
- Nunan, D. (1996). Designing Task for the Communicative Classroom. Cambridge: Cambridge University Press.
- Nunan, D. (2006). Task Based Language Teaching in the Asian Context: Defining task. Asian EFL Journal, 8(3), 12-18.
- O'Neill, S. (2009). EFL proficiency level and differences in Japanese secondary school students Views on the need for pedagogical change. International Journal of Pedagogies, 5(1), 4971. Retrieve <http://search.proquest.com/docview/215868897?accountid=14771>.
- Ortmeir-Hooper, Christina. (May 2012). New Talk about ELL Students. The Phi Delta Kappan. College Composition and Communication, V. 59 (3), 02/2008, p. 389-419
- Paul, D. (1990). The Use of Drama in English Language Teaching. TESL Canada journal. Vol. 8 No. 1, November.
- Pegrum, M.A. (2000). 'The Outside World as an Extension of the EFL/ESL classroom'. The Internet TESL Journal. Vol. 1/8 Retrieved from <http://itesj.org/lessons/Pegrum-outside-world.html>. Accessed on 3 March, 2008.
- Ree, G. (2008). Pre-Listening Activities. Retrieved on 25/3/2010. <http://www.teaching-english.org.uk/think/knowledge-wiki/pre-listening>.

- Richard-Amaton, P., A. (1996). Making it happen. New York-Addison-Wesley Publishing Group. Pp 192-199.
- Schultz, M. and A. Fisher. (1988). Interacting in the Language Classroom. Games for All Reasons. Massachusetts: Addison-Wesley Publishing Company.
- Selinger, H.W. and M. Long (eds) .(1983). Classroom Oriented Research in Second Language Acquisition. Rowley: Newbury House.
- Setotaw Yimam. (1998). A Survey on the Status of Extra-Curricular Activities in Ethiopian Schools; Quality Education in Ethiopia: vision for the 21<sup>st</sup> Century. IER: AAUP.
- Skehan, P. (1998). A Cognitive Approach to Language Learning Oxford: Oxford University Press.
- Stern, H.H. (1983). Fundamental Concepts of Language Teaching. Oxford. OUP.
- Swain, M. (1985). Communicative Competence: some roles of comprehensible input and Comprehensible output and its development. In S. Gass, C. Maden (Eds.). Input in Second Language Acquisition. Role way. Mass: Newbury House.
- Tchiboza G. (2007). Extra-Curricular Activity and the Transition from Higher Education to Work: A Survey of Graduates in the United Kingdom in Higher Education Quarterly, Volume 61, No .1, January 2007, pp.37-56.
- Tchudi, S.J. (1994). Integrated Language Arts. California. Wadsworth, Inc.
- Thompson, G. (2006 .') Some misconceptions about CLT'. ELT Journal vol.50/1. PP.
- Tyreman, C (2012) How to master the International English Language Testing System (IELTS). Kogan, UK AND USA.

Ur, p.1. (1981).Discussions that work .Cambridge: CUP.

Ur.P. (2006). A Course in Language Teaching: Practice and theory (13<sup>th</sup> Ed.).Cambridge  
University Press.

Willis,J.( 1997).’Task based Learning: Designing and Using Tasks’. ELT Journal vol15/21-12.

Wilson,J.A. (1997).A program to develop the listening and speaking skills of children in a first  
grade classroom.In C.Smith,(Ed).Skills students use when speaking and  
listening.Retrieved November,15,2010.from <http://eric.indiana.edu>.

Young,D,T .( 1991).’Creating a low Anxiety Classroom Environment. What does Language  
Anxiety research suggest’ The modern Language Journal vol.75/4pp.426-439.

Zarry,L.( 1991.) Literacy through Whole Languue. Canada: Penguins Publisher

## Appendixes

**MADDA WALABU UNIVERSITY,  
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND  
LITERATURE  
APPENDIX I-A  
The Speaking Skill Test  
(Pilot Study)**

### **Familiar Topics**

#### **Part 1: Hobbies**

-What do you do with your free time [why]

I like to .....[present tense] because

-Which activity do you enjoy most? [why?]

Mostly I enjoy [present tense].....

-How much time do you spend on it? [When]

I usually spend [spend [present tense].....

-What hobbies can your family do? [Why]

My mother can [present tense]

#### **Part 2: Brief talk**

I want you talk about a topic I am going to give you. You have one minute to three about what you are going to say. You can make some notes to help you. Your talk should last between one and two minutes.

Talk about what you like and dislike... [Which do you prefer? coffee or tea? [Why] What is your favorite food? [Why] which kinds of food you prefer at breakfast? bread or pasta ? [Why]

I have finished my question thank you very much

**MADDA WALABU UNIVERSITY,  
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES  
DEPARTMENT OF ENGLISH LANGUAGE AND  
LITERATURE  
APPENDIX I-B  
The Speaking Skill Test  
(Main Study)**

**Familiar Topics**

**Part 1: Hobbies**

-What do you do with your free time [why]

I like to .....[present tense] because

-Which activity do you enjoy most? [why?]

Mostly I enjoy [present tense].....

-How much time do you spend on it? [When]

I usually spend [spend [present tense]].....

**Part 2: Brief talk**

I want you talk about a topic I am going to give you. You have one minute to three about what you are going to say. You can make some notes to help you. Your talk should last between one and two minutes.

Talk about the place where ...you live [what it called] [where ... is it] [is it town or village] [who lives there] [shop, service

### **Part 3: Discussion**

Some people prefer to live in country side and others prefer to live in town

-Which do you prefer?

-What are the benefits of living there? [Why]

-What are the disadvantages of living there?

-Do you think that the standard of living is higher in a big city [Why?]

I have finished my question thank you very much

Adapted from Tyreman,c (2012) How to master the International English Language Testing System (IELTS). Kogan,UK AND USA

**MADDA WALABU UNIVERSITY,**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND**  
**LITERATURE**  
**APPENDIX II**

**The Specifications (Marking Criteria) for the Speaking Skills Test**

Accuracy	Fluency	Score
Little or no language production	Little or no communication	1
Poor vocabulary, mistakes in basic grammar, very strong foreign accent	Very hesitant and brief utterances sometimes difficult to understand	2
Adequate but limited vocabulary, makes obvious grammar mistakes, slight foreign accent	Gets ideas across, but hesitantly and briefly	3
Good range of vocabulary, occasional grammar slips, slight foreign accent	Effective Communication in short turns	4
Wide vocabulary appropriately used, virtually no grammar mistakes, native like or slight foreign accent	Easy and effective communication, uses long turns	5

Adapted from Ur (2006)

**MADDA WALABU UNIVERSITY,**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND**  
**LITERATURE**  
**APPENDIX III**

**Activities Practice During the Experiment**

Most of the activities which were adapted from USAID –Ethiopia (2016) carried out during the experiment were decided by the teacher. This is because as mentioned above the very thing to consider during extra class were the learners’ interest; hence, it appeared to the researcher useful to keep the students’ interest and move accordingly. Here, what the researcher did, was informing English is the medium of communication as much as possible throughout the program. Hence, whatever issue interested the group; English was the medium of communication.

Furthermore, the way the activities were performed would be in a way that could foster communication skills between the learners; however, it would not have the form of classroom instruction i.e. conscious language items not be treated. This was so because, as the very objective of the study was to see the effect of student activities outside the classroom on students’ speaking skill improvements. Where the target language is medium of communication, students were free to do things interactively.

Hence, the speaking activities to be treated have the form of experience sharing, reflecting on past experiences, discussions of various levels, debating, games, storytelling and others. Hence, in all cases language was treated for its own sake. Regarding to this, Pegrum (2000) argue that whatever is presented outside the classroom, it is an authentic language. Furthermore, all the above activities could anxiety may impede learners. Cheng, Schallert and Horwitz (1999), not that speaking is highly affected by strong classroom anxiety. As maintained earlier speaking is real life experience. The activities were used to help learners generate their own activities.

**MADDA WALABU UNIVERSITY,**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND**  
**LITERATURE**

**APPENDIX IV**

**Extra Class Activities**

**LESSON PLAN ONE**

place: Jara Secondary School

Time 1:00

Activity one: Language game

Objective: At the end of this lesson the students play language games with their partner.

Method: playing language game

Students stand in a circle.

Teacher starts the chain by saying 'I am wearing a Jumper'.

Student standing next to teacher says 'I am wearing trousers' and so on around chain with each students using a different word.

1. Vocabulary can be added around chain. 'I am wearing a Jumper and trousers'
2. Descriptors can be added, 'I am wearing a (big) (blue) (woolly) Jumper', until no more are possible then the next student starts a new chain.
3. Students can describe what another child is wearing. 'kristina is wearing a big red scarf'.
4. Chain can be in the past or future test .I wore a hat yesterday. 'I will wear a shirt tomorrow'.

## **LESSON PLAN TWO**

place: Jara Secondary School

Time 1:00 hour

Activity 2: Using Drama

Method: Acting and Saying

Objective: At the end of this lesson the students' will be able to increase their vocabulary

Discuss the activity below in small group and demonstrate in a classroom.

Select five words from a lesson in the primary mother tongue textbook and demonstrate how to teach the words using drama.

Example:

There are three words in the bag. The word happy is selected from the bag. The student acts it out, discuss its meaning with other students in his/her group, and then the group of students think of other words which are related the word happy

Words in the bag

Kind

Happy smart

## **LESSON PLAN THREE**

Place: Jara Secondary School

Time:1:00 hour

Activity 3: Telling Riddle

Method: Presentation

Objective At the end of this lesson the students will be able to tell the riddles.

During adaptation choose example riddles that are culturally relevant and commonly known.

Activity A:

What goes on four legs in the morning?

On two legs at noon,

On three legs in the evening?

The answer is a human who crawls on all four ( legs ) as baby, walks on two legs an adult and uses a stick to support them when they are old. The morning, noon and evening are metaphors for these times in a human's life.

Activity B

What has a face and two hands but no arms or legs?

The answer is a clock, which has a round face and two hands.

### **LESSON PLAN FOUR**

Place: Jara Secondary School

Time: 1:00 minutes

Activity 4: Role Play

Method: Acting

Objective: At the end of this lesson the students will be able to act the real life situation.

In each pair, one student will act as a banker and the other student will play the customer's role.

Banker: Good morning, how can I help you?

Customer: Good morning, I would like to change some dollars in to birr, please.

Banker: how much would you like to change?

Customer: what is the exchange rate?

Banker: 12.6 birr to the dollar.

Customer: OK. I'd like to change \$220, please.

Banker: that will be 2780 birr and 278 birr commission.

Customer: That's fine.

Banker: Here you are.

Customer: Thanks.

## **LESSON PLAN FIVE**

Place: Jara Secondary School

Time: 1:00 hour

Activity 5: Debating

Method: Discussion

Objective: At the end of this lesson students will be able to debate with their partners

The teacher arranges students in a group

Learner can become involve in agree/discussions.

Then, the teacher provide controversial sentence,. “Life in the country side is better than life in the city.”

## **LESSON PLAN SIX**

Place: Jara Secondary School

Time: 1:00 hour

Activity 4: Role Play

Method: Acting

Objective: At the end of this lesson the students will be able to act the real life situation.

In pairs, one student will act as a teacher and the other student will play the student’s role.

Student: Good morning, sir?

Teacher: Good morning. How are you?

Student: I am fine. Thank you, sir.

Teacher: I am also fine. Thank you.

Student: Sir, would you please tell me

how to you use a calendar?

Teacher: Of course. Look at the calendar.

What do you see?

Student: Names of months and days.

Teacher: Nothing else?

Student: There are dates also. Some are in black colour and some others are in red colour.

Teacher: You have almost learnt. The dates and days tell you what date in which way.

Student: Colour of dates?

Teacher: The red colours are holy days and the black colours are working days.

Student: Thank you, sir.

Teacher: No mention.

### **LESSON PLAN SEVEN**

Place: Jara Secondary School

Time: 1:00 hour

Activity 7: Discussion

Method: Group work

Objective: At the end of this lesson the students will be able to take part in a discussion about AIDS.

Discuss on the following questions about AIDS and reflect your opinion to the class.

1. What are the causes of AIDS?
2. How AIDS can transmit from one person to another person?
3. How to protect ourselves from HIV/ AIDS?

### **LESSON PLAN EIGHT**

Place: Jara Secondary School

Time: 1:00 hour

Activity 6: Story telling

Method: Discussion

Objective: At the end of this lesson the students will be able to retell the story.

Read the following story in your groups and answer the given questions.

## **The Lion and the Rabbit**

A cruel Lion lived in a jungle. It would kill and eat the animals all day. All the animals requested the lion not to kill them and eat them in this way. They proposed a plan. each day one animal would come to the lion one by one ,so that they would be saved from fear of being killed at random by the lion. The lazy lion felt that this was a good way to get a tasty treat every day. In this way, the lion had already eaten many animals. It was finally the tern of a smart rabbit to go to the lion as a meal. It reached the lions' den quite late. The lion roared in anger, "Why are you late?" The rabbit replied, "There is another lion in the jungle. It stopped me."

It said, "I am the king of the jungle."

"Another lion? I will kill it. Show me where it is," roared the lion, angrily. The rabbit took the lion to a well. The lion peered in to the well and roared, "Who is there?" The roar echoed back. It saw its on reflection in the water of the well. It roared again, "You stupid, come out. I will kill you." Saying so, the lion jumped in to the well and was drowned. All the animals in the jungle felt happy a safe. (From, grade 8 English students' text book)

1. What are the characters of the story?
2. State the roles of each character in the story?
3. What message does the story convey?
4. Retell the above story to your friends.

**MADDA WALABU UNIVERSITY,**  
**COLLEGE OF SOCIAL SCIENCE AND HUMANITIES**  
**DEPARTMENT OF ENGLISH LANGUAGE AND**  
**LITERATURE**

**APPENDIX-V**

**Paired Samples T-test of Experimental group for pre & posttest scores.**

	N	Pretest		Posttest		Paired difference		t	df	Sig.
Group	56	M	SD	M	SD	MD	MD2	14.02	49	0.000
Experimental		5.7	1.12	7.18	1.25	-1.56	-1.33			

**Paired Samples T-test of control group for pre & posttest scores.**

	N	Pretest		Posttest		Paired difference		t	df	Sig.
Group	55	M	SD	M	SD	MD	MD2	-2.44	40	0.214
Control		5.43	0.97	5.60	0.99	-0.14	-1.33			

**Paired Samples Test for Experimental and Control Group of Students' Accuracy and Fluency in their pre & posttest results.**

		N	Mean	St.dv	Correlation	T	df	Sig.
Accuracy	Experimental pre-posttest	56	2.82 3.72	0.66 0.64	0.60	-10.9	49	0.000
	Control pre-posttest	55	2.78 2.85	0.47 0.65	0.53	0.82	40	0.412
Fluency	Experimental pre-posttest	56	2.78 3.52	0.67 0.70	0.79	-11.8	49	0.000
	Control pre-posttest	55	2.68 2.73	0.64 0.80	0.69	0.53	40	0.599

