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**THE EFFECTS OF EXTRACURRICULAR ACTIVITIES ON EFL
STUDENTS' SPEAKING SKILLS PERFORMANCE AND THEIR
PERCEPTIONS: THE CASE OF GRADE 11 STUDENTS OF SIMRET
MERHA TIBEB ACADEMY**

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**The Effects of Extracurricular Activities on EFL Students' Speaking Skills
Performance and their Perceptions: The Case of Grade 11 Students of Simret
Merha Tibeb Academy**

BY

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This is to certify that the thesis is prepared by Dawit Niguss Abay, entitled: **“The Effects of Extracurricular Activities on EFL Students’ Speaking Skills Performance and their Perceptions: The Case of Grade 11 Students of Simret Merha Tibeb Academy”** and submitted in partial fulfillment of the requirement for the degree of master of arts in teaching English as a foreign language (TEFL) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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List of Abbreviations/Acronyms

CG: control group

CLT: communicative language teaching

ECAs: extracurricular activities

EFL: English as a foreign language

EG: experimental group

SPSS: statistical package for social sciences

TEFL: teaching English as a foreign language

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Abstract

This study was principally aimed at examining the effects of participating in the extracurricular activities on EFL students speaking skills performance and their perceptions the case of Simret Merha Tibeb Academy grade 11 students. In order to realize effects of extracurricular activities on EFL students speaking skills performance and perceptions towards it, quasi-experimental research design with none equivalent groups was carried out. Two sections of grade 11 students were selected through availability sampling technique and they were assigned as experimental and control groups using lottery method. The control group students were taught by the conventional way of teaching while the experimental group students were actively engaged in the ECAs scheduled outside the regular class. The intervention for the experimental group students was carried out in the second semester 2024 academic year over a duration of 12 weeks, with a clear focus on extracurricular activities (ECAs) intended to enhance their English speaking skills. Speaking skills test were designed and administered to both experimental and control group. Questionnaire was also developed and administered as tools among the experimental group students of Simret Merha Tibeb Academy to investigate their perceptions towards extracurricular activities. In addition, open-ended interview was also employed to the EG students as a supplementary data gathering instrument. The result from the post test showed that the performance of the students in the experimental group was found to be statistically significant. The result from the questionnaire and interview indicated that the students have favorable perceptions towards ECAs. In light of the findings of the study, recommendations were forwarded to several stakeholders. Amongst these, teachers should put special emphasis on the importance of ECAs to the students' academic performance, particularly, speaking skills; the students were recommended to accommodate their time and equip themselves with ECAs so that they can foster their English language skills; and finally, it was recommended that other interested researchers should conduct further investigations depending on the scopes and limitations of this study.

Key Words: Extracurricular Activities, Speaking Skills, Performance, Perceptions

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

English has become the most widely used language around the world and is currently playing a vital role in international communication, education, business, and diplomacy across the globe (Crystal, 2003). For this reason, the need for English proficiency particularly in speaking has increased dramatically. Among the four core language skills, speaking is often considered the most key for effective communication and is often viewed as the ultimate goal of language learning (Duong, 2014). Brown (2001) defines speaking as the process of constructing and sharing meaning using both verbal and non-verbal symbols in various situations. Speaking doesn't only facilitates communication but also reflects the learner's overall language proficiency in EFL language acquisition (Brown, 2007).

Although speaking is a vital part of learning English, many EFL learners especially in non-English-speaking countries, face considerable challenges in developing this skill. The first significant challenge is the lack of exposure to authentic language use outside the classroom, which limits opportunities for natural language use (Richards, 2008). In addition, students often fear of making mistakes or being judged, which can be the reason for anxiety and reluctance to talk (Horwitz, 2001). Teaching methods that are mostly teacher-centered also make it harder for students to engage in meaningful, interactive learning (Ur, 1996). Furthermore, classrooms often fail to offer realistic communication experiences which are crucial to develop fluency and confidence (Brown, 2001). These challenges altogether create serious barriers to students' progress in speaking English effectively.

In Ethiopian high schools, these challenges are clearly seen in students' speaking skills. Although English is the medium of instruction, many still struggle to communicate effectively. According to the Ministry of Education's Education Sector Development Program V (2015), only 35% of students reach the expected level of speaking competence. The report attributes this to insufficient teacher training, limited focus on spoken English in the curriculum, and few real-life language practice opportunities. Moreover, strong reliance on memorization and written exams often leaves speaking skills underdeveloped (MoE, 2015).

In line with the MoE findings, local researchers also give some specific challenges that Ethiopian high school students face. Siraj (2011) points out that large class sizes and traditional lecture methods limit meaningful oral practice. Berhanu (2019) adds that students often struggle with low confidence and anxiety because of inadequate practice and fear of making mistakes. Additionally, limited access to English-language resources namely books, media, and fluent speakers also hinders their ability to become fluent (Temesgen, 2018). Therefore, the challenges mentioned in the MoE (2015) report and local studies are considered key reasons for the low speaking skill performance of Ethiopian high school students.

In response to these challenges, various studies have been carried out to find out ways to improve EFL students' communicative skills and how they can use the target language efficiently and naturally. Consequently, utilizing ECAs is one of the ways proposed by educators (Han & Kwon, 2018). Language-oriented ECAs are structured, meaningful activities conducted outside regular class hours that offer learners authentic opportunities to practice language in meaningful contexts. These include drama clubs, debate teams, language clubs, and school competitions, which enhance communicative competence and reduce anxiety through interactive, student-centered experiences (Han & Kwon, 2018; Mitchell, 2015). By integrating ECAs into the curriculum, students can gain authentic practice, improve their speaking skills beyond the limits of traditional classroom instruction, and apply what they have learned to real-world contexts (Mitchell, 2015).

Language learning in integration with extracurricular activities outside the regular curriculum is vitally important. Isolated curriculum on the other hand, can make language teaching more challenging. (Mitchell, 2015). These key themes examined in the current literature provide a framework to understand how extracurricular activities positively impact secondary school EFL students and how they can be vital for the students attempting to develop their speaking skills.

The theoretical foundation of this research is grounded in post-method pedagogy and communicative language teaching (CLT). Post-method pedagogy promotes flexible, learner-centered, and experience-based strategies rather than strict reliance on textbooks and exams (Dalrymple & Evangelou, 2006; Kuh, 2007). Meanwhile, CLT focuses on communication as the primary goal of language learning by emphasizing fluency, accuracy, and real-world interaction

(Richards & Rodgers, 2001). Extracurricular activities (ECAs) are recognized as the most suitable mode for the typically new type of 21st-century student and support student-centered approaches by offering opportunities for authentic language use, reducing speaking anxiety, and fostering an interactive, supportive learning environment (Mitchell, 2015; Han & Kwon, 2018).

As a result, many countries have realized the importance of extracurricular activities and modified their education systems to integrate early identification of students' performance (Jha, 2004). In addition to formal instruction, participation in activities both inside and outside school provides various experiences that positively impact student performance.

In a similar way, the Ethiopian Ministry of Education (MoE) has long supported extracurricular activities alongside formal instruction. These include sports, film shows, subject-related clubs, drama, debating, student council initiatives, and scouting (MoE, 2005). The MoE (2010) emphasizes that the goal of Ethiopia's education policy is to develop all rounded citizens who actively contribute to the country's progress. To attain this, promoting quality extracurricular programs is necessary.

Despite the policy directions and potential benefits, extracurricular activities have not effectively supported the formal curriculum. For instance, studies by Siraj (2011) and Temesgen (2018) reported that many Ethiopian secondary schools face challenges in engaging students significantly in these activities.

To address this gap, the current study examines existing theoretical knowledge on extracurricular activities and develops a rationale for employing them as a teaching approach to promote meaningful learning experiences that enhance EFL students' speaking skills. Over time, researchers and educators have explored various methods to improve students' communicative competence by helping them use English more fluently, accurately, and naturally. Among these, extracurricular activities have been identified as a promising option (Han & Kwon, 2018).

With regard to Ethiopian context, certain studies have been conducted related to ECAs .For instance, Siraj (2011) examined the implementation of ECAs and identified problems such as poor coordination, lack of resources, and limited student participation. Temesgen Zelalem (2018) also noted that ECAs are frequently undervalued and receive little attention in the school system. However, they do not provide empirical evidence on how ECAs can improve speaking

proficiency. Therefore, this study attempted to investigate effects of ECAs on students' speaking skill performance and their perceptions at Simret Merha Tibeb Academy.

1.2. Statement of the Problem

In traditional EFL classrooms, students are often restricted to formal settings that limit interaction and engagement, fostering passivity. Academic activities in these contexts are typically limited to specific times, places, and topics, which may not sufficiently support the progress of speaking skills. However, mastering communicative skills requires consistent practice in diverse contexts, both within and beyond the classroom. Extracurricular activities (ECAs) such as English clubs, debates, drama, and art offer opportunities for EFL students to practice speaking skills in meaningful and interactive ways (Chen & Wang, 2013).

Extracurricular activities (ECAs), though not part of the formal academic curriculum, are helpful in increasing learning opportunities and associating classroom knowledge with real-life experiences. These activities offer an environment for students to practice language in authentic settings, which improves their linguistic and cultural competence (Han & Kwon, 2018). ECAs can also be applicable for EFL learners as they create contexts for practicing language in lifelike, communicative situations.

The more learners need to master communicative skills in their education or their real life practices, the more activities are in demand. One of these activities is extracurricular activities. Yildiz (2016) asserts that students become much more productive when they are involved in extracurricular activities. For activities to be carried out effectively and efficiently, students' participation and involvement are compulsory. Without this commitment, activities carried out might not yield the desired outcome. Besides, extracurricular activities provide students with a secure learning environment in which they can build self-esteem. They also develop better work habits and demonstrate social and intellectual confidence (Park, 2015).

According to the researcher's argument, extracurricular activities may 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. It is assumed that language used outside the classroom is a real source of authentic language where students use it for various real life experiences (Pegrum, 2000).

Several studies have been conducted outside of the Ethiopia to determine effects of extracurricular activities and the importance of incorporating extracurricular activities in English classes in English as foreign language (EFL) context so that students feel interactive and productive while learning a foreign language, such as, in enhancing English speaking skills and their perception (Javed, 2012; Yuliandasari & Kusriandi, 2015; Han, & Kwon, 2018).

Despite the various possible benefits of ECAs in improving EFL speaking skills, there is a significant lack of empirical research conducted locally, especially in Ethiopian secondary schools. This gap limits understanding of how ECAs influence students' speaking performance and perceptions in the Ethiopian context. Additionally, based on the researcher's personal experience, there have been noticeable challenges in the speaking proficiency of students at Simret Merha Tibeb Academy. Therefore, with all the various scholars' insights about the importance of extracurricular activities for English language skills improvement, the current researcher found it extremely necessary to examine effects of the extracurricular activities in assisting the improvement of the Simret Merha Tibeb Academy students' speaking skills and their perceptions.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of this study was to investigate effects of extracurricular activities (ECAs) on students' speaking skills performance and their perceptions: the case of grade 11 students of Simret Merha Tibeb Academy.

1.3.2. Specific Objectives of this Study

This study focused on the following specific objectives:

1. to examine the effects of extracurricular activities on students' speaking skills performance;
2. to investigate which speaking aspects were most promoted through the use of extracurricular activities;
3. to explore the experimental group students' perceptions about ECAs ;

1.4. Research Questions

This study attempted to answer the following basic research questions:

1. To what extent do ECAs have effect on the students' speaking skills performance?
2. Which aspects of speaking skills are most promoted through the use of ECAs?
3. What are the experimental group students' perceptions about ECAs ?

1.5. Significance of the Study

The result of this study regarding to the students' participation in extracurricular activities was hoped to have the following theoretical and practical significance.

Theoretically, this study is expected that it can be used as reference to determine extracurricular activities to increase the students' speaking skills improvement. Practically, this study is expected to give other point of view for English teachers in supporting teaching speaking skills. Based on this research, teachers may choose various kinds of extracurricular activities to improve their students' speaking skills. In addition, this research can also give contribution to

stakeholders regarding the contributions of extracurricular activities in teaching speaking skills. Furthermore, the study may give an insight for other interested researchers in this area.

1.6. Scope of the Study

Theoretically the study was limited to investigate effects of extracurricular activities on students' speaking skills and perception. Although extracurricular activities might be useful to all skills of language, it currently related to the improvement of students' speaking skills performance. Besides, the study was delimited geographically into Simret Merha TibebAcademy, which is located in Mekelle city, the capital of Tigray Regional State. Particularly, it was conducted in two selected classes of grade 11 students of Simret Merha TibebAcademy. Involving the secondary schools outside the indicated school might be beyond the scope of the present study.

1.7. Limitation of the Study

The researcher acknowledges several limitations in this study. The study involved a relatively small number of participants from a single school. While including additional schools could have increased the generalizability of the findings, the current results may still be cautiously generalized to similar contexts. Moreover, effects of the other factors such as; age, gender, and other psychological characteristics were not considered in this study. Above all, there were few students who did not fully engaged in the ECAs. Due to these threatened limitations, caution is needed in broader generalizability of the findings of the study.

1.8. Operational Definitions of Terms

Aspects of speaking: In this study, the aspects of speaking are pronunciation, fluency, grammar, vocabulary and comprehension.

Effects: comparable result that is observed in the dependent variables after a certain intervention is given.

Extracurricular Activities (ECAs): are activities, which require the voluntary participation of students in the school out of the regular class hours for the sake of EFL skills improvement among students. In this study, students were allowed to join a variety of language-related ECAs

such as English club, drama and debating, which they change the boring mood of traditional methods into enjoying mood.

Perception: is an individual treatment process that is giving a response, meaning, description, or interpretation of what is seen, heard, or felt by the senses in the form of attitudes, opinions, and behavior or referred to as individual behavior.

Speaking Performance: The ability to create and produce the perfect sentences, sounds, and words related to five aspects of speaking: grammar, pronunciation, vocabulary, comprehension and fluency.

CHAPTER TWO: LITRATURE REVIEW

2.1. English Language Speaking Skills

2.1.1. Definition of speaking Skills

Speaking is the natural state of language, as all human beings are born to speak their native languages. It is thus the most distinguishing feature of human beings. This verbal communication involves not only producing meaningful utterances but also receiving others' oral productions. Speaking is thus regarded as a critical skill in learning a second or foreign language by most language learners, and their success in learning a language is measured in terms of their accomplishment in oral communication (Nunan, 2006).

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants, their collective knowledge, the tangible environment, and the speaking purposes, it is spontaneous, have open-ending, and evolving. However, sometimes speech is not unpredictable. Language functions (or patterns) that tend to occur in certain discourse situations (e.g., ignoring an invitation or demanding time off from work), can be identified and charted (Burns & Joyce, 1997).

In this study, therefore, speaking skill is defined as the basic stage students' ability to express ideas orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting discourse rules of the spoken language.

2.1.2. The Importance of Speaking Skills

Speaking is significant outside the classroom, many companies and organizations look for people who speak English very well for the purpose of communicating with other individuals. So, people who speak foreign languages have more opportunities to get jobs in such companies. In support of this, Baker and Westrup (2003) assert that a student who can speak English language well may have greater chance for advancing in her/his education, of finding jobs and gaining promotion.

2.1.3. Components of Speaking Skills

While speaking process is occurred in interaction, there are several features of speaking involved. The most commonly thought of the most important aspects of speaking is vocabulary, grammar, fluency, pronunciation and comprehension (Brown, 2004; Duong, 2014).

a) Vocabulary: Vocabulary is an imperative part of learning foreign language (Schmitt & Carter, 2000). Vocabulary is an important aspect of teaching and learning to speak. Language learners must choose appropriate words in specific situations in order to make their speaking meaningful. For example, when people want to express how they feel about something, they must be able to find a word that expresses their feelings. As a result, students must understand the significance of meaning in context, as well as the facts about word formation and how to twist words to fit various grammatical contexts.

b) Grammatical Accuracy: Grammar is a logical and structural rule that governs the composition of sentences, phrases, and words in a particular language (Brown, 2004). Grammatical proficiency includes knowledge of everything from inflections to syntax. We will be unable to speak the language unless we understand its pattern. Because grammar knowledge is essential for language learners, it is obvious that students must understand these rules in order to speak correctly. Grammar concepts such as modals, modifiers, prepositions, clauses, and other grammatical features should be taught to students. This is a set of rules that govern the structure of a language and govern the composition of sentences, phrases, and words.

c) Pronunciation: Pronunciation is the way language or word is spoken. Pronunciation is the manner in which someone utters a word and the way a word or a language is customarily spoken. Likewise, pronunciation in English is concerned with the production and identification of sounds, stress patterns, and intonation (Hornby, 2002).

d) Fluency: Fluency is defined as the ability to speak spontaneously and expressively with no pausing and no distracting hesitation markers. It also includes aspects such as responding coherently within the turns of the conversation, using linking words and phrases, maintaining a comprehensible pronunciation, and using adequate intonation without hesitation.

e) **Comprehension:** The power of understanding and exercise aimed at improving or testing one's understanding of language is comprehension. Comprehension is the ability to understand and familiar with a situation or fact, comprehension have the function to avoid misunderstanding between the speaker and the listener (Hornby, 2002).

Generally speaking, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communication competence so that competence can be most commonly measured by five criteria. These are: pronunciation, grammar, vocabulary, fluency, and comprehension.

2.1.4. Factors Affecting EFL Students' Speaking Skills

It is necessary to consider age, gender, and affection are factors that affect EFL students' speaking ability. Age is considered one of the most debated issues in language teaching theory, because it determines the success or failure of foreign language learning. According to Scarcella & Oxford (1992), adult learners seem not to have the same innate language specific endowment or tendency as children for acquiring fluency and naturalness in spoken language. Concerning affective factors, younger children are less frightened because they are less aware of language forms and the possibility of making mistakes in those forms, whereas adults' attempts to speak in the foreign language are often fraught with embarrassment (Brown, 2000).

Gender is also one of the major reasonable factors affecting the acquisition of communicative competence in almost every language. Gender affects both production and reception of language skills. For instance, Romaine (1994) realizes that girls speak more politely, whereas boys speak roughly and use more slang and swear words. During adolescence under the influence of peer pressure, boys shift towards more non-standard speech, while girls retain their more standard speech because they think that they have to be careful not to go too far or people will judge them negatively. Likewise, Goddard and Patterson (2000) also believe that while female behavior is often constructed and interpreted in particular ways, boys have freedom to define themselves in any way they want.

With regard to affection, while Thornbury (2005) states that affective factors include feelings towards the topic and/or the participants and self-consciousness. In the same fashion, Brown

(2000) emphasizes that the affective domain is the emotional side of human behavior, and it may be juxtaposed to the cognitive side. The development of affective states or feeling involves a variety of personality factors, feeling both about ourselves and about others with whom we come into contact.

According to Brown (2000), the affective factors which are related to second language or foreign language learning are motivation and attitude, anxiety, etc. These items are called “psychological characteristics” in which motivation and attitudes are paid most attention because various studies have found that they are very strongly related to achievement in language learning. Littlewood (1991) also says that the development of communicative skills can only take place if learners have motivation and opportunity to express their own identity. In fact, Brown (2000) determines that it is easy to assume that success in any task is due simply to the fact that someone is motivated.

Furthermore, the construct of anxiety plays an important role in second language skills achievement. According to Littlewood (1991), it is easy for a foreign language classroom to create anxiety. There are two types of anxiety affecting the process: debilitating (or harmful) and facilitative (or helpful). The feeling of nervousness is often a sign of facilitative anxiety, a symptom of just enough tension to get the job done. To conclude, Brown (2000) claims, that both too much and too little anxiety may hinder the process of successful second language learning. That is why this study involves extracurricular activities to the teaching of speaking skills enhancement. Speaking skill is one of the macro-language skills which seeks higher affective factors so that the students successful performance.

2.2. The Nature of Extracurricular Activities (ECAs)

2.2.1. Definition of Extracurricular Activities

Although there is a lack of scholarly definitions for ECA, in a broad sense ECA mean activities that students experience during college life in addition to formal education (Bartkus, Nemelka, Nemelka, & Gardner, 2012). Thus this study considers ECA as an umbrella term that includes various voluntary activities that are related directly or indirectly to curriculum but do not involve any formal grades reported in students’ transcript.

ECAs include various activities in and out of the secondary schools such as participation in special lectures, clubs and group activities, student councils, service activities, awards, contests and competitions, debates, English club, internships, and a variety of experience programs and language-oriented extracurricular activities. Here, we had better focus on foreign language-related ECAs.

2.2.2. History of ECAs in Secondary Schools

Although the term “extracurricular activity” appeared in the 19th century, some forms of ECAs, such as debates, dramas, and competitions have been introduced already in Ancient Athens and Sparta (McKown, 1952; Reva, 2012). ECAs in modern understanding of the concept skipped into being in European and North American schools and universities in the early 1900s (McKown, 1952). Traditional forms of ECAs included student societies (literary societies, pen-friends clubs, and debate clubs), drama clubs, church-related charities, sports clubs, and other activities (Church & Sedlak, 1976; Reva, 2012).

The attention paid to ECAs in contemporary education does not only stem from their low costs, but also from the observed positive impact of ECAs on many educational, social and psychological aspects of learning. Most available studies of ECAs were conducted in secondary school contexts. Earlier research studies included mostly drama clubs, sports, debate clubs, music, sports, and similar activities (e.g., McCarthy, 2000; Bryan *et al.*, 2012). These studies demonstrated multiple positive effects of ECAs on grades overall and on grades in specific subjects, such as mathematics, science and English (Fredricks & Eccles, 2008; Knifsend & Graham, 2012).

The above studies of ECAs were conducted only in secondary school context, and they do not focus on foreign/second language related activities, but can serve as a reference point for potential overall positive and negative effects of ECAs on students. Language-related ECAs are addressed in the following section.

2.2.3. History of Language-Related ECAs in Secondary Schools

In this paper, we focus on foreign language-related ECAs, which are one of the most popular forms of extracurricular among EFL students, but have not received yet adequate attention from

scholars. In a study of American high schools, foreign language-related ECAs were the third most common ECAs after arts and crafts (Vermaas et al., 2009).

Integration of ECAs into foreign/second language curriculum is advocated by theoreticians of Communicative Language Learning as a way to create an informal environment for learning (Krashen, 1981; Oats & Hawley, 1983). ECAs are also promoted within the framework of experiential learning (Kohonen, 1992; Nunan, 2004). While Communicative Language Learning is perhaps still the most widely spread methodology in North American language teaching, and experiential learning is supported by many curricula, hardly any contemporary research on language-related ECAs is available.

extracurricular activities studies peak in the 1950s through 1980s (Tumanov, 1983) was subsequently followed by an almost complete research vacuum. There is therefore a huge discrepancy between the overwhelming use of language-related ECAs in North American context and the lack of research studies that would support this use. More research into ECAs is justified as one of the border-crossings into new ways of teaching and into non-traditional language learning communities required in modern day foreign language learning in order to get away from the transmission model of learning (Tarone, 2012). Computer-Assisted Language learning formats are also beginning to be used for ECAs (Sylven & Sunqvist, 2017). In Ethiopian context, language-related ECAs were English club, field trips, public speaking, drama and debating, which are expected to boost the language skills in the syllabus. In this study, therefore, these language-related ECAs were in practice so as to enhance the secondary school students English speaking skills.

2.2.4. The Importance of Extracurricular Activities in EFL

In EFL teaching, the importance of ECAs is supported by the communicative competence requirements (Hymes, 1966). Students can develop their communicative competence, grammatical competence and sociolinguistics competence by giving speeches in debate club, writing stories or articles to journals in journalism club and individually being a pen-pal on the internet to another student from abroad.

Of course, the main goal of a student at a university should be academic achievement. As mentioned above, there is certain risk that ECAs will distract students from academic learning, including learning the target language. However, there are many scholars saying that participation in ECAs has a quite positive impact on the students' retention in educational process, if these activities are closely enough related to the curriculum (Kuh, 2007; Greenbank, 2014). This occurs due to increased motivation and creativity, development of learning strategies, improvement of students' ability to plan, to do time management, to act as leaders, etc. Students learn to communicate better (even if it is in the native language, it eventually promotes their general communicative and social skills and helps them succeed in natural language learning and its authentic application.

Students should participate in language-oriented ECAs regularly because, the more they are involved, the more language is acquired and it causes academic success in EFL. ECAs bring many advantages in term of GPA and discipline. Reeves (2008) indicated that students, who participate in ECAs, achieve better grades compared to non-participants.

To sum up, language-oriented ECAs not only help students better succeed in language curriculum at secondary schools but also they create a sort of a bridge between the academic study of the target language and its practical application in further life. Fundamentally, students who participated in language-related ECAs learned and developed self-discipline, self-confidence, and skills to handle competitive situations in speaking skills.

2.2.5. The Use of Extracurricular Activities

a) The ECAs Facilitate Cooperative Language Learning

As ECAs are activities outside the classroom involve many students at a time, they have such feature of cooperation among students which help learners develop the tradition of collaborative language learning. As far as the role of collaboration in assisting language learning is concerned, Hancock (2004) reveals that cooperative learning provides learners with good opportunities to succeed in their language learning. Keefe and Jenkins (1997) also reveal that one well validated approach to language learning with implications for all subjects is cooperation. Hence, these activities outside the classroom involve learners with a variety of experience, background,

knowledge, and skills; they may facilitate cooperative language learning.

Though cooperation can be applied in the classroom, it is argued that foreign language classrooms are strongly impeded by classroom anxiety which affects learners' willingness to involve in communication (Yan & Horwitz, 2008). In this regard, Young (1991) reveals that six potential sources of language anxiety hinder foreign language learning among which classroom setting can be cited. As far as effects of anxiety on foreign language learning is concerned, Horwitz and Cope (1986) note that in foreign language classes anxious learners have difficulty in speaking and in discriminating the sounds and structures of a target language message.

b) The ECAs add Motivation to the Language Learning

It is believed that ECAs increase 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 (Pegrum, 2000). Hedge, (2000) also notes that cooperative language learning would motivate learners as it provides students with an anxiety free learning environment. Similarly, Williams and Burden (1987) put that motivation has a paramount influence on the success of students' learning. Lightbown and Spada (1999) also confirm that in the process of SL/FL learning, motivation is the most important factor to bring about successful language learning. Hence, the students who are involved in language-oriented ECAs are more motivated to learn and improve their speaking skills.

c) ECAs make Language Learning Integrated

It is noted that the students involve in the ECAs practice of different language skills at a time (Zarry, 1991). Bromley (1988) also argues that student activities outside the classroom are highly associated with the development of writing, reading, vocabulary and oral expressions. The 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) criticizes 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 real- life together whenever we interact with others to communicate. Hence, as outside classroom activities provide a real life learning situation, language learning may

inevitably be integrated.

d) The ECAs Provide Authentic Language Learning Situation

Any language which learners come across outside the classroom is authentic language (Pegrum, 2000). 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, ECAs may give students real life language learning situations.

e) The ECAs Facilitate Communicative Language Teaching (CLT)

Nunan (1986) 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 extensive use of drill and controlled practice, and interactions are mock communicative. 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. Hence, unlike the structured classroom activities, the students' activities outside the classroom may provide learners with reasonably favorable opportunities for the students to practice all of the language skills communicatively.

2.2.6. Possible Drawbacks for Participation in ECAs

Educators' role is self-sacrificing. Although they follow the curriculum and regulations in educational institutions, they are to do some extras regarding students' intellectual, emotional, social, moral and academic development. Eccles and Barber (1999) indicate that, in consequence with extracurricular activities, some possible drawbacks may happen. If the student is not too successful, teacher or peers may reveal they negative attitude towards his/her participation, thus causing students' demotivation. It is essential that teachers understand it and not only themselves abstain of derogatory comment, but also do not let have students made such comments. Secondly, participants' excessive concern for the extracurricular activity causes tiredness and may take students' concentration away from course subjects and educational success. Thirdly, ECAs may bring stress to some participants because managing the time effectively in given tasks

may be hard for them and their academic performance as well as family ties may be affected negatively. Students' dealing with their course studies and ECA interest should be balanced. Spending too much time on ECAs may put at risk their academic success.

Generally speaking, implementing ECAs may cost expensive because of the activity equipment. Schools should find sponsors to provide the equipment.

2.2.7. Types of Foreign Language-Oriented Extracurricular Activities

There are various activities suggested by different scholars which could potentially be used outside the classroom to aid the development of students' oral skills. These activities are suggested to extend the student opportunities outside the classroom to develop their oral proficiency and oral expressions (Keefe & Jenkins, 1997). Several authors categorize the activities as: broad casting, public speaking, drama, debating, storytelling, interpretive reading, and discussions of various levels. Although there are several ECAs worldwide which are introduced to enhance the discipline in the each country curriculum, the following are more of related to the Ethiopia education foreign language-oriented in particular. These will be discussed in the following sections.

a) Debate contest: Debate activities are enjoyable ones, especially with intermediate advanced learners. Debating clubs are especially suitable for secondary and tertiary level (MoE, 2011). These activities offer chance for participants to practice language skills such as speaking skill. Malu and Smedley (2006) assert that the skills of speechmaking are learned and exercised in debates 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. Each speaker makes a brief opening speech which states her/his opinion. This is followed by an informal discussion among members of the panel, after which, questions are invited from the audience (Grubber & Beaty, 1954).

b) Drama: Drama activities have enumerable functions in the profession of foreign language teaching. For example, they help learners to appear in a more real life manner to express their emotions and feelings either verbally or non-verbally which aid learners foster their speaking skills (Wilmer, 1963). Meanwhile, Zarry (1991) argues that drama involves extensive use of written and spoken languages; it helps learners enhance their entire language skills. Freeman, Sullivan and Fulton, (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. In doing so, students would get the chance of trying out rich not only speaking skill but also other language skills for real life communicative purpose.

c) English Club:

English club can be defined according to the club's aim and purpose so that many English clubs give their definitions of their own (Malu & Smedley, 2006). This study, therefore, defines English club as it is a club which is an agent for English learning that facilitates, helps and strengthens English skills' in to practical real life communication at school or community base. In this study English club is to mean that it is coordinated by the school English teachers and set volunteer students who seek to improve their English with the help of this club's activities. This study more or less concentrates and let the students participate so as to see their effect in speaking skills improvement.

2.3. Related Empirical studies

2.3.1. Extracurricular Activities and Speaking Skills Performance

The engagement in outclass activities provides EFL learners the opportunity to practice different speaking tasks using the target language (English) without the added pressure of grades. This allow them feel more comfortable while speaking and that hiding their anxiety level. Liu (2006) viewed that ECAs practices of speaking reduce learners' worries of speaking English. Furthermore, out-of-door activities enhance EFL learners speaking performance. Moreover, an experimental study was conducted by Basher and Javed (2012) in order to determine whether the

ECAs have an impact on academic performance of the secondary school students; their study revealed that the ECAs could contribute to the academic performance of the students.

Freeman (2017) also conducted a study on the relationship between ECAs and academic achievement, so there was a positive correlation between students' participation in ECAs and their academic performance, particularly their grade point averages. Furthermore, Duong (2014) had made an investigation into effects of role-play in an EFL speaking course and declared that students could speak English confidently, naturally, and fluently with English native speakers or those who used English as a means of communication in any circumstances. Thus, ECAs have numerous benefits on EFL students speaking performance

2.3.2. Students' Perceptions on ECAs in enhancing their Speaking Skills

Very few researches are available on the students' perceptions to ECAs and their direct impact on language learning, particularly, speaking skills. To see some example, Han and Kwon (2018) conducted a study on 'Students' Perception of Extracurricular Activities', and perceived that ECAs were beneficial to their curriculum learning. Yuliandasari & Kusriandi, (2015) also conducted their study on "Students' perception on English club extracurricular in speaking practices at Madrasah, so the result showed that the students perceived that participating in English club extracurricular activity gives them chance to speak in more flexible condition. Moreover, very recent study conducted by Armita (2019)entitled by 'Students' perception towards English club extracurricular activities in practicing speaking revealed that students perceived that English club is useful for students in practicing speaking skills.

2.4. Empirical Gaps

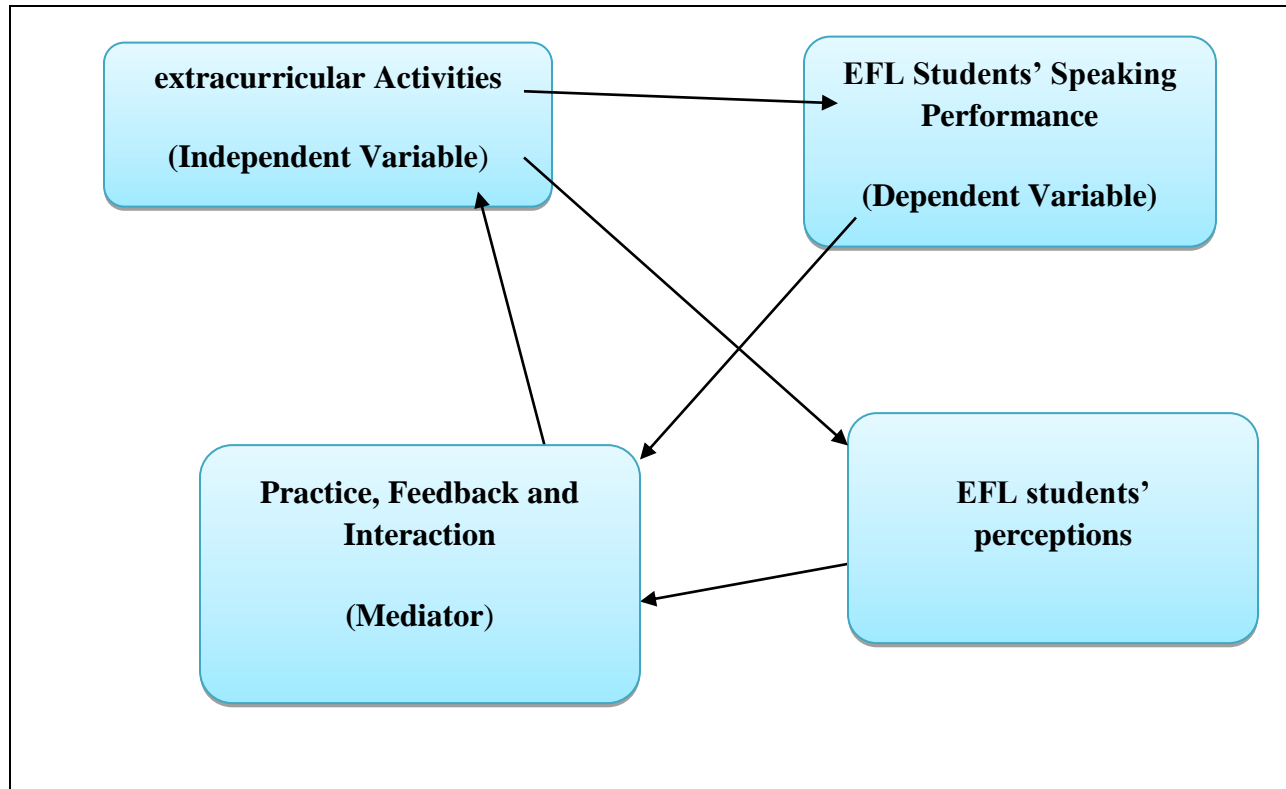
Despite the fact that the insights of international studies on the benefits of extracurricular activities (ECAs) in enhancing students' English-speaking skills (e.g., Javed, 2012; Han & Kwon, 2018; Yuliandasari & Kusriandi, 2015), there remains a significant empirical gap in the Ethiopian context. Local studies have mainly focused on the implementation challenges and general practices of ECAs (Temesgen, 2018; Berhanu, 2019), instead of investigating their direct effects on students' speaking performance or assessing their perceptions. In addition, while speaking is a fundamental component of communicative competence in EFL settings, limited

research has explicitly investigated how ECAs contribute to improving this specific skill. The role of students' perceptions in determining the effectiveness of ECAs has also been under-explored, despite the emphasis on learner-centered approaches in modern pedagogy.

Furthermore, although the Ethiopian Ministry of Education has advocated the integration of ECAs into the educational system, many secondary schools still struggle to implement these activities meaningfully, indicating a gap between policy and practice. This disconnects calls for empirical studies that examine the actual impact of ECAs on students' language learning outcomes. Moreover, few studies have adopted experimental or intervention-based designs to measure the effectiveness of ECAs on students' speaking proficiency in real educational contexts. Finally, the gap between classroom instruction and authentic language use provided by ECAs has not been adequately addressed in existing research, underscoring the need for studies that link language learning to real-life communicative experiences.

2.5. Conceptual Framework of the Study

The following diagram shows the relationships among the independent, dependent and mediating variables. The relationship among the variables is displayed in diagram1.



Source: Author Conceptual Framework

Figure 1: Conceptual Framework of the Study

As it is illustrated on diagram 1, the Extracurricular activities have direct effect on EFL students' speaking performance and perceptions which are dependent variables with the mediating variables practice, feedback and interaction.

CHAPTER THREE: METHODOLOGY

3.1. The Research Design

As the study was carried out in a natural setting, quasi-experimental design with none equivalent groups was utilized to show effects of extracurricular activities on students' speaking skills performance and perceptions. The experiment was carried out within the regular sessions and the existing classrooms. In such circumstances, the quasi-experimental design is preferable to use (Creswell, 2012). Besides, in quasi-experimental designs the researcher does not control the assignment of participant to conditions, and often have to take groups that are intact selected (Gray, 2004; Mackey & Gass, 2005). Hence, we sometimes call them comparison group instead of control group. Experimental research design is used to establish possible cause and effect between independent and dependent variables (Dornyei, 2007). Therefore, quasi-experimental research design with non-equivalent group was utilized to investigate effects of extracurricular activities on students' speaking skills performance and perceptions.

3.2. The Study Setting

This study was conducted at Semret Merha Tibeb Academy during the 2016/2024 academic year. Semret Merha Tibeb Academy is a private school located in Hawilti sub-city, Mekelle City, Tigray Regional State. The school is committed to providing quality education and has a plan to introduce various programs aimed at improving educational standards. Among these plans are extracurricular activities intended to support students' overall development. In addition, the school has planned English language improvement programs designed to make language learning more authentic and supportive for students. Therefore, the researcher aimed to enhance students' speaking skills performance through the practice of these English language-oriented extracurricular activities as planned by the school.

3.3. The Population of the Study

The population of this study was grade eleven students of Simret Merha Tibeb Academy. In this study area, there were two sections of grade eleven totals of 68 students. Of these sections, both of them were enrolled in social sciences stream in the year 2016/2024. Thus, the researcher took both sections of the social sciences department students as subjects of this study using

availability sampling technique.

3.4. Sampling Technique

At Simret Merha Tibeb Academy there were two sections of grade 11 students. Therefore, availability sampling technique was used. As the study tried to investigate effects of extracurricular activities on students' speaking skills performance and their perceptions, an experiment was carried out. However, before assigning the students in to control and experimental groups, they took speaking proficiency tests. Accordingly, similarity of the two groups was checked. Then, grouping of the students in to the experimental and control groups was followed right after computing the pretests through lottery method. Thus, the section with 33 students assigned as control group (CG) and the section with 35 students became experimental group (EG). Besides, comprehensive sampling technique was used to select participants for the questionnaires. That is, all students in the experimental group were seated to fill out the perceptions questionnaire. Simple random sampling was also used to select for interview from the experimental group to triangulate the data collected through questionnaire.

3.5. Selection of the school

Simret Merha Tibeb Academy was selected as the study area because, as an English teacher there, the researcher observed that many students faced considerable difficulties in speaking performance despite regular EFL instruction, which made the school a suitable context for the study

3.6. Selection of Grade level

The grade eleven students were selected for three reasons. Firstly, they are at the level of critical time of speaking development needed to own for their higher institutions preparation. Secondly, these grade level students are more matured to be involved in speaking skills as compare to grade 9 and 10 students. Thirdly, grade 11 students have sufficient time than grade12 students. Grade12 students need to devote more of their time preparing for the national examinations. Accordingly, grade 11 students were selected as appropriate source of data for this study.

3.7. Data Gathering Instruments

Based on the objectives of the study, the data collecting tools which the researcher utilized were speaking skills evaluating tests, perceptual questionnaire and interview. The test was with the pre- test and the post-test design. Besides, perceptions questionnaire was administered to gather data from experimental groups so as to analyze the students' perceptions to the ECAs in enhancing their speaking performance. Lastly, face-to-face in-depth interview was held so as to triangulate the students' perceptions towards the ECAs in enhancing their speaking performance. For further details of the tools, it can be seen in the following sub-headings.

3.7.1. Test

Test was among the major data gathering instruments in this study. The speaking test was with pretest-posttest design. That is, the pretest was administered to check the similarity of the control group with the experimental group before the special treatment. While the experimental group was receiving awareness creation about ECAs and let them participate actively in the ECAs. Whereas, the control group students were as usual with less awareness and participation in the ECAs. Post-test was given for both groups right after the treatment period of time was completed to examine if the participation of the students brings effect on their speaking skills performance. The posttest for the speaking skills was similar in content with the speaking pretest.

Since speaking skills test is a multifaceted and dynamic activity, it strives for standardized scoring. Hence, the scoring rubric for the speaking tests was adopted from Hughes (2003), which was found appropriate with the objectives of the speaking test and ease of raters. This rubric evaluates five components of speaking skills; these are accent/pronunciation, grammatical accuracy, vocabulary, fluency and comprehension. Each component was awarded anywhere from 1 to 6 points. According to the criteria of this marking speaking skills rubric, the maximum possible score of the test was marked up to 30 points.

3.7.2. Questionnaire

Moreover, the researcher used questionnaire to assess the students' perceptions towards using ECAs in improving their speaking performance. The questionnaire was slightly adapted from Mbada (2022), who conducted a study, on "Students' perceptions of the influence of

extracurricular activities on academic performance: A case study of the Tshwane University of Technology, South Africa". Here, a 5-point Likert scale was used among the experimental groups. Hence, the assessment questionnaire was distributed only to the experimental group students.

3.7.3. Interview

In addition to the above mentioned data collecting instruments, the researcher used interview so as to provide supplementary data regarding to the students' perceptions on effects of ECAs in improving students' speaking skills. The interviewing process was held after the treatment period. Five students were selected from the experimental group for the interview. They were asked about their perceptions towards their participation in the ECAs and its effect on their speaking skills performance. The interviewing process was audio recorded, and later transcribed in to written forms for analysis.

3.8. Piloting the Instruments

Piloting refers to the process of trialing items with a larger group of people than would normally be used in prototyping. As valuable as this is for investigating the validity of the items, we also need to collect statistical evidences which are important to show that the items are being produced at the appropriate level of difficulty for the intended population (Fulcher, 2010). Before the actual data gathering process was carried out, the speaking tests, the questionnaire and the interview questions were piloted so as to secure their validity and reliability. For validation cases, the tools were given to experienced secondary school teachers for evaluation. Validation forms were dispersed to them. Above all, the tests, questionnaire and interview questions were sent to advisors for advisory consultation.

Besides, the tools were given to equivalent grade level students learning in Merciful Paradise Academy in February 2024. The sample size for a pilot test does not have to be very large. As far as possible, a sample size of 30 or greater is recommended (Fulcher, 2010). Similarly, Dornyei (2003) suggested that the typical sample size at piloting stage is around 50 (+/- 20) respondents. The reason for this is that statisticians have discovered that at this number, a distribution is most likely to approximate a curve of normal distribution. Therefore, the researcher selected thirty

students for piloting the speaking tests and questionnaire to save the extraordinary time and effort of the raters. Finally, certain amendments have been done on the basis of the pilot tests as well as the responses and comments of the supervisors.

3.9. Testing Validity and Reliability of the Instruments

Examining the validity and reliability is an important aspect of instrument construction in research projects. As the data collection instruments were developed, different procedures were being employed to get evidences of the validity and reliability of instruments utilized during the data collecting processes. In this section, evidences of these vital aspects were obtained from the validation team of experts before the actual study. Whereas, the reliability results were computed after the piloting had held. Therefore, the following procedures were operated to warranty the validity and reliability of instruments.

3.9.1. Validity Testing

As far as possible, the tests, questionnaires, and interview were adopted from earlier similar studies. Additionally, these tools were given to experienced secondary school English teachers for validation matters. Ahead of this, all materials were consulted to his advisors. Finally, the researcher confirmed that the tools were appropriate to be used for the study.

3.9.2. Reliability Testing

Though the instruments the tests and questionnaire were as far as possible slightly adapted, testing reliability of the tools was required to examine raters and rating related reliability problems. Therefore, the internal consistency of the items of the questionnaire, the teachers rated scores of the two raters and the speaking test result of the students were verified through the SPSS software. The Cronbach's alpha for deciding the reliability measure ranges from zero to 1.00, with values close to 1.00 indicating high consistency. It is desirable to have a reliability coefficient of .70 or higher for a classroom exam as well as inter-items of the questionnaire (Dornyei, 2007). Accordingly, the Cronbach's alpha result of the speaking test was $r = .74$ and the questionnaire $r = .84$ which were all good reliability.

3.10. Procedures of the Study

First of all, the researcher provided a speaking pre-test for both the experimental and the control groups before the treatment was operationalized. Then, a training was conducted for the experimental group students in on how to facilitate and participate in ECAs and aware the role of ECAs on speaking skills. Then, Training for raters was also performed up on two teachers on how to assess the students' speaking skills performance. Accordingly, the two rater teachers were assigned to rate the pilot as well as the actual students' oral test scores. This was done to increase reliability and prevent any probable subjectivity results. Besides, inter-rater and intra-rater reliability were evaluated.

After collecting the pre-treatment data, the researcher was teaching the speaking skill lessons to the experimental group and tried to support with the ECAs, whereas, for the control group the teacher was carrying on teaching using the usual awareness about the use of ECAs. The intervention for the experimental group students was carried out in the second semester 2016/2024 academic year over a duration of 12 weeks, with a clear focus on extracurricular activities (ECAs) intended to enhance their English speaking skills. Specifically, the activities included Drama, Debate, and the English Club. Each activity was carefully scheduled to take place once a week, with one hour allocated to each session. This allowed for a well-balanced weekly commitment of three hours devoted to the ECAs, providing students with sufficient opportunity to involve in meaningful practice. The intervention was applied over the course of three consecutive months, from March 9 and continuing until the end of May 25, during the academic year of 2024. The scheduling of the intervention was intentionally chosen to ensure that students had enough time to immerse themselves in each of the activities and progressively build their speaking skills. These activities were chosen for their potential to offer a variety of speaking situations that would challenge the students in diverse ways, encouraging both structured and natural language use. Finally, each group was provided with the post- test at the end of the time which was allocated for the experiment.

Meanwhile, the questionnaires were administered for EGs after the treatment period was accomplished to examine what effect do participating in the ECAs creates on the students' perception about speaking skills. In addition to these, five students from the experimental group were selected and interviewed to generate their perceptions.

3.11. Methods of Data Analysis and Interpretations

Basically, the SPSS software was operated to analyze majority of the data collected for this study. The results of the pre-test and post-test were statistically analyzed, compared, and interpreted using paired-samples t-test and independent-samples t-test. Similarly, the questionnaires were computed in aggregate mean, standard deviation and p-value analysis using the SPSS software. Meanwhile, to show the relationships and degree of alterations between or among the variables, correlation analysis was operated through SPSS.

Both descriptive and inferential statistics were used to interpret the result of the study. Whereas, content analyses technique was utilized for interpretation of the data generated through the interviews.

However, according to Porte (2002) with large sample size, even very small mean differences between scores of two groups can become statistically significant in the output of the SPSS software. So, one pivotal way that a researcher can judge the extent of the significance of the finding is to calculate the 'effect size'. Thus, computing effects size was also part of the analysis of this study. Effect size indicates the relative magnitude of the differences between mean scores regardless of the numbers of participants involved (Porte, 2002). Effect size is measured by Eta squared. The SPSS software can calculate Eta squared values of the t-tests. Or else, it can be manually calculated by using the following formula using the information provided in the output of the SPSS software. The eta squared was worked out by this formula:

$$\text{Eta squared} = \frac{t^2}{t^2 + N - 1}$$

Thus, the result of eta squared helped the researcher to judge the extent of effects. Though generally the value of Eta squared ranges from 0 to 1, Porte (2002) recommended to use the following guidelines suggests the following interpretation thresholds (by referring to Cohen's, 1988 guidelines) that is: 0.01 = small effect, 0.06 = medium effect, and 0.14 or above = large effect. These benchmarks were used to interpret the impact of the intervention on students' speaking performance.

3.12. Ethical Considerations

Researchers carrying out researches with human participants are ethically obligated to protect their rights and preserve their well-being during the research process (Bryman, 2012). As participants' participation is essential to the data collection process, it is crucial to maintain ethical standards throughout the research. Hence, the researcher obtained legal permission from the school administration and confirmed that the participants willingness to take part in the study. In addition, in alignment with Alderson (2004) parental consent was obtained since the intervention took place outside the regular school week, on Saturday. This phase confirmed that parents were fully informed about their children's involvement and approved of their participation. Throughout the data collection process, the researcher took steps to keep the privacy of the participants by coding names and any identifiable information to prevent disclosure of their identities.

CHAPTER- FOUR: DATA ANALYSIS, INTERPRETATIONS AND DISCUSSIONS

This chapter presents analysis, interpretations, and discussions of the study based on the information obtained through the test, the questionnaire and interview to achieve the objectives of the study. Specifically, it deals with the issues related to effects of extracurricular activities on students' speaking skills performance; examine which speaking aspect most promoted due to the use of extracurricular activities, explore the experimental group students' perceptions about the ECAs in enhancing their speaking performance and examine the association between students' perceptions on ECAs and their speaking skills performance. Consequently, the results of the test and the questionnaire were analyzed through SPSS software, and reported based on the sequence of the objectives of the study.

Thus, the test results were analyzed first to show effects of extracurricular activities on students' speaking skills performance as well as to examine which speaking aspect most promoted due to the use of extracurricular activities. Then, the data gathered using questionnaire and interview so as to explore the experimental group students' perceptions about the ECAs in enhancing their speaking performance was also analyzed in the third part of this chapter. Finally, discussions of the major findings of the study appear as the forth part of this chapter.

4.1. The Effects of Participating in ECAs on students' speaking skills performance

The first specific objective of the study was to investigate experimentally effects of extracurricular activities on students' speaking skills performance. Hence, paired-samples t-test was used to compare the mean scores of two entries of the same group. However, independent-samples t-test was used to compare the mean scores of the two different groups; that is, between the experimental group and the control group. Then, the output of the SPSS software revealed different statistical information which helped the researcher to show effects of the intervention carried on during the experiment.

Table 1: Independent samples t –test results for pre-test scores of CG and EG

		N	Mean	Std.	Mean Difference	Df	Sig. (2-tailed)
pre-test	CG	33	17.45	3.845	.37	66	.660
	EG	35	17.08	3.066			

\bar{x} = mean SD = standard deviation p = probability value

As it is indicated in Table 1, independent samples t-test was carried out to compare if participating in ECAs had an effect on students’ speaking skills performance than the conventional way of teaching speaking skills. The purpose of this independent samples t-test was to compare the results of the two groups before the intervention was applied. Consequently, the pre-test scores indicated that there was no significant differences between the control group (\bar{x} = 17.45, SD=3.845) and the experimental group (\bar{x} =17.08, SD= 3.066; $p>.05$). This inferential statistics revealed that there was no significance difference in speaking skills performance between the two groups before the intervention was applied.

Table 2: Independent samples t- test results for post-test scores computed for CG and EG

		N	Mean	Std.	Mean Difference	Df	Sig.(2- tailed)
Posttest	CG	33	18.08	3.55	-1.47	66	.05
	EG	35	19.55	2.60			

\bar{x} = mean SD = standard deviation p = probability value

Table 2 indicates that independent samples t-test was addressed to compare effects of participating in ECAs on students’ speaking skills performance for the experimental group with speaking skills performance of the control group, that is, those who did not participate in the ECAs. As a result, the data revealed out that there was a significant difference in the posttest scores of the control group (\bar{x} = 18.08, SD= 3.55) to the experimental group (\bar{x} =19.55, SD=2.60; $p=.05$) with a mean difference of -1.47. These statistical data showed that participating in ECAs has an acceptable effect on improving the students’ speaking skills performance. This was the main finding that the researcher evidenced of the first specific objective of this study.

Table 3: Paired samples t-test comparing pretest and posttests of the EG

		N	Mean	Std.	Mean	T	Df	Sig. (2-tailed)
		Difference						
pre-test	EG	35	17.08	3.07	-2.47	-8.197	34	.000
post-test	EG	35	19.55	2.60				

\bar{x} = mean SD = standard deviation p = probability value

Table 3 displays that the paired samples t-test was considered to get effects of participation in ECAs on the students' speaking skills performance using pre-test and post-test scores of the experimental group. Hence, There was a statistically significant increase in the test scores from pre-test [\bar{x} = 17.08, SD= 3.07) to post-test (\bar{x} = 19.55, SD=2.60, t (35) -8.197, p<.05)] of the experimental group. Accordingly, these statistical differences indicate that the students who were participating in the ECAs have got an inspiring improvement in their speaking skills performance.

Whereas to show the extent of effects of the intervention, the researcher used an eta squared which is calculated by the formula here under recommended by Porte (2002).

$$\text{Eta squared} = \frac{t^2}{t^2 + N - 1}$$
$$\text{Eta squared} = \frac{(-8.197)^2}{(-8.197)^2 + 35 - 1}$$

$$(\eta^2) = .67$$

According to Cohen's (1988) widely accepted guidelines, an eta squared value of 0.01 indicates a small effect, 0.06 a medium effect, and 0.14 or higher a large effect. Therefore, the obtained η^2 value of 0.67 reflects a very large effect size. This indicates that the extent of effects of participating in the ECAs had a motivating improvement on the students' speaking skills performance.

4.2. Components of speaking skills promoted through the use of ECAs

The second specific objective of this study was to examine which speaking aspect most stimulated through the participation in the ECAs. Thus, Table 4 displays that whether students participation in the ECAs bring certain change on each aspects of speaking skills or not.

Table 4: Paired samples t- test comparing pretest and posttest scores of the EC on each components of the speaking skills

Aspects of Speaking	Pretest/Posttest	N	Mean	SD	Mean Difference	
					Mean	Sig (2tailed)
Accent/ Pronunciation	Pretest	35	3.34	.70	.077	.538
	Posttest	35	3.27	.83		
Grammar	Pretest	35	3.63	.83	.686	.000
	Posttest	35	4.31	.65		
Vocabulary	Pretest	35	3.40	.63	.689	.000
	Posttest	35	4.09	.68		
Fluency	Pretest	35	3.36	.73	.514	.000
	Posttest	35	3.87	.68		
Comprehension	Pretest	35	3.36	.72	.657	.000
	Posttest	35	4.01	.62		

Key: \bar{x} = mean SD = standard deviation p = probability value

As it is displayed in Table 4, the second research objective of this study was aimed at identifying the students' speaking skills in terms of the five components of speaking before and after the intervention. As a result, it was found out that the students' score in almost all aspects of the speaking skills was significantly improved after the intervention approach was applied. Specifically, in terms of pronunciation the result of the students' was calculated \bar{x} = 3.34 in the pre-test and \bar{x} = 3.27 in the post-test, $p > .05$ with a mean difference of .077. This statistical data

indicated that there was no statistically significant improvement in terms of pronunciation after the experiment was employed.

However, the data in Table 4 showed that the students brought certain improvements in the other four feature of speaking skills. In terms of grammar, there was a statistically significant increase in the test scores from pre-test [$(\bar{x}= 3.63, SD= .83)$ to post-test ($\bar{x}= 4.31, SD=.65, p<.05$)] after interventions. Similarly, there was a statistically significant increase in the students' vocabulary capacity of speaking from pre-test [$(\bar{x}= 3.40, SD= .63$ to post-test ($\bar{x}= 4.09, SD=.68, p<.05$)] after they received the intervention. Likewise, it was tried to examine the difference that occurred in students' fluency of speaking; thus, the results of pre-test [$(\bar{x}= 3.36, SD= .73$ to post-test ($\bar{x}= 3.87, SD=.68, p<.05$)]. Regarding to the comprehension skills during the speaking situation, the students' test result also revealed an increase from pre-test [$(\bar{x}= 3.36, SD= .72$ to post-test ($\bar{x}= 4.01, SD=.62, p<.05$)].

Generally speaking, these statistical data revealed that students' speaking skills in terms of grammar, vocabulary, fluency and comprehension showed significant improvement after the intervention. However, there was insignificant improvement in the pronunciation of the students.

4.3. Students' Perceptions on ECAs in enhancing their Speaking Performance

The third specific objective of the study was intended to explore the EG students' perceptions towards participating in the ECAs in enhancing their speaking performance; thus, the items in Table 5 were used to rate the degree of the students' perceptions towards ECAs on promoting their speaking skills performance.

Table 5: Students' Perceptions about the ECAs in enhancing their Speaking Performance

No	Statements	Alternatives					Mean	Decision
		1(%)	2(%)	3(%)	4(%)	5(%)		
1	Participating in the ECAs, I had good chance to share ideas with my friends in English language				23(65.7)	12(34.3)	4.34	Agree
2	During the participation in ECAs, I learned a lot of English language vocabularies	1(2.9)			29(82.9)	5(14.3)	4.06	Agree
3	The ECAs gave me much chance to practice speaking skills at a time				32(91.4)	3(8.6)	4.09	Agree
4	Participating in the ECAs helped me to experiment English words and expressions I learned some time ago				4(11.4)	31(88.6)	4.89	Strongly Agree
5	During the participation in ECAs, I gradually felt confident to speak in English language			3(8.6)	29(82.9)	3(8.6)	4.00	Agree
6	I found the ECAs to be real life English language learning	1(2.9)			5(14.3)	29(82.9)	3.77	Agree
7	I feel that such outside classroom activities are less motivating	33(94.3)	2(5.7)				1.06	Strongly Disagree
8	I was very much interested to be involved in the ECAs			2(5.7)	30(85.7)	3(8.6)	4.03	Agree
9	I want the ECAs to continue with greater support from the school				14(40)	21(60)	4.60	Strongly Agree
10	I generally enjoyed my participation in the ECAs				10(28.6)	25(71.4)	4.71	Strongly Agree
11	I found Participating in the ECAs were time wasting		15(42.9)		18(51.4)	2(5.7)	3.20	Can't Decide
12	The ECAs helped me interact effectively and readily follow the discussion				31(88.6)	4(11.4)	4.11	Agree

As it is displayed in Table 5, the researcher tried to assess the degree of the students' perceptions towards participating in ECAs on promoting their speaking skills performance. Accordingly, twelve items were used so as to assess the students' perceptions. Item 1 deals with if participating in the ECAs had good chance to share ideas with friends in English language. So, the 23(65.7%) and 12(34.3%) of the participants responded Agree and Strongly Agree respectively with a mean of 4.34 that allowed to the decision of "Agree". Concerning the responses obtained from item 2, the participants mean 4.06 revealed that they agree in that during the participation in ECAs, they learned a lot of English language vocabularies. Similarly, 32(91.4%) of the participants agree with the statement ECAs gave them much chance to practice speaking skills at a time. whereas, item 4 indicated that the participants strongly agree that participating in the ECAs helped them to experiment English words and expressions they learned some time ago as their response mean is 4.89.

With regard to item 5, 29(82.9%) of respondents with mean 4.00 showed that during the participation in ECAs, they gradually felt confident to speak in English language. likewise, from item 6, 29(82.9%) participants perceived that they found participating in the ECAs to be real life English language learning. item, 7 revealed that the students strongly disagree with the statement that extracurricular activities are less motivating as mean showed 1.06. whereas, majority of the participants agreed that they were very much interested to be involved in the ECAs. Furthermore, item 9 and 10 revealed that the participants strongly agree with the ideas "I want the ECAs to continue with greater support from the school" and "I generally enjoyed my participation in the ECAs" with mean of 4.60 and 4.71 respectively. Similarly, item 12 disposed that the participants agree with the idea "The ECAs helped me interact effectively and readily follow the discussion." However, particularly with item 11, the researcher cannot decided whether Participating in the ECAs were time wasting or not as 15(42.9%) of the participants replied "Disagree," and mean= 3.20. Overall, the responses in each items displayed that the participant students had positive perceptions towards participating in the ECAs.

Interviews were also conducted to triangulate the findings found. The interviews provided a clear picture of how extracurricular activities (ECAs) have impacted students' speaking skills and confidence. When asked about their participation, most students stated they were hesitant or unsure at the beginning of the intervention, but as they got engaged, their perceptions changed.

They defined the activities as enjoyable, collaborative, and a great means of practicing English without the pressure of a traditional classroom setting. Student 3 said, “It’s a good way to practice English without pressure,” while another named the experience “exciting.”

When asked if ECAs helped them improve their speaking skills, almost all the students confidently said “Yes.” They pointed out that participating in these activities increased their confidence and reduced their fear of making mistakes. “I don’t feel anxious anymore when I speak,” Student 5 shared, and others repeated similar opinions, noting that they felt more relaxed and willing to engage in conversations.

One of the most insightful responses came from the question about how effective the ECAs were in improving their speaking performance. Students highlighted how group and pair activities gave them real opportunities to practice speaking. “We participated in activities that helped us talk freely,” Student 2 explained, while another emphasized how these activities pushed them to “think fast in English,” improving fluency. They also admired the role of the teacher, whose guidance and feedback were described as crucial to their progress. Explanations like “The teacher gave me advice, so I know what I should do now,” stood out as a frequent theme in their reflections.

When asked how much they had improved compared to the beginning of the semester, the responses varied. Some students said they’d made significant progress, feeling much more confident and fluent, while others admitted they still needed more practice but had definitely improved. “I feel much better now. I’m more confident speaking English,” said Student 5, while Student 4 remarked, “I speak more than before, but I still need more practice.”

Lastly, the students were asked for suggestions. The majority underlined that ECAs should be available for all grade levels, believing that everyone should have the chance to benefit from them. Some even suggested expanding the program to include activities like public speaking or larger group discussions to further challenge and improve their skills.

Generally, the interviews highlighted a positive image of the ECAs. The students undoubtedly saw them as a transformative way to build confidence and improve their speaking skills. The combination of engaging group activities, helpful peer interactions, and supportive teacher

feedback made ECAs a standout experience for these learners. They not only enhanced their language abilities but also created a pleasant and motivating environment for learning language.

4.4. Discussion of the Major Findings

This study was inspired to investigate three research objectives. These were to investigate effects of extracurricular activities on students' speaking skills performance; to examine which speaking aspect most promoted due to the use of extracurricular activities; and to assess the experimental group students' perceptions about the ECAs in enhancing their speaking performance. Accordingly, the researcher found three major findings. These three major findings were discussed with previous related research findings. The following three paragraphs talked about the discussion of the findings.

The investigation conducted to examine effects of extracurricular activities on students' speaking skills performance had come up with a statistically significant increase in the test scores from pre-test [$\bar{x}= 17.08$, $SD= 3.07$] to post-test ($\bar{x}= 19.55$, $SD=2.60$, $t(34) -8.197$, $p<.05$) and $\alpha =.67$ in the experimental group. In accordance with these statistical differences indicated that the students who had been participating in the ECAs had got an inspiring improvement in their speaking skills performance. Besides, this indicated that the extent of effects of participating in the ECAs had a motivating improvement on the students' speaking skills performance. There were previous research findings which went in line with the existing finding. For instance, the experimental study conducted by Basher and Javed (2012) in order to determine whether the ECAs have had an impact on academic performance of the secondary school students, so their finding revealed that the ECAs had contributed to the academic performance of the students. Similarly, a study by Freeman (2017) had come up with a result that revealed that there was positive correlation between students' participation in ECAs and their academic performance. Moreover, Duong (2014) had made an investigation into effects of role-play in an EFL speaking course and declared that students could speak English confidently, naturally, and fluently with English native speakers. Thus, Participating in the ECAs have numerous benefits on EFL students speaking performance.

Secondly, the present study wanted to examine which speaking aspect most promoted due to the use of extracurricular activities. The finding indicated that except pronunciation, majority of the

students' speaking skills in terms of grammar, vocabulary, fluency and comprehension showed significantly improved after the intervention. A study by Werdiningsih (2018) entitled by "The Use of Debate Method to improve Students' Speaking Skill" investigated the components of speaking and found mean $M = 70.34$ of each components of speaking and concluded that debate method was able to improve the students' speaking ability.

In the third place, this study assessed the EG students' perceptions about the participation in ECAs in enhancing their speaking performance; so the responses in each items showed that the participant students had positive perceptions towards their participation in the ECAs. A few but very recent similar previous research findings had been reviewed. These were a study by Yulianasari & Kusriandi, (2015) entitled by "Students' perception on English club extracurricular in speaking practices at Madrasah", and the result showed that the students perceived participating in English club extracurricular activity gives them chance to speak in more flexible condition. Similarly, Han and Kwon (2018) conducted a study on 'students' Perception of ECAs', and perceived that ECAs were beneficial to their curriculum learning. Moreover, very recent study conducted by Armita (2019) entitled by 'Students' perception towards English club extracurricular activities in practicing speaking' revealed that students perceived that English club is useful for students in practicing speaking skills.

CHAPTER- FIVE: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

Based on the major findings of the study, the following conclusions were drawn. The participations of students in the ECAs have brought a considerable improvement in the speaking performance of grade 11 Simret Merha Tibeb Academy students. It was found out that the post-test score of the experimental group was significantly higher than the post-test result of the control group. It can also be deduced that special attention has to be given to using ECAs as a supportive aspects to the curriculum in use.

It was discovered that students who participated in the ECAs significantly improved on almost all the speaking features. This pointed aboutspeaking features would be significantly improved when students used the English in real-life like situations outside the classroom. Moreover, it was established out from the students' response to the questionnaire and interviews that the participants' favorable perception towards their participations in the ECAs.

5.2. Recommendations

In light of the findings and conclusions made, the researcher suggested the following recommendations worth considering to several concerned bodies.

Teachers should put special emphasis on the importance of ECAs to the students' academic performance, particularly, speaking skills. In doing so, teachers should give awareness to their students about the role of ECAs in supporting their learning. Moreover, teachers should be committed and prepare schedules when students should participate in the ECAs to secure the students studying time. Overall, Teachers' preparations and their motivation have a great effect on the academic achievement of the students.

The students are recommended to accommodate their time and equip themselves with ECAs so that they can foster their English language skills. The students should have clear understanding towards the use of ECAs to their lesson objectives and rationales.

The ministry of education and bureau of education should conduct professional supervision on the schools implementations of the ECAs. They were also recommended to give short-term trainings for English language teachers to update themselves on how to manage and involve their students in the ECAs.

Finally, it was recommended that other interested researchers should conduct further study depending on the scopes and limitations of this study.

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APPENDICES

Appendix A: Speaking Skills Pretest

Instruction: You are asked to choose one of the following topics and prepare to present a **5-7 minute** oral presentation. During the presentation, you should consider your speaking fluency, grammar, pronunciation, vocabulary and comprehension skills.

1. My favorite subject
2. My summer vacations
3. The season I like more
4. Traditional Coffee making ceremony
5. Advantages and Disadvantages of Facebook

Appendix B: Speaking Skills Post-test

Instruction: You are asked to choose one of the following topics and prepare to present a **5-7 minute** oral presentation. During the presentation, you should consider your speak fluently, grammar, pronunciation, vocabulary and comprehension skills.

1. Using social media is important for students
2. Underage marriage
3. The effect of Global Warming
4. My role model in Life
5. An event I never forget

Appendix C: Speaking Skills-Scoring Rubric

Aspect of Speaking	Criteria for Marking	Score
Pronunciation	Pronunciation frequently unintelligible.	1
	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	2
	Foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.	3
	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding?	4
	No conspicuous mispronunciations, but would not be taken for a native speaker.	5
	No more than two errors during the interview.	6
Grammatical Accuracy	Grammar almost entirely inaccurate except in stock phrases.	1
	Constant errors showing control of very few major patterns and frequently preventing communication.	2
	Frequent errors showing imperfect control of some patterns but no weakness that causes misunderstanding.	3
	Occasional errors showing imperfect control of some patterns that causes misunderstanding.	4
	Few errors, with no patterns of failure.	5
	No more than two errors during the interview.	6
Vocabulary	Vocabulary inadequate for even the simplest conversation.	1
	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.)	2
	Choice of words sometimes inaccurate, limitations of vocabulary prevent discussion of some common professional and social topics.	3
	Professional vocabulary adequate for even the simplest conversation.	4
	Professional vocabulary adequate to discuss special interests; general vocabulary permits discussion of any non-technical subject with some circumlocutions.	5
	Vocabulary apparently as accurate and extensive as that of an educated native speaker.	6
Fluency	Speech is so halting and fragmentary that conversation is virtually impossible.	1
	Speech is very slow and uneven except for short or routine sentences.	2
	Speech is frequently hesitant jerky; sentences may be left uncompleted.	3
	Speech occasionally hesitant, with some unevenness caused by rephrasing and groping for words.	4
	Speech is effortless and smooth, but perceptively non-native in speech and evenness.	5

	Speech on all professional and general topics as effortless and smooth as native speakers.	6
Comprehension	Understands too little for the simplest type of conversation.	1
	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing.	2
	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition or rephrasing.	3
	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing.	4
	Understands everything in normal educated conversation except for very colloquial or low -frequency items, or exceptionally repaid or slurred speech.	5
	Understands everything in both formal and colloquial speech to be expected of an educated native speaker.	6

Adopted from Hughes (2003; p.131)

Appendix D: Questionnaire of Perception

Mekelle University

College of Social Sciences and Languages

Department of Foreign Languages and Literature

Questionnaire to Be Filled By Students

The purpose of this questionnaire is to obtain the perceptions of students towards effects of extracurricular activities on the improvement of speaking skills. The researcher wants to confirm you that the responses you give will be used only for the research purpose and they will be kept in the strictest confidence. Your genuine responses are of the highest values to the result of the study.

Thank you in advance for your cooperation!

Background information

Name of the school _____

Grade _____ Age: _____

Sex: Male Female

Direction I- Please read the statements below and put a tickmark (√) in the appropriate box that represents your idea most accurately. **Key:** Strongly Disagree =1, Disagree =2, Undecided= 3, Agree =4, and Strongly Agree =5

No	Statements	Alternatives				
		1	2	3	4	5
1	Participating in the ECAs, I had good chance to share ideas with my friends in English language					
2	During the participation in ECAs, I learned a lot of English language vocabularies					
3	The ECAs gave me much chance to practice speaking skills at a time					
4	Participating in the ECAs helped me to experiment English words and expressions I learned some time ago.					
5	During the participation in ECAs, I gradually felt confident to speak in English language					
6	I found the ECAs to be real life English language learning					
7	I feel that such outside classroom activities are less motivating					
8	I was very much interested to be involved in the ECAs					
9	I want the ECAs to continue with greater support from the school					
10	I generally enjoyed my participation in the ECAs					
11	I found Participating in the ECAs were time wasting					
12	The ECAs helped me interact effectively and readily follow the discussion					

Appendix E: Interview Guiding Questions

Mekelle University

College of Social Sciences and Languages

Department of Foreign Languages and Literature

Questions Participant Code: _____

Interview Date: _____

Interview Guiding Questions

1. How do you see your participation in the ECAs?
2. Do you think you improved your speaking skills after you have involved in the ECAs?
3. If your answer is yes for question no 2, how do you evaluate effectiveness of the ECAs in improving your speaking skills performance?
4. Compared with the beginning of the semester, to what extent do you think you have improved your ability of speaking?

A. not at all B, a little C, somewhat D, a lot
5. Regarding to your participation in the school ECAs, what general suggestions do you have?

Thank you for your attentive responses!!

Appendix F: Students Interview Transcription

Student 1:

1. How do you see your participation in the ECAs?

“Um... In my opinion, it’s... very good. At the beginning, I was not sure, but, like, now I feel more confident. I can talk to my friends, and... It’s a good way to practice English, you know? It’s enjoyable too.”

2. Do you think you improved your speaking skills after you’ve been involved in the ECAs?

“Yeah, okay. Before, I don’t want to speak in class because I was afraid. But, um, after participating on some activities, I’m more relaxed. I can speak more clearly now... and I’m not so worried.”

3. If your answer is yes for question no 2, how do you evaluate the effectiveness of the ECAs in improving your speaking skills performance?

“Hmm... I think the ECAs was really helpful. Like, we talk in groups, and that make me speak better than before. The teachers give us advice, and... that helped a lot.”

4. Compared with the beginning of the semester, to what extent do you think you have improved your ability of speaking?

C. somewhat.

“I feel like I speak a little better. I can speak more, but, um, I am not perfect yet. I need to practice more, but yeah, I’m more confident now.”

5. Regarding your participation in the school ECAs, what general suggestions do you have?

“Extracurricular should be there for all grades. Everybody should get the chance to improve their speaking abilities.”

Student 2:

1. How do you see your participation in the ECAs?

“Ok, at first, I had no idea if it would make a difference... but now I understand it’s good to practice English without pressure. I’m enjoying it with my friends.”

2. Do you think you improved your speaking skills after you’ve been involved in the ECAs?

“Yes, I do. Before, I was very shy to speak, but now I feel more freedom. I can talk more, and... it’s not difficult.”

3. If your answer is yes for question no 2, how do you evaluate the effectiveness of the ECAs in improving your speaking skills performance?

“I think it helped very much. We participated in activities that help us talk freely, for example in groups or pairs, and that helped me speak more. And... the teacher gave me some good tips, so I know what I should do now.”

4. Compared with the beginning of the semester, to what extent do you think you have improved your ability of speaking?

D. a lot.

"I feel more confident now. I can speak English without less pauses while speaking. it's a bit better than before."

5. Regarding your participation in the school ECAs, what general suggestions do you have?

"I believe extracurricular should be given for every grade. They help us create a situation to practice speaking English in a more relaxed way."

Student 3:

1. How do you see your participation in the ECAs?

"At first, I didn't think this can help me much, but... now I believe it's really good for me. I can speak English, and I get to meet new people too. It's more relaxed than normal classes, it is really nice."

2. Do you think you improved your speaking skills after you've been involved in the ECAs?

"Yes, I think so. I was really afraid before, but now I can speak more easily. I don't fear about making mistakes... I feel more freedom."

3. If your answer is yes for question no 2, how do you evaluate the effectiveness of the ECAs in improving your speaking skills performance?

"Okay, as to me, they were good for me. Like, we had a chance to talk a lot in groups and we engaged in activities that helped me think fast in English. and... the teacher assisted me a lot with comments, so now I understand how to improve."

4. Compared with the beginning of the semester, to what extent do you think you have improved your ability of speaking?

B. a little.

"I am getting a little better. I speak more clearly, but, um... I am still making mistakes, and sometimes I feel nervous."

5. Regarding your participation in the school ECAs, what general suggestions do you have?

"Um, in my opinion, extracurricular should be available in every grade. It supports us meet new people and practice speaking English."

Student 4:

1. How do you see your participation in the ECAs?

"I think it is good. Like, I get a chance to practice speaking English with friends, and... it's exciting. I wasn't sure at first, but now I'm enjoying it."

2. Do you think you improved your speaking skills after you've been involved in the ECAs?

"Yeah, I do think so. I feel more confident when I speak now. but, Earlier, I didn't talk a lot, but now I try to speak more, even though I make mistakes."

3. If your answer is yes for question no 2, how do you evaluate the effectiveness of the ECAs in improving your speaking skills performance?

"I think it helped me very much. We had a lot of speaking practices in groups, and that pushed me to speak more. Also, the teacher provided us some useful advice, which helped me improve."

4. Compared with the beginning of the semester, to what extent do you think you have improved your ability of speaking?

C. somewhat.

"I'm better than I was before. I speak more than I did before, but I think I still need more speaking practice... especially in front of a larger group."

5. Regarding your participation in the school ECAs, what general suggestions do you have?

"Yeah, I feel like extracurricular need to be for every grade level. It gives us a chance to speak freely."

Student 5:

1. How do you see your participation in the ECAs?

"At first, I was a little nervous join the ECAs...now it's really supportive. I get a lot of chances to practice my English and get to know more students. It's also less worrying than the actual classes."

2. Do you think you improved your speaking skills after you've been involved in the ECAs?

"Yes, I think so. I don't feel anxious anymore when I speak. I can talk more, and I think I understand better what I want to say."

3. If your answer is yes for question no 2, how do you evaluate the effectiveness of the ECAs in improving your speaking skills performance?

"I think the ECAs helped me a lot. We did many activities so we speak a lot, and it made me practice more. and, the teacher gave me advices that helped me to improve".

4. Compared with the beginning of the semester, to what extent do you think you have improved your ability of speaking?

D. a lot.

"I feel much better now. I'm more confident speaking English now than before. and I'm not afraid of making mistakes like I used to be before."

5. Regarding your participation in the school ECAs, what general suggestions do you have?

"I think extracurricular have to be given to every grade. It's a good way to enjoy learning language outside the normal class."

Appendix G: The Students' Training Manual

The Use of extracurricular Activities (ECAs): A Supporting Approach to Speaking Skills Improvement

Trainer

Dawit Niguss Abay

Trainee

Grade-11 Students of Simret Merha Tibeb Academy

February 2024

Mekelle, Tigray

SECTION ONE: INTRODUCTION

This students' training manual is the basis for the awareness creation of the secondary school English students on why and how to participate in the schools ECAs. The students are the main participators and facilitators of the ECAs. It is essential to train students to enable them to play their roles effectively while operationalizing the school' ECAs.

This manual has mainly two fundamental sections. The first vital section deals with the general overview of the training. The second section is all about the theoretical part of the use of ECAs. At last, this training manual is expected to bring significant benefits to effectiveness of the study. Any advice and suggestions to improve the quality of this manual will be greatly appreciated.

1.1. Background

In the early 1980s, the benefits of ECAs were first highlighted by Bialystok (1981), referring to such usage as functional practice. Thus, the phenomenon of learning language skills outside of school/class is by no means new or unique to today's world. In the present day, however, functional practice is possible for many more people, and it may in fact be an important part of everyday life. Recent research in the field of extracurricular activities for language use and learning shows promising results. Briefly speaking, the ECAs are informal and welcoming spaces that seek to extend language learning beyond the four walls of the classroom with a wide range of highly engaging and immersive extracurricular activities conducted exclusively in English (Seow& Pan, 2014). Their principal objective is to bridge the gap between classroom learning and real-world needs by transforming skill-building into a stimulating and pleasurable experience for students learning careers.

1.2. Objectives of the Training

The key objective of this training manual is to inspire the secondary school students to participate in the schools ECAs. And specifically, up on the completion of the training, the trainee students will be able to:

- ✓ follow the guidelines and instructions on how to use the ECAs programs;
- ✓ grasp all round skills of participating in the ECAs;

- ✓ reflect on the advantages and disadvantages of participating in the ECAs.

1.3. Brief Description of Sections of the Manual

The training manual has four basic sections which shall be mentioned as follows:

Table 1: overview of the training manual

Date	Sections	Titles	Facilitator
February24	Section 1	Introduction parts of the training manual	The researcher
February25	Section 2	Justifying the definitions, advantages and limitation of participating in the school ECAs	The researcher

As it can be seen in Table 1, first section of this training manual is all about the introduction part of the training. Whereas, the second section of this manual deals with justifying the definitions, advantages and limitation of participating in the school ECAs.

1.4. The Skills Required of the Trainer

The researcher is expected to develop skills to facilitate the training activities. Such skills, required of the trainer, include:

- Ability to grasp and discuss the training philosophy;
- Ability to recognize and develop the range of educational objectives suitable for training;
- Ability to link the ECAs to the learning objectives, activities and assessment;
- Able to organize and operationalize effective training programs;
- Sensitivity to the needs of the trainees;
- Ability to create participatory, active and cooperative training opportunities;
- Ability to encourage trainees to express their views and take ‘ownership’ of the rationale of the training;
- Ability to counter resistance among the trainees and to motivate them to appreciate how they might overcome perceived constraints.

1.5. Roles and Responsibilities of the Trainer

The trainer/researcher is considered as facilitator, and taking responsibility for the planning, organizing, implementing, monitoring and evaluating the training activities. For this, it is expected the trainer shall be able to:

- Being knowledgeable about all sections of the Manual, paying particular attention to the training objectives, activities, resources related to the training;
- Prepare all needed materials and equipment;
- Guide the trainees to discuss and take ownership for the theories and approaches during the training period;
- Evaluate and report on the outcomes and impact of the training.

1.6. Roles and Responsibilities of the Trainees

The trainee students have to critically attend the training so as to grasp knowledge for not only the accomplishment of the research but also for their future learning careers. Therefore, the roles and responsibilities of the trainees are to:

- attend all the sessions of the training;
- When someone is speaking, listen with respect and attentiveness;
- Actively participate in all activities and discussions of the training;
- Always have your manual and a pen;
- If you have a question, raise your hand and ask;
- Refrain from using cell phones.

1.7. Methods and Activities of Delivering the Training

The choice of methods, activities, and means is based on the concerns that it is expected the students that can be expected to aware and utilizing participatory and collaborative strategies. the trainer/researcher raises a lot of issues about the ECAs in question, discussion and presentation modes. Similarly, the trainees will try to engage actively in the training sessions.

1.8. Expected Outcomes from the Training

The trainee students should have to grasp sufficient awareness about the use of the ECAs with in the given time of training. The degree of the satisfaction of the trainees has to be appropriately assessed by the end of the training period.

SECTION TWO: The Role of ECAs: As Supporting Approach to Speaking Skills Development

2.1. What are ECAs?

extracurricular activities are any form of school activities. As they are not part of the curriculum, students participate outside of the formal time. These activities are typically optional for the students, and their involvement has no academic value (Singh & Mishra, 2015; Macarova& Reva, 2017). extracurricular activities can be academic or non- academic activities that are conducted under the supports of the school but occur outside of normal classroom time and are not part of curriculum. As a matter of fact, extracurricular activities are found at all level of the school systems.

2.2. Types of extracurricular Activities

There are various activities suggested by different scholars which could potentially be used outside the classroom to aid the development of students' oral skills. These activities are suggested to extend the student opportunities outside the classroom to develop their oral proficiency and oral expressions (Keefe & Jenkins, 1997). Several authors categorize the activities as: broad casting, public speaking, drama, debating, storytelling, interpretive reading, and discussions of various levels. Although there are several ECAs worldwide which are introduced to enhance the discipline in the each country curriculum, the following are more of related to the Ethiopia education foreign language-oriented in particular. These will be discussed in the following sections.

a) Debate contest:

Debate activities are enjoyable ones, especially with intermediate advanced learners. Debating clubs are especially suitable for secondary and tertiary level (MoE, 2010). These activities offer

chance for participants to practice language skills such as speaking skill. Malu and Smedley (2006) assert that the skills of speechmaking are learned and exercised in debates 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. Each speaker makes a brief opening speech which states her/his opinion.

b) Drama and Literature:

Drama activities have enumerable functions in the profession of foreign language teaching. For example, they help learners to appear in a more real life manner to express their emotions and feelings either verbally or non-verbally which aid learners foster their speaking skills (Wilmer, 1963). Meanwhile, Zarry (1991) argues that drama involves extensive use of written and spoken languages; it helps learners enhance their entire language skills. Freeman, Sullivan and Fulton, (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. In doing so, students would get the chance of trying out rich not only speaking skill but also other language skills for real life communicative purpose.

c) English Club:

English club can be defined according to the club's aim and purpose so that many English clubs give their definitions of their own (Malu & Smedley, 2006). This study, therefore, defines English club as it is a club which is an agent for English learning that facilitates, helps and strengthens English skills' in to practical real life communication at school or community base. In this study English club is to mean that it is coordinated by the school English teachers and set volunteer students who seek to improve their English with the help of this club's activities. This study more or less concentrates and let the students participate so as to see their effect in speaking skills improvement.

2.3. Advantages and Disadvantages of Participating in School's ECAs

2.3.1. Advantages Participating in School's ECAs

In EFL teaching, the importance of ECAs is supported by the communicative competence requirements (Hymes, 1966). Students can develop their communicative competence, grammatical competence and sociolinguistic competence by giving speeches in debate club, writing stories or articles to journals in journalism club and individually being a pen-pal on the internet to another student from abroad.

Of course, the main goal of a student at a university should be academic achievement. As mentioned above, there is certain risk that ECAs will distract students from academic learning, including learning the target language. However, there are many scholars saying that participation in ECAs has a quite positive impact on the students' retention in educational process, if these activities are closely enough related to the curriculum (Kuh, 2007; Greenbank, 2014). This occurs due to increased motivation and creativity, development of learning strategies, improvement of students' ability to plan, to do time management, to act as leaders, etc. Students learn to communicate better (even if it is in the native language, it eventually promotes their general communicative and social skills and helps them succeed in natural language learning and its authentic application.

Students should participate in language-oriented ECAs regularly because, the more they are involved, the more language is acquired and it causes academic success in EFL. ECAs bring many advantages in term of GPA and discipline. Reeves (2008) indicated that students, who participate in ECAs, achieve better grades compared to non-participants.

Participating in extracurricular activities improves students' academic achievement. as to Johnston (2013), students' engagement in ECAs have a beneficial impact on their grade point average and enhances their likelihood of finishing their education. Besides, Participating in extracurricular activities enhance students communication abilities, they can help second or foreign language learners find a variety of communication opportunities in the target language (Mahdi, 2015). Moreover, involving in teams or clubs of extracurricular activities is essential for “providing access to the relationships and network that influence positive outcomes for students”

(Shulruf, 2010). ECAs can also enhance learners speaking skill and rich their knowledge and vocabulary. Practicing out-of-class activities can help learners to improve their subject knowledge, professional development skills, and communication abilities (Malinovska, 2011).

To sum up, language-oriented ECAs not only help students better succeed in language curriculum at secondary schools but also they create a sort of a bridge between the academic study of the target language and its practical application in further life. Fundamentally, students who participated in language-related ECAs learned and developed self-discipline, self-confidence, and skills to handle competitive situations in speaking skills.

2.3.2. Disadvantages Participating in School's ECAs

Educators' role is self-sacrificing. Although they follow the curriculum and regulations in educational institutions, they are to do some extras regarding students' intellectual, emotional, social, moral and academic development. Eccles and Barber (1999) indicate that, in consequence with extracurricular activities, some possible drawbacks may happen. If the student is not too successful, teacher or peers may reveal they negative attitude towards his/her participation, thus causing students' demotivation. It is essential that teachers understand it and not only themselves abstain of derogatory comment, but also do not let have students made such comments. Secondly, participants' excessive concern for the extracurricular activity causes tiredness and may take students' concentration away from course subjects and educational success. Thirdly, ECAs may bring stress to some participants because managing the time effectively in given tasks may be hard for them and their academic performance as well as family ties may be affected negatively. Students' dealing with their course studies and ECA interest should be balanced. Spending too much time on ECAs may put at risk their academic success.

Generally speaking, implementing ECAs may cost expensive because of the activity equipment. Schools should find sponsors to provide the equipment.

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Appendix H: Intervention Schedule

12-Week Extracurricular Intervention schedule

Activities in Drama, Debate, and English Club with Targeted Speaking Skills

Week	Focus Area	Activity Type	Activities	Skills Targeted
Week 1 March 9	Getting Started & Baseline Check	Drama, Debate, English Club	<p>Drama: Icebreakers and fun role-play (e.g., "introduce yourself to the class")</p> <p>Debate: A light debate—"Is breakfast the most important meal?"</p> <p>English Club: Play vocabulary games and introduce each other</p>	<p>Fluency: Start talking confidently with classmates</p> <p>Vocabulary: Learn words for self-introduction</p> <p>Comprehension: Get the hang of understanding simple prompts and responding</p>
Week 2 March 16	Expressing Emotions & Building Confidence	Drama, Debate, English Club	<p>Drama: Role-play different emotions (e.g., happy, angry, surprised)</p> <p>Debate: Quick "agree or disagree" with fun, familiar topics (e.g., "Cats are better than dogs")</p> <p>English Club: Small group chats about hobbies or daily life</p>	<p>Pronunciation: Get your tone and pitch right while expressing emotions</p> <p>Fluency: Speak confidently without over thinking</p> <p>Grammar Accuracy: Practice simple sentences while debating</p>
Week 3 March 23	Fluent Speaking	Drama, Debate, English Club	<p>Drama: Practice impromptu dialogues (e.g., ordering food at a restaurant)</p> <p>Debate: Talk about current topics—"Should students have longer lunch breaks?"</p> <p>English Club: Discuss dreams or future goals in groups</p>	<p>Fluency: Speak smoothly without hesitating</p> <p>Grammar Accuracy: Make sure you're using correct sentence structure</p> <p>Vocabulary: Learn words to talk about your future and goals</p>
Week 4 March 30	Pronunciation & Speaking Clearly	Drama, Debate, English Club	<p>Drama: Practice voice exercises to help with tone, stress, and pitch (e.g., reading out loud with emotion)</p> <p>Debate: Debate a topic like "Should we have</p>	<p>Pronunciation: Speak clearly and focus on how your voice sounds</p> <p>Fluency: Speak confidently with less hesitation</p> <p>Comprehension: Understand how tone and stress affect</p>

Week	Focus Area	Activity Type	Activities	Skills Targeted
			school uniforms?” with focus on clarity English Club: Fun activities like storytelling contests or tongue twisters	meaning
Week 5 April 6	Expanding Your Vocabulary	Drama, Debate, English Club	Drama: Create a character and act out a scene using new descriptive words Debate: Dive into a thematic topic like “Plastic vs. Paper” English Club: Work together to create and share a fun story	Vocabulary: Learn and use new words related to the topic Grammar Accuracy: Focus on correct grammar during discussions Fluency: Practice making your speech smooth while telling a story or debating
Week 6 April 13	Real-Life Situations	Drama, Debate, English Club	Drama: Practice real-life scenarios (e.g., job interviews, ordering tickets) Debate: Impromptu debates—grab a random topic and speak on the spot! English Club: Have a conversation about cultural events (e.g., “What’s your favorite holiday?”)	Comprehension: Listen carefully and respond to real-world situations Pronunciation: Focus on clear speech in real conversations Fluency: Speak comfortably, even when it’s spontaneous
Week 7 April 20	Working Together in Dialogue	Drama, Debate, English Club	Drama: Collaborate in group scenes and role-plays for an upcoming performance Debate: Structured debates in teams, with each group presenting their argument English Club: Reflect on your progress and share feedback in small groups	Fluency: Engage in smooth conversation during group activities Grammar Accuracy: Practice using correct grammar while working with others Comprehension: Learn how to give and receive feedback
Week 8 April 27	Polishing Your Performance		Drama: Rehearse and fine-tune your final performance	Pronunciation: Refine your speech and pronunciation Fluency: Practice delivering

Week	Focus Area	Activity Type	Activities	Skills Targeted
		Drama, Debate, English Club	Debate: Prepare and practice for the final debate English Club: Peer evaluations and suggestions for improvement	your speech with ease Comprehension: Listen to peers and use feedback to improve
Week 9 May 4	Final Preparations	Drama, Debate, English Club	Drama: Final rehearsal, working on timing and delivery Debate: Practice debating with a focus on persuasive speaking English Club: Peer feedback on performance, last-minute tips	Grammar Accuracy: Perfect your grammar in preparation for the big day Fluency: Make sure you're speaking fluidly under pressure Pronunciation: Refine your delivery for clarity
Week 10 May 11	Showcase Preparation	Drama, Debate, English Club	Drama: Final preparations for your performance Debate: Last-minute practice for the big debate English Club: Final group discussions and feedback	All Skills: Integrate fluency, grammar, pronunciation, vocabulary, and comprehension into your final preparation
Week 11 May 18	Performance & Final Evaluation	Drama, Debate, English Club	Drama: Full dress rehearsal and performance Debate: Final debate showcase, with teams competing English Club: Group discussions, feedback, and self-reflection	Fluency: Confidently present under pressure Pronunciation: Speak clearly to an audience Vocabulary: Use advanced vocabulary in debates and discussions
Week 12 May 25	Final Showcase & Reflection	Drama, Debate, English Club	Drama: Final performance with full audience Debate: Final debate showdown English Club: Reflect on your progress, self-assessment, and peer feedback	Comprehension: Reflect on how much you've learned Self-Reflection: Evaluate your speaking progress and areas to grow

Appendix I: The Training Manual for Raters

Handling Rubrics Used to Measure Students' Speaking Performance

Trainer

Dawit Niguss Abay

Trainees

EFL Teachers of Simret Merha Tibeb Academy

March 2024

Mekelle, Tigray

Section 1: Introduction

1.1. Background

The disparity between the existing teaching speaking skills and assessment methods in practice in speaking contexts affects effectiveness in preparing students for speaking tasks. That is, most times what we teach and what we evaluate particularly for speaking skills are too different. To overcome such assessment problems, raters should use at least rubrics of evaluating subjective tests, such as, speaking skills (Hughes, 2003).

The main focus of this training manual is to create awareness to the raters on how to assess the students' speaking skills performance. Therefore, raters have to get special training of rating speaking skills so that the researcher could attain reliable and valid data for his research report (Comer, 2009). Moreover, the researcher wants to secure the students speaking scores from rating and rater related problems. Training of raters has to be carried out in three stages, each to be held on a separate day. Possibly, the training should take place on three consecutive days (Hughes, 2003). A possible outline for training follows; the first training stage deals with background and overview of the training, the second stage is all about the theoretical aspect of the assessment approaches of speaking skills, and thirdly, the practical section with a focus on the rating rubrics of speaking tasks in secondary schools, and assess the ultimate goal of the training. Thus, this training manual is set based on the recommendation of Hughes (2003) on how to prepare raters training manual. With regard to this, the manual is structured along three training days.

1.2. Rationale of the Training Manual

As final result of the study is going to use result of subjective test result, it has become vital preparing this training material. This manual is, therefore, prepared to train the rater teachers in order to secure the result of the study. In response to this, this training manual attempts to provide theoretical information as well as practical aspects on the possible ways of scoring speaking skills in secondary school by utilizing the rating scale.

1.3. Purpose of the Training Manual

The use of standardized rating scale is considered as a cornerstone of assessing students' sound speaking skills performance. Therefore, to increase the reliability of rubrics, teachers should take training on how to plan their assessment procedure carefully before delivering an assessment of students' speaking tasks. More specifically, this training manual helps the trainees to:

- take precautions to troubles related with subjective test scoring procedure;
- invite raters to train and operate standardized rubrics of scoring speaking;
- ensure clear understanding of how to use the scoring rubric of speaking tasks;
- increase inter-rater and intra-rater reliability of the speaking test results;
- secure the reliability and validity of the final research report.

1.4. Overview of the Training Manual

This training manual is prepared for three successive training days. The first day is intended to introduce the overall purpose of the study and explain the theoretical aspects of the training manual. The second day is also aimed at defining and practicing scoring the sample speaking tasks. Whereas, by the final third day, the trainees seat to rate additional sample spoken tasks so that the research would able to select the most effective raters for his research project.

Table 1: Program of the Training

Date	Activities	Time allotted	Purpose	Facilitator
March2	<ul style="list-style-type: none">➤ introducing the aim of the training➤ explaining theoretical part of the training	3Hrs	<ul style="list-style-type: none">➤ to comprehend the aim of the training➤ to grasp how to assess speaking tests	The researcher
March3	<ul style="list-style-type: none">➤ defining each scoring rubrics➤ practice scoring model spoken works	5Hrs	<ul style="list-style-type: none">➤ to introduce with components of speaking➤ to practice the scoring values	The researcher

Section 2: Theoretical Aspect of the Assessment Approaches of Speaking Skills

2.1. Why Training for Raters

Basically, the integration of assessment rubrics into the evaluation process of subjective tests may have an enormous impact on several issues, such as, balancing assessment approaches with teachers of widely disparate levels of experience, fostering shared learning outcomes that are evaluated consistently, providing timely feedback to students. The assessment processes with such rubrics can provide for greater flexibility in assessment approaches (Comer, 2009). Afterwards, Comer specifically deals with inter-rater reliability and intra-rater reliability in the use of common assessment rubrics by several teachers. Although the teachers' experience has an impact on the evaluation process, problem can be resolved by maintaining training to the teachers.

2.2. Why Multiple Raters

To increase reliability and prevent any probable subjectivity, it is vital to include at least two or more raters in the study. In this training, therefore, two English teachers will participate in the training session. These two raters were selected based on their qualifications, teaching credentials and certifications, and years of teaching experience range from 12 to 20 years. Similarly, they had been teaching English in different high schools. Thereafter, two raters will be selected to score the speaking tests of the study.

2.3. Rating Related Problems

The training of all administrators of tests is important. But probably the most discussed area of test administration is the training of raters for speaking and writing tests. Rater training probably has the longest history. It has been acknowledged since the beginning of what used to be called '**subjectively scored**' tests, that it should be a matter of indifference to a test taker who scores the performance (Hyland, 2003). If the score is likely to change depending upon the rater, the question arises as to whether it is the rater's own personal views that impact on the score, rather than the ability of the test takers. In technical terms, variability by rater is seen as a source of **construct-irrelevant variance** (Fulcher & Davidson, 2007).

Besides, the use of more detailed rating scales and the training of raters to use those scales on the basis of established norms and practices have now become the key elements in maintaining a consistent approach to grading. Before several decades, Alderson *et al.* (1995) revealed that many examination boards in the United Kingdom did not have appropriate procedures in place for training and monitoring raters. Nor do all testing agencies calculate the degree to which raters agree with each other when rating the same performance (**inter-rater reliability**) or the degree to which each individual rater agrees with himself or herself over time when rating the same performance (**intra-rater reliability**). In other cases, reports on such problems have led to changes in practice. Therefore, such rating problems can be minimized by providing practical trainings to scorers.

2.4. What are Rubrics?

Rubrics deal with identifying an individual's progress by examining specific features in the students' speaking performance (Hughes, 2003). Rubrics are a standardized marking schemes utilized to score subjective tests, such as, speaking and writing skills. A scoring rubric acts as a useful guide for evaluating the quality of students' spoken responses. In second/foreign language speaking, scoring rubrics can be used to measure a variety of discourse and linguistic features.

2.5. Approaches of Assessing Speaking Tasks

Literatures written by scholars (e.g., Hughes, 2003; Weir, 2005; & Fulcher & Davidson, 2007) refer to three basic assessment rubrics to accomplish performance-based subjective tasks, namely analytic, holistic, and primary trait, that are part of the formal evaluation procedure.

a) Holistic scoring: is method of scoring which requires a separate score from each of a number of aspects of a task. In holistic scoring, raters quickly acknowledge the strengths of a writer rather than analyzing drawbacks (Fulcher & Davidson (2007). Moreover, holistic scoring, in which raters relate students' scores with their expected performance in general speaking skills on a variety of proficiency levels (Weir, 2005). Despite some problems, the ease of feasibility makes holistic scoring a popular assessment method. To this end, holistic scoring involves the assignment of a single score to a piece of speaking task on the basis of an overall impression of it Hughes (2003).

b) Analytic scoring: It requires in-depth analysis of the components of speaking such as accent, grammar, vocabulary, fluency, and comprehension. In this approach, each component is represented by a weighted score in the rubric (Hughes, 2003). This assessing approach helps to identify the specific difficulties of the students', though difficult to perform.

c) Primary trait scoring: is also known as focused holistic scoring and is considered **the least common** scoring approach (Fulcher & Davidson, 2007). Primary-trait scoring, involves a decision about a single aspect that is central to the success of a speaking task. This is similar to holistic scoring and requires focusing on an individual characteristic of the speaking task

Generally speaking, **analytic** scoring rubrics are known to be increasing in **reliability**, whereas **holistic** ones are viewed as providing greater **validity** (Hyland, 2003) because they enable an overall examination. The first two approaches have commonly used in scoring subjective tests. However, we have to focus on the analytic scoring for the Present research project accomplishment.

2.6. Rubrics used by the Current Study for Scoring the Students' Speaking Performance

As mentioned earlier, the wordings used in different rubrics are different. However, here we the researcher uses speaking scoring rubrics with five major components of speaking performance assessment.

Although speaking tasks can be evaluated in multifaceted criteria, it is essential to see what shall be evaluated in the present speaking performance tests. Therefore, the main focus of the present study is to evaluate the students' speaking performance in terms of accent/pronunciation, grammar, vocabulary, fluency and comprehension of the interaction. To evaluate these, the marking system was based on five components of speaking rubrics adopted from (Hughes, 2003). We shall see the details of these components as follows:

2.7 Components of Speaking Skills

While speaking process is occurred in interaction, there are several features of speaking involved. The most commonly thought of the most important aspects of speaking is vocabulary, grammar, fluency, pronunciation and comprehension (Brown, 2004; Duong, 2014).

a) Vocabulary: Vocabulary is an imperative part of learning foreign language (Schmitt & Carter, 2000). Vocabulary is an important aspect of teaching and learning to speak. Language learners must choose appropriate words in specific situations in order to make their speaking meaningful. For example, when people want to express how they feel about something, they must be able to find a word that expresses their feelings. As a result, students must understand the significance of meaning in context, as well as the facts about word formation and how to twist words to fit various grammatical contexts.

b) Grammatical Accuracy: Grammar is a logical and structural rule that governs the composition of sentences, phrases, and words in a particular language (Brown, 2004). Grammatical proficiency includes knowledge of everything from inflections to syntax. We will be unable to speak the language unless we understand its pattern. Because grammar knowledge is essential for language learners, it is obvious that students must understand these rules in order to speak correctly. Grammar concepts such as modals, modifiers, prepositions, clauses, and other grammatical features should be taught to students. This is a set of rules that govern the structure of a language and govern the composition of sentences, phrases, and words.

c) Pronunciation: Pronunciation is the way language or word is spoken. Pronunciation is the manner in which someone utters a word and the way a word or a language is customarily spoken. Likewise, pronunciation in English is concerned with the production and identification of sounds, stress patterns, and intonation (Hornby, 2002).

d) Fluency: Fluency is defined as the ability to speak spontaneously and expressively with no pausing and no distracting hesitation markers. It also includes aspects such as responding coherently within the turns of the conversation, using linking words and phrases, maintaining a comprehensible pronunciation, and using adequate intonation without hesitation.

e) Comprehension: the power of understanding and exercise aimed at improving or testing one's understanding of language is comprehension. Comprehension is the ability to understand and familiar with a situation or fact, comprehension have the function to avoid misunderstanding between the speaker and the listener (Hornby, 2002).

Generally speaking, it can be concluded that speaking ability is verbal intelligence in producing language naturally to achieve the communication competence so that competence it can be most commonly measured by five criteria. These are: pronunciation, grammar, vocabulary, fluency, and comprehension.

2.7. Grading Rubrics of Students' Speaking Performance

As part of the raters' training, a standardized speaking assessment rubric was provided to ensure consistency and reliability in scoring students' speaking performance. The rubric, which outlines specific criteria for assessing key aspects such as fluency, accuracy, pronunciation, and interaction, was adopted from Hughes (2003, p. 131). During the training session, the raters were thoroughly oriented on how to apply this rubric objectively and consistently across all evaluations. The speaking skills-scoring rubric used in this study is presented in Appendix C.

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Appendix J: Control Group Pretest and Posttest Average results of the Two Ratters

No	Sex	Score	Pretest Results						Posttest Results					
			A	G	V	F	C	Total	A	G	V	F	C	Total
1	M	AV	3	2.5	2.5	3	2.5	13.5	3	2.5	3	3	3	14.5
2	M	AV	3.5	3.5	3.5	4	3.5	18	3.3	3	4	3.5	4	17.8
3	F	AV	3	3	2.5	2.5	2.5	13.5	3	3	2.5	2.5	2.5	13.5
4	M	AV	3.5	3.5	3.5	4	3	17.5	4	3.5	3.5	3.5	3.5	18
5	F	AV	4	4.5	4	5	4.5	22	5	4.5	4.5	4.5	4.5	23
6	F	AV	4	3.5	3.5	3.5	3.5	18	4	3.5	3.5	3.5	4	18.5
7	M	AV	3	3	3.5	3.5	3	16	3.5	3.5	3.5	3.5	3	17
8	M	AV	4.5	4.5	4.5	5	4.5	23	3	5	5	5	5	23
9	F	AV	2.5	4	3.5	4	4	18	4	4.5	4	4	4	20.5
10	M	AV	2.5	3	2.5	2.5	2.5	13	2.5	3.5	3	2.5	2.5	14
11	F	AV	4	5	4.5	4.5	5	23	4.5	4.5	4	3.5	5	21.5
12	F	AV	3	3.5	3.5	3	3	16	3.5	3.5	3	3	3	16
13	F	AV	3.5	2.5	2.5	2.5	3.5	14.5	3.5	3	3	3.5	3	16
14	F	AV	4	4	4.5	3.5	4	20	5	4.5	4	4	4	21.5
15	F	AV	3	2.5	2.5	2.5	2.5	13	2.5	3.5	2.5	3	2.5	14
16	F	AV	3	2.5	3.5	3.5	3.5	16	3	3	3.5	3.5	4	17
17	M	AV	4	4	4.5	4	4	20.5	4.5	4.5	4.5	4	3.5	21
18	F	AV	4	3.5	4	3.5	3.5	18.5	4	3.5	4	4	3.5	19
19	M	AV	3	3.5	3.5	3.5	3.5	17	3.5	3.5	3.5	3.5	3.5	17.5
20	F	AV	3.5	2.5	4	4	4.5	18.5	3.5	3.5	4	4	4.5	19.5
21	F	AV	2.5	2.5	2.5	2.5	3	13	3	3	3	3.5	3.5	16
22	F	AV	4.5	4	4	5	4	21.5	4	4.5	3.5	5	4	21

23	M	AV	3	2.5	2.5	2.5	3	13.5	2.5	3.5	2.5	3	3.5	15
24	F	AV	4	4.5	5	5	4.5	23	4	4.5	4	5	5	22.5
25	M	AV	1.5	2.5	2.5	2	2	10.5	2	2.5	2	2.5	2	11
26	M	AV	2	2	2	2	2.5	10.5	2	2.5	2.5	2.5	2.5	12
27	M	AV	3.5	4.5	4	4	4	20	3.5	5	3.5	4	4.5	20.5
28	F	AV	2	2.5	3.5	2.5	2.5	13	2.5	2.5	2.5	2.5	2.5	12.5
29	M	AV	4	4.5	4	4.5	5	22	4.5	4.5	4	5	5	23
30	M	AV	5	5	4.5	4.5	5	24	4.5	5.5	5.5	4	4.5	24
31	M	AV	3	2.5	2.5	5	2.5	15.5	3.5	3	3	3	4	16.5
32	F	AV	3.5	4	4.5	4	4	20	3.5	4.5	4.5	4	3.5	20
33	M	AV	4	4	4	4	4	20	3.5	3.5	4	4	5	20

Key: AV= Average score of two raters, A= Accent(Pronunciation), G= Grammatical Accuracy, V= Vocabulary, F= Fluency, C= Comprehension

APPENDIX K: Experimental Group Pretest and Posttest Average results of the Two Ratters

No	Sex	Score	Pretest Results						Posttest Results					
			A	G	V	F	C	Total	A	G	V	F	C	Total
1	M	AV	3.5	2.5	3.5	3	3.5	16	4	3.5	4	3.5	3.5	18.5
2	M	AV	3	3.5	3	2.5	3	15	3.5	4	3.5	4	4	19
3	F	AV	4	5	4	4.5	5	22.5	3	5.5	5.5	5	5	24
4	M	AV	3.5	4	4	3.5	4	19	3	5	4.5	4	4	20.5
5	F	AV	2.5	2.5	2.4	2.5	3	12.9	2.5	3.5	4	3	3.5	16.5
6	F	AV	3.5	4	4	4	3.5	19	4	5	5	4	4.5	22.5
7	M	AV	3	3.5	3.5	3.5	2.5	16	3	5	3.5	3	3	17.5
8	M	AV	3	2.5	3.5	3	2.5	14.5	2.5	4	4	3.5	4	18
9	F	AV	2.5	2.5	2.5	2.5	3	13	3.5	4.5	4	3	3.5	18.5
10	M	AV	4	3.5	4	3.5	4	19	3	5	4	5	4.5	21.5
11	F	AV	3	3.5	3.5	2.5	2.5	15	4	3.5	4	3.5	3.5	18.5
12	F	AV	5	5	4	4	5	23	5	5.5	5.5	5	5.5	26.5
13	F	AV	4	4	4	4	3.5	19.5	5	5.5	4.5	5	4.5	24.5
14	F	AV	4	4	3.5	4	4	19.5	4	4.5	3.5	4	4	20
15	F	AV	3	5.5	3.5	3.5	3.5	19	3	3.5	4	4	4	18.5
16	F	AV	1.5	4	2.5	2	2	12	2	3.5	3.5	3	3.5	15.5
17	M	AV	3.5	3.5	3	4.5	3.5	18	1	4.5	5	4.5	4.5	19.5
18	F	AV	3.5	5.5	4	4	3.5	20.5	3	4	4.5	4	4.5	20
19	M	AV	3.5	4	3.5	3.5	3.5	18	4	5	4.5	4.5	4.5	22.5
20	F	AV	3	2.5	2.5	3.5	2.5	14	3	4	3.5	3.5	3.5	17.5
21	F	AV	3.5	3	3	2.5	3.5	15.5	2.5	4	3	4	4.5	18
22	F	AV	3.5	3.5	3.5	3.5	3.5	17.5	3	5	5	4	4	21

23	M	AV	4	4.5	3.5	3.5	4	19.5	3.3	4.5	4	4.5	5	21.3
24	F	AV	2.5	3	2.5	2	2.5	12.5	3	5	3.5	3.5	3.5	18.5
25	M	AV	3	3.5	3.5	3	3	16	3	4.5	3.5	3	3	17
26	M	AV	1.5	2.5	2	2	2	10	2	4.5	3	2.5	3	15
27	M	AV	3.5	3.5	3.5	4	3.5	18	2	4	4.5	4	4	18.5
28	F	AV	3.5	2.5	4	4	3.5	17.5	3.5	4.5	4.5	4.5	4.5	21.5
29	M	AV	4	4	3.5	3.5	3.5	18.5	3.5	4	3.5	4	4	19
30	M	AV	4	4.5	5	5	4.5	23	4	4.5	5.5	5	5	24
31	M	AV	4	3.5	4	3.5	4	19	4	3.5	3.5	3.5	4	18.5
32	F	AV	3	3.5	3.5	3	3	16	3.5	3.5	3.5	3	3	16.5
33	M	AV	3.5	3.5	3.5	3.5	3.5	17.5	3.5	3.5	4	3.5	4	18.5
34	F	AV	4	3.5	2.5	3.5	3.5	17	4	3.5	3.5	3.5	4	18.5
35	F	AV	3	3.5	3	3	2.5	15	3.5	4	4	4	3.5	19

Key: AV= Average score of two raters, A= Accent (Pronunciation), G= Grammatical Accuracy, V= Vocabulary, F= Fluency, C= Comprehension

DECLARATION

I, the undersigned, declare that this thesis entitled by “**The Effects of Extracurricular Activities on EFL Students’ Speaking Performance and their Perceptions**” is my original work and has not been presented for a degree in any other university and that all sources of this material used for this thesis have been fully acknowledged.

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