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Enhancing Students' Speaking Skills through Online and Onsite English Clubs Activities

The Case of Souf Academy and Aspire Private Schools' Learners, also
ICSD and OUR CLUB Online Groups in El Oued.

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Fulfillment of the Requirements for the Degree of **Master in Sciences of Language**.

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Declaration

I, **CHIKHA Lina**, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Kheider University of Biskra., Algeria.

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Dedication

In the Name of God, Most Gracious, Most Merciful All the Praise is due to God alone,
the Sustainers of all the worlds

This research is dedicated to: My dear and “Queen of hearts” my mother “Khirah” who has been my great supporter in the whole period of my studies and has surrounded me with love and care. My dear father “Mohamed” who has been my model in my life, his persistence and personal sacrifices encouraged me and motivated me to finish this work. Thank you dear parents for your patience and your support. Next, I owe deep gratitude to my sisters Sirine, Maria, Yakine, Ayla, Ranel, Rawane and Dorsaf for their understanding and endless love. My friends Safa, Meriem, Rayan, Soundous, Kaoula, Samia, Aimen, Djamel and Moussa who are the most faithful friends in my life. To all extended family and friends To all people who love me and have help me to make this dream comes true and to Whoever happens to read this dissertation.

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Abstract

Speaking is one of the most challenging and difficult among the four language skills. English foreign language students face numerous problems when speaking the language, which can be attributed to constraints such as the large number of students in a single classroom, lack of time, and the absence of a supportive environment. We suggest that there are several ways to help students improve their speaking ability, one of which is through the use of onsite and online English club activities. The present study aims to investigate the impact of onsite and online English club activities on improving students' speaking production. It is based on the hypothesis that both onsite and online English club activities will enhance learners' speaking skills. The method used in this research is descriptive, aiming to describe onsite and online English club activities as the independent variable and their benefits in developing learners' speaking skills as the dependent variable. To carry out this research and confirm or refute our hypothesis, we administered a questionnaire to the learners and conducted interviews with the instructors of Aspire and Souf Academy private schools and at ICSD and Our online English clubs in El Oued. The findings from this research provide evidence that using both onsite and online English club activities significantly impact the development of students' speaking skills. Finally, this study offers suggestions for instructors to implement English club activities effectively and provides recommendations for learners to help them improve their speaking skills.

Key words: Onsite and online English club activities, speaking skill, supportive environment.

List of Tables

Table: Challenges Students Face during English Club Activities and its Possible Solutions
.....59

List of Figures

Figure 01: Gender Distribution.....	65
Figure 2: Students' Age.....	65
Figure 03: Students' Background.....	66
Figure 04: Students' Evaluation of Their Level in English.....	66
Figure 05: The Frequency of Learners' Participation in English Club Activities.....	67
Figure 06: Effect of English Club Participation on Speaking Skills.....	67
Figure 07: Frequency of Participation in Virtual vs. Physical English Club Activities.....	68
Figure 08: The Preferences of Respondents Regarding Participation in Online versus Onsite English Club Activities.....	69

List of Appendices

APPENDIX 1: The Learners' Questionnaire

APPENDIX 2: The Teachers' Interview

TABLE OF CONTENTS

Declaration2
 Dedication3
 Acknowledgements4
 Abstract5
 List of Tables6
 List of Figures7
 List of Appendics8

GENERAL INTRODUCTION

Introduction15
 Statement of the problem16
 Aims of the Study16
 Significance of the Study17
 Research Questions17
 Hypothesis17
 Research Methodology17
 Population and Sample18
 Research Tools18

CHAPTER ONE: AN OVERVIEW OF SPEAKING SKILL

Introduction23
 Definition of Speaking24
 Types of Speaking24
 Imitative Speaking24
 Intensive Speaking24
 Responsive Speaking24
 Interactive Speaking25
 Extensive Speaking25
 Features of Speaking Skills25
 Accuracy and Fluency25
 Connected Speech Features25
 Assimilation26
 Elision26
 Linking26

Enhancing Students' Speaking Skills through Online and Onsite English Clubs Activities	10
Intrusion	26
Contractions and Weak Forms	26
Expressive Devices Feature	26
Negotiation Language Feature	27
Vocabulary, Grammar and Pronunciation Features	27
The Importance of Teaching Speaking Skill	27
Factors Influencing Speaking Performance	28
Internal Factors	28
Shyness and Inhibition	28
Students Anxiety	29
Lack of Motivation	29
Students' Language Knowledge	29
Lack of Confidence	29
External Factors	30
Teachers' Teaching Materials	30
Teachers Teaching Methods	30
Environment and Exposure to English	32
Large and Mixed Ability Classes	32
Limitation of English Hours	32
The Nature of the Topic	32
Teaching and developing speaking skills	33
Principles of Teaching Speaking	33
Phases of Effective Speaking Lessons	34
The Pre-Speaking Activity	34
In the While-Speaking Activity	34
The Post-Speaking Activity	34
Correction of Speaking Errors	34
Teacher Correction	35
Student-to-Student Correction	35
Self-Correction	35
Oral Communicative Strategies	35
Achievement Strategies	36
Guessing Strategies	36

Paraphrasing Strategies 36

Co-operative Strategy 36

Reduction Strategies 37

Avoidance Strategies 37

Some effective ways to Elevate Foreign Language Speaking Proficiency 37

Talk to Yourself 37

Talk to a Native Speaker 38

Use a Language Exchange Application 38

Practice Thinking in the Target Language 38

Visit a Place that Uses the Target Language 38

Watch Movies with Subtitles 39

Reading Aloud 39

Explore the Origin of Language's Sounds within the Mouth 39

Conclusion 40

CHAPTER TWO: ONSITE AND ONLINE ENGLISH CLUB ACTIVITIES

Introduction 45

Different Definitions 45

Definition of Onsite Learning 46

Definition of Online Learning 46

Definition of Clubs 46

Definition of Learning Activities 46

Definition of English Clubs 46

Objectives of English Club Activities 47

The Advantages of Joining an English Club 47

Improving English Skills 48

Expanding Social Circle 48

Gaining Organizational Experience 48

Developing Positive Attributes 48

Enhancing communication and collaboration 48

Fostering creativity and innovation 48

Encouraging autonomous learning 49

Creating a relaxed atmosphere 49

Cultivating hobbies, habits, and friendships 49

Starting an English Club 49

 Find Club Members 49

 Find a Meeting Location: 50

 Organize Your First Meeting 50

 Create Club Rules and members' Duties 50

 Duties 51

 Choose Your Club’s Activities 51

English Club Activities 52

 Warm-up Activities 52

 Two Truths and a Lie 52

 Salad Bowl 52

 Discussion Questions 53

Can't Say Yes or No 53

 Draw the Picture 53

Jeopardy 53

Hot Seat 53

 Main Meetings Activities 54

Debates and Discussion 54

Guest Speakers and Presentations 54

English-language Songs and Readings 54

Skits 55

Show and Tell 55

Storytelling 55

 Special Activities 56

Go for a Walk 56

Make a Recipe 56

Competitions 56

Film Viewings 57

Club Party 57

Principles of English Clubs Activities 57

Common Challenges and Possible Solutions 59

Conclusion 60

CHAPTER THREE: DATA ANALYSIS

Introduction63

Research Methodology 64

Research Instruments 64

The sample64

Analysis of the Students’ Questionnaire65

Interpretation of the results of the Students’ Questionnaire 73

Analysis of the Teachers' Interview75

Findings and Discussion of the Interviews80

GENERAL CONCLUSION

Conclusion 82

General Conclusion 84

Limitations of the Study 85

Suggestion for further research86

References86

Appendices 90

الملخص95

General Introduction

Introduction

In recent decades, English has emerged as a prominent international language among the world's languages . Also it has gained dominance and recognition as a lingua franca, that is the shared language used as a means of communication for people with different native languages.

Today , English is the most spoken language in the world and it is the most learned and taught language across all levels of educational systems . Hence, learning English is considered as an essential component within the educational curricula across the globe.

In learning English, mastering the four language skills: speaking, listening, writing, and reading is necessary for effective communication. Among these, speaking is widely acknowledged as the most difficult and significant one. According to Celce-Murcia and Olshtain (2000), “speaking a second language has been considered the most challenging of the four skills”.

In this respect, Improving effective speaking skills takes center stage. The ability to articulate thoughts, engage in meaningful dialogue, and express ideas fluently stands as a cornerstone of language proficiency. However, in many classrooms settings traditional methods of teaching foreign language are still used. This often presents limitations in offering enough opportunities for students to refine their communication skills. As a result, learners frequently experience confusion and boredom during English language learning so the ultimate goal of these methods fail to support students in developing speaking skills .

In this context , combining online and in-person English club activities offers a comprehensive approach to improve students' English speaking skills. Online interactions enable flexible practice, while face-to-face discussions and projects enhance real-life communication abilities. This balanced approach equips learners with the skills needed for effective communication in both virtual and traditional settings.

Indeed, this stands as the inspiring idea which gave birth to this work with the aim of enhancing students' oral proficiency and identifying the most effective communicative activities to improve their speaking skills.

Statement of the Problem

Teaching English to speakers of other languages (TESOL) involves fostering language proficiency in reading, speaking, writing, and listening. The speaking skill, particularly, has gained significance in EFL settings due to the heightened status of English as a global means of communication. Nunan (1991,P.39) states that: “for most people, mastering the speaking skill is the single most important aspect of learning a second or a foreign language; and success is measured in terms of the ability to carry out a conversation in language”.

Teaching second languages still incorporates traditional methods that focus on repetition of drills and memorization. The utilization of such methods form challenges for learners seeking enhancement in their speaking proficiency. Hence, various techniques, including student-centered model , dual subtitles, and communicative activities, are employed in foreign language classrooms to enhance learners’ speaking proficiency. However, the constraints of time, class size, and curriculum length and many other obstacles encountered within the classroom often hinder teachers from providing ample opportunities for every student to actively engage in diverse activities . Addressing these challenges is crucial to foster a more inclusive and effective language learning environment. Therefore, depending solely on public schools settings proves insufficient to improve learners speaking abilities. To overcome these challenges, integrating online and onsite English club activities is crucial. The study will be carried out in Souf Academy and Aspire private schools in El Oued. In addition to other two online settings called ICSD and OUR Club . In summary, the investigation aims to elevate the proficiency of EFL students in speaking the target language.

Aims of the Study

The general aim of this study is to examine the role of online and onsite English club activities in enhancing students speaking skill. Regarding the specific objectives this study aims to:

- To evaluate the effectiveness of English clubs activities in fostering students speaking proficiency.
- To identify the types of activities within English clubs that most significantly contribute to students’ speaking skill development.
- To investigate the procedures for implementing English club activities that effectively enhance students' speaking skills.

Significance of the Study

The present study attempts to highlight the importance of online and onsite English club activities in improving EFL learners' speaking skills. More specifically research on English club activities will:

- Provide practical insights for educators to implement effective strategies in language classrooms.
- Provide students dynamic platforms for real conversation and cultural immersion.
- Allow individuals of all ages, specialties, and cultural background to actively participate in enriching experiences.
- Increase student interest and participation, which is regarded as a crucial method for language learning.
- Encourage students to express themselves confidently and articulate their thoughts effectively.

Research Questions

RQ1: To what extent do online and onsite English club activities impact student's speaking skills?

RQ2: What are the effective activities that could enhance students' oral communication skills?

RQ3: What are the procedures for implementing English clubs activities to enhance students speaking skills?

Hypothesis

- We hypothesize that students who participate in onsite or online English clubs activities will demonstrate improvements in their speaking skills.

Research Methodology

The study seeks to investigate the impact of both online and onsite English club activities in improving the speaking skills of EFL learners. We plan to utilize a descriptive research methodology for data collection and analysis.

Population and Sample

Since the study is concerned with the fosteration of EFL students' oral proficiency through online and onsite English club activities. The current study deals with a sample of 48 learners and 8 instructors from virtual and face-to-face English clubs. Specifically, the face-to-face platforms includes participants from Souf Academy and Aspire private Schools in El oued. On the other hand, the virtual platforms consists of individuals from Our Club and ICSD Club.

Research Tools

This study relied on two tools:

- Questionnaire administered to the students.
- Interview administered to the instructors.

Chapter One

Chapter One: An Overview of Speaking Skill

Introduction

Definition of Speaking

Types of Speaking

Imitative Speaking

Intensive Speaking

Responsive Speaking

Interactive Speaking

Extensive Speaking

Features of Speaking Skills

Accuracy and Fluency

Connected Speech Features

Assimilation

Elision

Linking

Intrusion

Contractions and Weak Forms

Expressive Devices Feature

Negotiation Language Feature

Vocabulary, Grammar and Pronunciation Features

The Importance of Teaching Speaking Skill

Factors Influencing Speaking Performance

Internal Factors

Shyness and Inhibition

Students Anxiety

Lack of Motivation

Students' Language Knowledge

Lack of Confidence

External Factors

Teachers' Teaching Materials

Teachers Teaching Methods

Environment and Exposure to English

Large and Mixed Ability Classes

Limitation of English Hours

The Nature of the Topic

Teaching and developing speaking skills

Principles of Teaching Speaking

Phases of Effective Speaking Lessons

The Pre-Speaking Activity

In the While-Speaking Activity

The Post-Speaking Activity

Correction of Speaking Errors

Teacher Correction

Student-to-Student Correction

Self-Correction

Oral Communicative Strategies

Achievement Strategies

Guessing Strategies

Paraphrasing Strategies

Co-operative Strategy

Reduction Strategies

Avoidance Strategies

Some effective ways to Elevate Foreign Language Speaking Proficiency

Talk to Yourself

Talk to a Native Speaker

Use a Language Exchange Application

Practice Thinking in the Target Language

Visit a Place that Uses the Target Language

Watch Movies with Subtitles

Reading Aloud

Explore the Origin of Language's Sounds within the Mouth

Conclusion

Chapter One: The Speaking Skill

Introduction

In the evolving realm of foreign language teaching, a notable transformation has occurred, moving away from the traditional teacher-centered approach towards a learner-centered teaching model. This shift signifies a contemporary era in English language instruction, where the emphasis is placed on providing students with ample opportunities to speak fluently and accurately. Speaking is one of the four language skills (listening, reading, writing, and speaking) and appears to be the most crucial and commonly employed skill in any context. It is regarded as a pivotal productive skill that must be cultivated to foster effective communication. Enhancing the speaking abilities of Foreign Language learners holds significant importance in the process of teaching and learning.

This skill is the concern of the forgoing chapter. It aims to define the various features and types of speaking skill, alongside providing a brief description of its significance. Subsequently, it delves into the internal and external factors that influence speaking performance. Additionally, the chapter explores different principles and phases in teaching and developing speaking skills, and it highlights the effective oral communication strategies. Lastly, it presents some effective ways to elevate foreign language speaking proficiency.

Definition of Speaking

The term "speaking" has multiple meanings. According to Oxford Dictionary of Current English (2009, p. 414), speaking is described as "the action of conveying information or expressing ones' thoughts and feelings in spoken languages". Cora and Knight (2000) defined speaking as the process of producing spoken language to convey messages across diverse situations and contexts (p. 261). However, Chaney (1998, p. 13), noted that speaking is "the process of building and sharing meaning through the use of verbal or non-verbal symbols in a variety of contexts". On the other hand, Brown (1994), Bruns and Joyce (1997) as cited in Florez (1999, p. 1), the concept of speaking is viewed as "an interactive process of constructing, receiving and processing information". To sum up, the definition of speaking is broad and multifaceted. One can infer that speaking involves the process of conveying information and expressing thoughts and feelings through spoken language, the process of constructing and sharing meaning through the utilization of verbal or non-verbal symbols in diverse contexts, or as an interactive process that includes constructing, receiving, and processing information.

Types of Speaking

Brown (2004) categorized speaking into five fundamental types based on the speaker's requirements, including imitative, intensive, responsive, and extensive speaking.

Imitative Speaking

This type of speaking focuses on the speaker's capacity to replicate or mimic words, phrases, or sentences. This involves replicating various language aspects like grammar and vocabulary to convey meaning or engage in conversation, with a focus on pronunciation to enhance learners' comprehensibility (Brown, 2004).

Intensive Speaking

This kind of speaking is defined as the production of short stretches of discourse including: intonation, stress, and rhythm. Additionally, it comprises some assessment exercises such as reading sentences aloud and completing dialogues (Brown, 2004).

Responsive Speaking

This type of speaking involves short conversations; it also conveys simple requests, small talk and comments to preserve authenticity with few questions and short responses as Brown (2004, p. 142) showed in the following short conversation:

Marry: Excuse me, do you have the time?

Doug: yeah. Nine-fifteen.

Interactive Speaking

Interactive speaking is based on interaction. It involves two different manners of language: transactional language and interpersonal form of language. The former seeks to communicate and exchange specific information, while the latter is oriented towards preserving and understanding social relationships. This type contains dialogue, discussion, interviews, and role-play activities (Brown, 2007).

Extensive Speaking

The final kind of speaking encompasses monologues such as storytelling, speeches, and oral presentations. The purpose of this type is to create formal and comprehensive language (Brown, 2004).

Features of Speaking Skills

Spoken English possesses distinctive features that set it apart from the other language skills which enable the speakers to perform effectively and be readily understood by listeners. As a result, mastering spoken English requires addressing distinct challenges. Below, there are five features of speaking skills (Korich & Laidi, 2019, p. 13).

Accuracy and Fluence

Accuracy in spoken language refers to the careful use of grammar, vocabulary, and pronunciation, ensuring that the conveyed message is clear and precise without any potential for misunderstanding. On the other hand, fluency is characterized by the smooth and natural flow of speech, enabling the speaker to express ideas coherently and seamlessly. In essence, accuracy is about having the knowledge of a certain language (competence), while fluency involves understanding how to use that knowledge in practice (performance). Achieving a balance between accuracy and fluency is essential for effective spoken communication .

Connected Speech Features

Connected speech features refer to the modifications and adjustments that occur in the natural flow of spoken language as words and sounds interact in a connected and continuous manner. These features contribute to the fluidity and coherence of spoken communication. Some common connected speech features include:

Assimilation

Sounds in words can change or become similar to neighboring sounds. For example, in the phrase "ten books," the /n/ sound in "ten" may assimilate to the /b/ sound in "books," making it sound like "tem books."

Elision

Certain sounds or even entire syllables may be omitted in connected speech for ease of pronunciation. For instance, the word "probably" might be pronounced as "prob'ly."

Linking

Sounds at the end of one word can affect the pronunciation of the following word. For example, in the phrase "I saw it," the /t/ sound in "it" may link with the /i/ sound in "it," creating a smooth transition and sounding like "I sawit."

Intrusion

Additional sounds may be introduced between words to facilitate smooth speech. For instance, in the phrase "law and order," an intrusive /r/ sound might be heard, making it sound like "lawrand order."

Contractions and Weak Forms

Common words may be contracted or pronounced in a weaker form in connected speech. For example, "I am" can be contracted to "I'm," and weak forms of words like "to" and "and" may be used in less emphasized positions.

Understanding connected speech features is crucial for language learners as it reflects how native speakers naturally articulate and comprehend spoken language in everyday communication .

Expressive Devices Feature

Expressive devices in spoken language encompass various techniques, including intonation (where pitch variations convey emotional tones); stress (emphasis on specific words for intensity); pauses (strategically placed for rhythm and emphasis); volume adjustments(to express strong emotions); pacing variations (for urgency or thoughtfulness); and pitch fluctuations (contribute to overall emotional tone). Additionally, non-verbal cues like gestures and facial expressions complement spoken words . They add depth and richness

to the communicated message. These devices allow speakers to convey accurate meanings and connect with their audience on a more profound level.

Negotiation Language Feature

Negotiations involve formal discussions among individuals with diverse goals, aiming to reach an agreement by finding common ground and resolving differences. Teachers should teach their students some expressions in order to enable them to articulate their thoughts and opinions when they face unclear aspects of the lesson. This proactive approach helps to create a conducive learning environment within the classroom.

Vocabulary, Grammar and Pronunciation Features

There are three key elements involved to achieve fluency in the target language : vocabulary, grammar, and pronunciation. It is essential for students to possess sufficient vocabularies to employ them as needed and to structure them in correct sentences according to the rules of grammar. Also, it is crucial for learners to acquire proficiency in pronouncing words appropriately.

The Importance of Teaching Speaking Skill

Baker and Westrup (2003, p. 5) stated, "A student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion". Therefore, the primary objective of instructing speaking in a language context is to elevate learners' proficiency in communicative skills. This involves fostering fluency, accuracy, and enhancing communicative competence in order to fulfill the "four learning purposes" according to K. M. Bailey (2002, pp. 117-118) :

"1. ACCESS: To gain access to information and resources"

"2.VOICE: To express ideas and opinions with confidence."

"3. ACTION: To solve problems and make decisions without having to rely on others to mediate the world for them."

"4. BRIDGE TO THE FUTURE: Learning to learn" in order to adapt to the evolving world.

Richards and Rodgers (2001) asserted that traditional language teaching methods tended to neglect the development of speaking skills. Classical approaches, like the Grammar Translation Method, primarily emphasized reading and writing skills. However, nowadays effective oral communication in a target language is indeed highly valued. The ability to communicate fluently and confidently with others in a foreign language is very important in

one's personal and professional opportunities. The researchers presented some key advantages of being fluent in the foreign language as follows:

- Fluency in oral communication allows individuals to engage in meaningful conversations, express their thoughts and ideas clearly, and understand others effectively. It facilitates interactions in various contexts, such as business negotiations, academic discussions, social gatherings, and travel experiences.
- Fluency in oral communication enables individuals to build relationships, establish rapport, and bridge cultural gaps. It promotes understanding and empathy, fostering a sense of connection and cooperation with people from different linguistic and cultural backgrounds.
- oral communication skills are often crucial in professional settings. Many job positions require employees to interact with clients, colleagues, or partners from different countries or language backgrounds. Fluency in a foreign language can open doors to international job opportunities and enhance one's competitiveness in the global job market (Indeed, 2023).

Teaching the speaking skill is integral to language education as it does not only cultivate effective communication but also plays a vital role in learners' personal, academic, and professional development.

Factors Influencing Speaking Performance

The factors influencing second language learning are categorized into internal and external factors.

Internal Factors

Shyness and Inhibition

Shyness and inhibition are regarded as emotional challenges that some students encounter, particularly when teachers ask them to speak. This emotional barrier becomes a problem which leads learners to occasionally struggle with verbal expression and block their ability to think effectively. Baldwin (2011) states that speaking in front of the public is commonly perceived as a phobia by the majority of individuals. Thus, teachers should encourage their students and persuade them that errors and mistakes are natural aspects of a language learning journey.

Students Anxiety

Speaking a foreign language often triggers feelings of anxiety among the majority of students. Scovel (1978, p. 134) points out “anxiety is a complex affective concept associated with feeling of uneasiness, frustration, self-doubt or worry”. In other words, anxiety encompasses a range of negative feelings that individuals may experience, including uneasiness about their language abilities, the possibility of making mistakes, or the fear of being negatively evaluated by others.

Brown suggested two types of anxiety: debilitating and facilitative anxiety. The former, identified as harmful or debilitating anxiety, is associated with negative emotions like self-doubt, so learners should be careful of this type as it affects the learning process negatively. Conversely, the latter, known as helpful or facilitative anxiety, is considered a crucial factor for success. This type of anxiety contributes positively to the learning process, especially when students experience anxiety about exams owing to the fact that it acts as a motivational force and prompting them to work harder to attain favorable results (2007, pp. 162-163).

Lack of Motivation

Learners frequently express frustration about their inability to generate ideas for speech and their lack of motivation to express themselves. According to Rivers (1968), learners might find themselves unable to express ideas possibly because the teacher has selected a topic that is unsuitable for them or one about which they possess limited knowledge.

Students' Language Knowledge

The ability to speak fluently is often hindered when students lack sufficient input, both in terms of vocabulary and grammatical structures. Consequently, some students may feel inhibited or hesitant to express themselves in English. This inhibition can lead to a tendency to stick with using familiar vocabulary or remain silent. Therefore, providing a more extensive and diverse input of vocabulary and grammar is crucial in fostering students' confidence and proficiency when engaging in English conversation (Belhouche, 2018, pp. 46-47).

Lack of Confidence

A common outcome of lacking confidence and feeling uncertain is the unwillingness to speak, especially when learners are introduced to new people or unfamiliar situations while

acquiring a foreign language. Some students also hesitate and refrain from joining classroom discussions due to fear of making mistakes when expressing their opinions. Consequently, these learners prefer to play the role of listeners rather than active participants (Belhouchet, 2018, p. 48).

Teachers can assist the students by creating numerous realistic scenarios for presentation and practice them within the classroom. Introducing new and anticipated situations helps to enhance students' self-confidence and allows them to apply the newly acquired language skills in practical contexts. Additionally, to help students overcome confidence barriers, teachers should establish a supportive learning environment where students feel encouraged to ask questions, share comments, contribute ideas, and even inject humor (Belhouchet, 2018, p. 48).

It is crucial for teachers to consistently praise their students, minimize the fear of making mistakes, enhance motivation, allocate sufficient time for practice before presentations, and diversify the practice methods, including pair work, group activities, and whole-class participation (Belhouchet, 2018, p. 48).

External Factors

Teachers' Teaching Materials

The instructional materials have a significant role in shaping students' speaking skills and it is essential for these materials to align with students' needs (Nation & Macalister, 2010 cited in Zamanian et.al 2010, p .149).

Sourshjani and Riahipur's research (2012, p. 329, as cited in Dinar, 2019). indicates that learning materials fail to encourage students to actively participate in class discussions. Hence, understanding what students need can be challenging for teachers. A good teacher should be able to think about what students lack and what they really need.

Students generally enjoy materials that are fun and up-to-date, and using such materials can make them more active in class. When students like the materials, they will not feel bored or lazy; instead, they become more involved in the learning process (Sourshjani & Riahipur, 2012, p .329).

Teachers Teaching Methods

The way teachers approach and deliver lessons plays a crucial role in shaping students' ability to communicate orally. Effective teaching methods which encourage active participation, meaningful interactions, and practical applications contribute positively to the

development of speaking skills. Conversely, ineffective or passive teaching approaches may hinder students' progress in spoken language.

Hughes (2002) claimed that the role of speech in language teaching underwent significant changes during the early and late nineteenth century. This was due to the introduction of various language teaching methods, including the grammar translation method, direct method, situational and audio-lingual methods, and the communicative approach.

The Grammar Translation Method. The grammar translation method primarily focuses on translating written texts and learning grammar rules. Consequently, its impact on speaking skills was limited, as oral communication was not a central component of this approach. Therefore, students who primarily studied under this method often had less opportunity to develop their speaking skills.

The Direct Method. It is also known as the "Natural Method" that came as a reaction to the grammar translation method. The direct method aims to teach language directly through immersion, emphasizing oral communication and avoiding translation. This method had a positive effect on speaking skills as it encouraged students to use the target language in real-life situations. As a result, students had ample opportunities to practice speaking, engage in conversations and develop fluency.

The Situational and Audio-Lingual Methods. Both the situational and audio-lingual methods aim to develop speaking skills through repetitive drills and dialogues. These methods focused on teaching students to respond appropriately in specific situations and promote oral fluency. In this model students practiced speaking through structured dialogues and role-plays that helped them to gain confidence and improve their speaking abilities.

The Communicative Approach. The communicative approach placed a strong emphasis on developing students' ability to communicate effectively in real-life situations. It encouraged authentic communication, interactive activities, and meaningful language use. As a result, this approach had a significant positive impact on speaking skills, fostering fluency, accuracy, and the ability to express oneself in various contexts.

Overall, while the grammar translation method had minimal impact on speaking skills, the direct method, situational and audio-lingual methods, and the communicative approach all contributed to the development and improvement of students' oral communication abilities

Environment and Exposure to English

Briere (1987, as cited in Jindathai 2015, p .345) asserts that the duration of exposure to the target language in both structured and casual linguistic settings significantly impacts second language acquisition. Based on that explanation, it can be concluded that students learning English should ideally experience both formal and informal learning environments. This notion is reinforced by Lubega (1979, cited in Jindathai, 2015, p .345), he suggests that learners who are exposed only to formal settings tend to attain a lower language proficiency compared to those with a combination of formal and informal exposure. These varied contexts can positively impact students' mental well-being and help alleviate nervousness. Teachers can foster both formal and informal situations through creative approaches, such as incorporating materials outside the classroom. Additionally, schools may implement English programs like English Time, English Day, or English Area to further support language acquisition.

Large and Mixed Ability Classes

Large and mixed-ability classes emerge as a key factor that impacts students' oral production detrimentally. These classes encompass a large number of students and a combination of two learners categories: the first being active or bright students who tend to dominate discussions, leaving the second category, characterized as passive or quiet learners, with limited opportunities to engage in class discourse. Consequently, numerous weaker students find it challenging to make progress in their speaking abilities within this learning environment (Nillo, 2014, as cited in Korich & Laidi, 2020).

Limitation of English Hours

Another factor that can impact the advancement of speaking skills is the teaching of English as a foreign language in many countries for only one hour per week, especially in scientific disciplines. In essence, this limited time is insufficient for learners to use the language in authentic situations and enhance their proficiency in speaking. Therefore, students might encounter challenges, both in terms of their language proficiency and their prospects for successful careers (Bowman. et al. 1989).

The Nature of the Topic

Selecting an unsuitable topic can have adverse effects on students. If the subject does not capture their interests , it may lead to disengagement, anxiety, and a reluctance to

participate in class discussions (Nillo, 2014). In essence, a poorly chosen topic can create a less conducive and interactive classroom atmosphere.

Teaching and Developing Speaking Skills

In the landscape of teaching spoken language, English language instructors should recognize that delivering a speech is a challenging task for EFL learners. The reason is that successful speaking requires considerable effort and the ability to use the language accurately in interactive social engagements among members of society. Language learners must know that speaking encompasses three domains of knowledge:

1. Mechanics (pronunciation, grammar, and vocabulary): they refer to the utilization of the appropriate words in the correct sequence while ensuring accurate pronunciation.
2. Functions (transaction and interaction): they are about understanding the situations where clarity of the message is crucial (transaction/information exchange) and recognizing when precise comprehension is not imperative (interaction/relationship building).
3. Social and cultural conventions (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): learners should consider who is communicating with whom, under what circumstances, discussing what, and for what purpose (Nunan, 2003, p. 50)

To recap, teaching speaking skills is a key component in enabling students to succeed academically and in their personal lives. Therefore, teachers must prioritize teaching speaking skills and create a rich environment to support this endeavor (Fizani, 2015).

Principles of Teaching Speaking

Nunan (2003, p. 54), outlined some principles of teaching speaking that foreign language teachers should take into consideration. These principles include:

- Teachers need to recognize the distinctions between second language and foreign language learning contexts. Learning a foreign language poses unique challenges since students have limited opportunities to practice speaking within their surroundings.
- Teachers must actively promote the improvement of fluency and accuracy among their students by providing extensive speaking practice sessions.
- Teachers should give opportunities for students to engage in discussions through group work or pair work.

- Teachers should design speaking tasks that involve the negotiation of meaning. Speaking tasks refer to activities aimed at communicating appropriately and effectively in the target language. Negotiation of meaning occurs when students seek to comprehend what others have said by requesting clarification, confirmation, or further explanation.

Phases of Effective Speaking Lessons

Millrood (2001, p. 93) pointed out that a speaking lesson can be structured around a "three-phases framework".

The Pre-Speaking Activity

Also referred to as the "pre-communicative stage" (C. Terry, 2008, p. 6), this phase involves equipping learners with the essential vocabulary and language needed for the interaction. Brown (1994, as cited in Millrood, 2001, p. 93) suggests that a common practice during this stage is the use of brainstorming activities, typically conducted in small groups within a specific time frame, to generate a diverse range of ideas before the main speaking task.

In the While-Speaking Activity

Often referred to as "the practice stage" (Terry, 2008, p. 7), where learners engage in communicative activities to resolve the communicative problem. The resolution is achieved through activities like role-play, problem-solving, and communicative games, as outlined by Millrood (2001, p. 93).

The Post-Speaking Activity

Equally known as "the communicative interaction or production stage" (Terry, 2008, p. 8). This production stage comes after learners have actively engaged in a speaking activity. It involves activities like group discussions, peer evaluations, self-assessment, and teacher feedback in order to help learners reflect on their performance, address challenges, and reinforce language concepts. It is considered a significant part of the process which provides learners with opportunities to anticipate language usage and ideas and encourages them to explore diverse ways to enhance communication effectiveness (Millrood, 2001, p. 93).

Correction of Speaking Errors

Davis and Pearse (2000) stated that addressing speaking errors is an integral part of language teaching, it plays a vital role in enhancing students' speaking proficiency.

Effectively addressing errors enables students to recognize and rectify their linguistic mistakes.

Achieving a balance between correction and maintaining a positive and encouraging learning environment is paramount in this process. The goal is not only to pinpoint errors but also to guide students toward improvement and foster a supportive atmosphere that promotes continuous language development.

Shafaei (2010, pp.277-278) summarized the various methods for correcting speaking errors as follows:

Teacher Correction

Teacher correction involves the process of providing feedback and guidance to students about their spoken language. This correction aims to address mistakes in pronunciation, grammar, vocabulary, or overall communication. Teachers may correct errors during or after a speaking activity through the usage of various methods such as explicit correction (directly pointing out mistakes), implicit correction (rephrasing or repeating the correct form), or providing feedback through targeted questions.

Student-to-Student Correction

In the student-to-student correction method, the responsibility for error correction is assigned to other students. This approach ensures the active participation of the entire class, promotes attentiveness, cultivates independence, reduces teacher talking time, and highlights a cooperative atmosphere among the students.

Self-Correction

In self-correction, students are provided with the opportunity to identify and rectify their own mistakes. This approach encourages students to recall both the problem and its solution and correct their errors independently.

Oral Communicative Strategies

Most language learners aspire to achieve fluency and confidence in speaking a second or foreign language. Brown (2014) defines communication strategies as conscious plans individuals use to solve problems that arise when trying to achieve a specific communication goal. Many teachers view these strategies as valuable tools to assist learners in overcoming challenges encountered in oral communication. Bygate (1987) categorized communication strategies into two types: achievement strategies and reduction strategies.

Achievement Strategies

Learners use these strategies to overcome communication problems and convey their messages as intended. Bygate (1987) suggested that achievement strategies include sub-strategies like:

Guessing Strategies

This type of strategy is commonly used in oral expression. Speakers employ this approach to substitute unfamiliar words with ones that their conversation partners will understand (Bygate, 1987).

Furthermore, guessing strategies encompass various types. For instance, speakers may borrow words from their mother tongue and use them without any alteration. Another form of guessing strategy involves speakers using foreign words from their mother tongue and pronouncing them as if they naturally belong to the English language. Code-switching is identified also as one of guessing strategies in communication, it entails the interchange between the second language (L2) and the first language (L1) when interacting in foreign languages while the type of coining words involves speakers creating new terms that may not exist in the target language. For instance, a speaker might use "air ball" instead of the word "balloon" based on their understanding of the language (Torone, 1983, as cited in Korich & Laidi, 2020).

Paraphrasing Strategies

This category is categorized into two types. The first is the lexical substitution strategy, where the speakers employ similar words and synonyms to explain expressions and words required in the target language. The second type is the circumlocution strategy, described by Savignon (1983) as the "effective use of coping strategies to sustain or enhance communication" (Kaddour, 2016:13). This means that speakers can employ the circumlocution strategy to avoid vocabulary gaps by constructing phrases to effectively convey their intended message.

Co-operative Strategy

Færch and Kasper (1983, p. 67) explain "although problems in interaction are necessarily shared problems and can be solved by joint efforts, they originate in either of the interactions, and it is up to him (the speaker) to decide whether to attempt a solution himself or to signal his problems to his interlocutor and attempt to get the problem solved on a cooperative basis".

In this type of strategy, the speaker requests assistance from the listeners. For instance, they may ask the interlocutors to help them in translating certain words from their native language to the intended language or they ask the listeners to provide them with specific words to effectively convey their messages.

Reduction Strategies

Reduction strategies are effective when speakers choose to omit or abandon a specific message due to difficulties in expressing themselves accurately. As a result, they may opt to conclude the conversation or switch to a different topic (Bygate, 1987).

Avoidance Strategies

According to Bygate (1987), learners use these types of strategies to prevent encountering different kinds of problems they may face while speaking in a foreign language. In some cases, speakers may encounter obstacles related to phonology and limited vocabulary, which leads them to minimize their communication. Avoidance strategies can be classified into two main types. "syntactic or lexical avoidance" and "phonological avoidance". For example In the case of phonological challenges, learners often avoid pronouncing the "th" sound in English. Additionally, Bygate (1987) provided an example about lexical avoidance where a woman opts to describe her dining experience as "nice" instead of attempting to express her love for the meal with mentioning its name.

Some effective ways to Elevate Foreign Language Speaking Proficiency

Improving your ability to speak a foreign language involves more than just learning words and grammar rules. It's about feeling comfortable, expressing yourself in real conversations, understanding different cultures, and gaining the confidence to communicate effectively. To improve FL speaking skills, speakers need to focus on practical skills, like pronunciation and vocabulary, and also understand the cultural aspects. This journey necessitates employing diverse and effective ways to achieve both fluency and accuracy in speaking.

Talk to Yourself

Beginning to learn a new language often poses challenges when engaging in conversations with native speakers due to limited vocabulary and the complexity of understanding their responses. To address this hurdle, beginners can engage in the practice of articulating words and sentences they have acquired independently in a manner suitable for

their proficiency level. This method facilitates the reinforcement of language structures, allows for creative exploration of acquired linguistic constructions, and emphasizes the refinement of pronunciation skills (Kenny, n.d.).

Talk to a Native Speaker

As learners' speaking skills progress, immersing themselves in conversations with native speakers becomes crucial as it adds a valuable dimension to the learning process.

Communicating with native speakers allows learners to experience authentic conversations and gain insights into cultural aspects that textbooks might not cover thoroughly. Regular interaction with a native speaker is a key factor in advancing language proficiency and developing a more natural and fluent communication style (Kenny, n.d.).

Use a Language Exchange Application

Another effective method for language practice involves utilizing language exchange apps such as Tandem or Hello Talk. These apps offer a gradual progression in communication, starting with typed messages, which proves beneficial for beginners. Typing messages provides the advantage of allowing time for thoughtful responses and the ability to consult dictionaries for unfamiliar words. As confidence grows, learners can move to sending audio messages that offer the opportunity to practice pronunciation by repeating sentences before recording. Finally, as language skills advance, engaging in voice or video calls becomes an option. This step-by-step approach aids in building confidence before engaging in authentic spoken conversations (Kenny, n.d.).

Practice Thinking in the Target Language

Enhancing fluency in a new language involves the practice of thinking in that language. Many individuals experience stuttering and hesitation in their second language because they tend to think in their native language before translating. The key to proficient language speaking lies in the ability to think directly in the new language without the need for translation, that allows individuals to be better prepared for real-life language application, gradually eliminating the need for mental translation and fostering a more natural and fluid communication style (Craig, 2023).

Visit a Place that Uses the Target Language

To truly master a new language, immerse yourself in its culture by visiting a place where the intended language is spoken. This provides a real-world context for language learning and helps learners to understand the cultural differences that influence

communication. Exploring such environments allows them to interact with native speakers, practice language skills in authentic situations, and gain a deeper understanding of the language's cultural context (Craig, 2023).

Watch Movies with Subtitles

According to Craig (2023) utilizing movies' subtitles can be a valuable tool for learning native speech. Here's a step-by-step approach to learning a spoken language through movie subtitles:

- Begin by reading the subtitles before watching the movie. Identify unfamiliar words and consult your personal dictionary for their meanings.
- Pronounce the new words and focus on getting the accent right. Try to incorporate these words into sentences to enhance your contextual understanding.
- Watch the movie again, but this time, refrain from reading the subtitles. The goal is to comprehend as much of the spoken language as possible .

This method provides a structured way to engage with spoken language, allowing you to learn and practice new vocabulary, pronunciation, and comprehension skills while enjoying a movie.

Reading Aloud

Reading aloud serves as a helpful method to enhance pronunciation and fluency in a foreign language. Actively engaging in this practice contributes to the development of a more authentic and natural speaking style for language learners and promotes a deeper understanding of the language's nuances and structures (Kenny, n.d.).

Explore the Origin of Language's Sounds within the Mouth

To sound more like a native speaker, learners have to consider that different languages use different parts of the mouth or throat to produce sounds. Each language involves various parts of the mouth to produce distinctive sounds. For instance, English tends to be spoken towards the front of the mouth, while French originates slightly further back, and Spanish even further back. Understanding where in the mouth or throat the sounds of a particular language should come from is essential for aspiring to sound more like a native speaker. Without this understanding, one may consistently sound like a foreigner. However, once familiarizing oneself with this concept, pronunciation skills will see remarkable improvement (Kenny, n.d.).

Conclusion

In conclusion, This chapter has highlighted the significance of improving speaking for EFL learners because of the great importance of speaking as a productive skill in the learning process. Moreover, it provided some definitions, features, and types of speaking skills. Finally, the chapter addressed the influential factors ,various teaching strategies and some effective ways to elevate foreign language speaking proficiency.

Chapter Two

Chapter Two: Onsite and Online English Club Activities

Introduction

Different Definitions

Definition of Onsite Learning

Definition of Online Learning

Definition of Clubs

Definition of Learning Activities

Definition of English Clubs

Objectives of English Club Activities

The Advantages of Joining an English Club

Improving English Skills

Expanding Social Circle

Gaining Organizational Experience

Developing Positive Attributes

Enhancing communication and collaboration

Fostering creativity and innovation

Encouraging autonomous learning

Creating a relaxed atmosphere

Cultivating hobbies, habits, and friendships

Starting an English Club

Find Club Members

Find a Meeting Location

Organize Your First Meeting

Create Club Rules and members' Duties

Rules

Duties

Choose Your Club's Activities

English Club Activities

Warm-up Activities

Two Truths and a Lie

Salad Bowl

Discussion Questions

Can't Say Yes or No

Draw the Picture

Jeopardy

Hot Seat

Main Meetings Activities

Debates and Discussion

Guest Speakers and Presentations

English-language Songs and Readings

Skits

Show and Tell

Storytelling

Special Activities

Go for a Walk

Make a Recipe

Competitions

Film Viewings

Club Party

Principles of English Clubs Activities

Challenges and Possible Solutions

Conclusion

Chapter two: Online and Onsite English Clubs Activities

Introduction

Learning a foreign language, English in particular is very important owing to the fact that English is an international language which many countries use in communication as their second language. Students learn this language for different reasons, for example academic or professional purposes. They often face difficulties in traditional classroom settings due to various constraints such as students' large number and time limitations. To overcome these issues, additional programs like English Clubs are needed for students to enhance their language skills and nurturing their interests and talents. They offers students more time to delve into English learning in a relaxed and enjoyable atmosphere, through engaging activities and a supportive environment.

English clubs instructions is the concern of the forgoing chapter. It aims to introduce the objectives and advantages of joining an English club activities , alongside with its basic principles. Subsequently, it delves into how to start an English club in a successful and organized manner. Additionally, the chapter provides different activities such as **Jeopardy**, skits and film viewings. Lastly, it presents some challenges that may students face in English club activities with some possible solutions for these difficulties.

Definition of Onsite and online Learning

Onsite learning denotes sessions held in a physical setting, like a classroom, as opposed to virtual or remote settings. Students physically attend these classes and receive direct instruction from an in-person teacher or instructor (Brainly, 2023).

Online learning, also known as e-Learning, encompasses any form of education delivered via the internet. Virtual learning typically refers to asynchronous learning materials which enable learners to interact with instructional content at any time and from any location(Whatfix, 2024).

Definition of Clubs

The concept "club" is defined from the Oxford Advanced Learner's Dictionary of Current English (1987.p, 158), as "Join or act together, with others for a common purpose".

According to Malu and Smedley (2016. p, 10), the notion of " clubs" is a universal phenomenon. They exist in various forms, Book clubs is a space for individuals to engage in discussions about books, while schools and universities have clubs like debate clubs, foreign language clubs, and sports clubs where members can engage in activities they enjoy. People can join these clubs voluntarily or based on their skills and knowledge.

Definition of Learning Activities

They refers to exercises, discussions, projects, or online tasks implemented during teaching to facilitate comprehension and assist students in grasping new ideas. Their primary purpose is to encourage students to actively engage in learning process (Iseazy, 2024).

Definition of English Clubs

English-Clubs also called English Conversations Clubs, Spoken English Clubs, or English Conversation Circles, they are casual gatherings where people convene on a regular basis without any formal obligations in order to practice their English skills. These gatherings typically consist of individuals from various backgrounds within a community, town, or village. A key requirement of club membership is a commitment to communicate solely in English during the meetings, as they engage in activities that motivate language usage (Malu & Smedley, 2016, p. 10).

Therefore, based on the preceding explanations, English club activities entail a gathering of individuals who come together to collaborate or engage in an activity with a shared goal. These activities are typically organized and structured to facilitate English

language acquisition and proficiency. As for Onsite English club activities, they are language learning sessions held in physical spaces like classrooms or community centers. These sessions involve interactive exercises like group discussions, storytelling, and language games to improve speaking, listening, reading, and writing skills. However, Online English club activities refer to language learning sessions conducted over the internet. These activities typically involve virtual meetings, discussions, language games, and collaborative exercises aimed at enhancing participants' English language skills regardless of geographical locations or time constraints.

Objectives of English Club Activities

Hassane and Lahcen (2009) suggest that the general objectives of English club activities aren't solely focused on imparting educational knowledge but also aim at consolidating transversal skills that contribute to the holistic growth of an individual. These skills encompass a range of abilities as indicated below :

- Enhance English language teaching and learning by incorporating communication and information technologies, arts, and also promoting institutional values.
- Foster the development of language and communication skills in foreign languages to facilitate enrollment in both national and international educational institutions.
- Provide opportunities for practical application of acquired language skills through hands-on activities, games, and various forms of expression.
- Reinforce the learning of cross-cultural language skills.
- Cultivate self-awareness among individuals, acknowledging their unique abilities and capacities.
- Encourage participation in the English Conversation Club for both learners and educators.
- Facilitate the exchange of ideas for engaging and enjoyable activities within the English Club.

The Advantages of Joining an English Club

According to Hasanah (2020), there are four distinct benefits to joining an English club. Firstly, it offers the opportunity to refine English language abilities. Secondly, it provides a platform for expanding one's social circle. Thirdly, involvement in the club offers

valuable organizational experience. Lastly, participation can lead to the development of positive attributes such as discipline, confidence, and responsibility.

Improving English Skills

Joining an English club provides a structured environment for practicing and refining language skills. Through regular interactions, discussions, and activities conducted in English, that enable the members to enrich their vocabulary, grammar, pronunciation, and overall proficiency in the language.

Expanding Social Circle

English clubs bring together individuals with a shared interest in language learning and create opportunities for them to meet and connect with people from diverse backgrounds.

Gaining Organizational Experience

Participating in English clubs often involves organizing and planning events, meetings, or activities. This hands-on involvement allows members to develop valuable organizational and leadership skills, such as event coordination, time management, communication, and teamwork.

Developing Positive Attributes

In addition to language skills, social interaction and organizational experience, involvement in an English club can foster personal growth and development. Regular participation encourages the cultivation of positive attributes such as discipline, as members commit to attending meetings and completing assigned tasks. Moreover, engaging in discussions and presentations boosts confidence, while taking on responsibilities within the club promotes a sense of accountability and leadership.

Additionally, Enroll (2015) highlights several benefits of English clubs, including:

Enhancing communication and collaboration

English clubs activities enable participants to engage in group discussions and interact with others from different groups.

Fostering creativity and innovation

Engaging in group activities like creating group names and chants encourages creativity and innovative thinking.

Encouraging autonomous learning

Unlike traditional English classes led by teachers, English clubs empower participants to take part in activities autonomously.

Creating a relaxed atmosphere

Activities in English clubs are conducted in a fun and enjoyable manner that promote ease and relaxation.

Cultivating hobbies, habits, and friendships

English clubs provide opportunities to develop interests and form new friendships among participants.

Starting an English Club

Improving English speaking skills often requires consistent practice, which can be facilitated through various ways even without direct guidance from a teacher. One effective way is to participate in an English club, where members can engage in conversations and activities designed to enhance language proficiency. Therefore, establishing an English club in local area can be highly advantageous. Below are some helpful tips to assist learners in initiating this process (Learn Talk, 2018).

Find Club Members

In the initial phase of establishing an English club, the primary consideration is determining the target audience. One must decide whether the club will exclusively comprise coworkers or friends, or if it will be open to individuals from diverse backgrounds who share an interest in language learning. If opting for a closed group, invitations can be extended via email correspondence. However, if the intention is to welcome participants from the wider community, public platforms such as libraries, cafes, and social media channels can be utilized to disseminate invitations effectively (Learn Talk, 2018).

In general, it is better to have an inclusive membership policy, welcoming individuals from diverse backgrounds and walks of life to participate actively. It should actively encourage engagement from a wide spectrum of society, including everyone committed to regular English language practice. Membership should not be limited by age, profession, or social status, but rather open to young people, professionals, workers, housewives, grandparents, grandchildren, and anyone else seeking to improve their English speaking skills.

The key criteria for membership should revolve around individuals' availability to attend club meetings regularly. Finally, by prioritizing inclusivity and commitment, the club can foster a dynamic and supportive community where members, regardless of their backgrounds, can come together to learn, practice, and grow in their English language proficiency (Malu & Smedley, 2016).

Find a Meeting Location:

Selecting the right meeting place is pivotal for your English club's success, as it significantly impacts member turnout. When selecting a location, several factors should be considered. First, prioritize accessibility by choosing a centrally located venue that's easy for everyone to reach. This minimizes obstacles to participation and ensures consistent attendance. Additionally, prioritize safety to make members feel comfortable when arriving and leaving. For educators, utilizing a classroom or school facility is convenient and familiar. Alternatively, for clubs operating outside of formal settings, consider venues like cafes or restaurants that offer ample spaces for larger groups. These places also provide the opportunity for members to grab a drink or a snack. Remember to always seek permission from the venue owners before scheduling meetings to ensure smooth operations (Learning English, 2017).

Organize Your First Meeting

Hosting the first meeting is the next important step for your English club. This initial gathering presents an opportunity to discuss logistics, like how often and where the club will meet, membership fees, and leadership roles. Understanding the members' English levels, goals, and interests is also crucial. Remember, diverse English levels among members shouldn't be a concern, as everyone can support each other in improving their language skills (Learning English, 2017).

Create Club Rules and members' Duties

In the early stages of forming a club, it is customary to develop rules and routines, ideally through collaborative input from its members. These guidelines typically cover various aspects such as members' roles, responsibilities, and procedures that club members will follow. They don't necessarily have to be overly intricate or sophisticated. Instead, the most effective rules are those that reflect and reinforce the shared goals and values of the club's members (Malu and Smedle, 2006).

The following are some duties and rules of the club, as highlighted by Malu and Smedle

(2006,p.12-14).

Rules

- They must avoid discussing sensitive topics like politics, religion, or government officials.
- Attendance should be punctual.
- There must be an equal participation between men and women.
- All opinions must be respected by members.
- Members who cannot attend a meeting must tell another member.
- Members are required to treat each other's respectfully.

Duties

Facilitator. Ensures active participation and attentive listening among all members.

Recorder. Takes notes during group discussions and shares them with the entire group.

Timekeeper. Ensures the group remains focused on tasks within the allocated time and assists the facilitator in ensuring equitable speaking time for all.

Vocabulary Coordinator. Identifies and records vocabulary queries, seeks answers from members, or conducts research post-meeting to present findings in subsequent sessions.

Grammar Monitor. Tracks grammar-related queries, seeks solutions from members, or conducts post-meeting research to share findings in future meetings.

Generally the rules and roles mentioned above are offered as a sample. clubs need to form their own specific laws that suit them.

Choose Your Club's Activities

Planning activities for English clubs can be both exciting and rewarding. Leaders need to plan warm-up activities, main activities, and special activities that suit the members' personality, goals and interests. For warm-up activities, consider lively games like "Two Truths and a Lie" ,which encourage interaction and set a positive tone for the meeting. As for main activities, engaging in discussions on topics relevant to the members' interests or role-playing scenarios related to real-life situations can promote language fluency and critical thinking skills. For special activities, organizing group trips to English-speaking destinations or hosting film viewings of popular English-language movies can provide immersive language practice. Remember to keep the atmosphere relaxed and enjoyable, as English clubs serve as not only a platform for language practice but also an opportunity to build lasting friendships (Learn Talk, 2018).

English Club Activities

The choice of activities for an English club can vary depending on the age and language proficiency of its participants. For younger members, it is often beneficial to include more structured and organized activities that provide clear instructions and goals. On the other hand, for older members, informal meetings that encourage open discussions and exploration of diverse topics can be more effective in promoting language fluency and cultural understanding. Additionally, it is crucial to consider the type of English club, whether it is online or onsite, as well as the needs of the club members to ensure that the selected activities are engaging and suitable for them. There are three categories of activities that are crucial for the development of English language learning, namely warm-up activities, main meetings activities, and special activities (Learning English, 2017).

Warm-up Activities

Starting club meetings with warm-up activities is a great way to help everyone relax and get ready to speak English. Here are some simple warm-up ideas that work well for all ages and language levels.

Two Truths and a Lie

The first is called "Two Truths and a Lie". It is a fun game that can be played by pairs, small groups, or the whole English club. In this activity, each person shares three statements about themselves: two truths and one lie. Then, the group tries to guess which statement is the lie. It's a simple and enjoyable way to start a meeting and get everyone involved (Learning English, 2017).

Salad Bowl

Another energizing warm-up activity is called Salad Bowl. To begin, instruct everyone to think of a person, place, or thing and write it down on a piece of paper. After collecting all the papers, mix them together in a large bowl. Next, divide the English club into two teams. Each team then takes turns sending one member to the front of the room to choose a piece of paper from the bowl. The selected person must then describe the word written on the paper to their teammates, who try to guess it. Once the word is correctly guessed, the person selects another word from the bowl. Each team has a limited time, usually 30 seconds, to guess as many words as possible. This lively game encourages teamwork, communication, and quick thinking, making it an enjoyable way to kick off a club meeting(Learning English, 2017).

Discussion Questions

For groups that prefer more relaxed activities, starting a club meeting with a warm-up discussion or sharing a daily word or quote is a great idea. It creates a friendly atmosphere where everyone can engage in meaningful conversations. Open-ended questions encourage members to share their thoughts and experiences and make learning more enjoyable while discussing a word or quote helps explore different topics and encourages deeper connections among members(Learning English, 2017).

Can't Say Yes or No

In the "Can't Say Yes or No" game, each person is given a set number of coins or paper squares, usually around 10. Everyone moves around the room, chatting and asking each other questions. The only rule is that you can't respond with the words "yes" or "no." If you accidentally slip up and say one of those words, you have to give one of your coins or squares to the person you were speaking to. To make it more challenging and fun, try asking tricky questions that usually elicit yes or no answers, or use tag questions like "This is your first time here, isn't it?" This game is not only a great way to practice making conversation and expanding your vocabulary but also guarantees lots of laughter (EnglishClub.com, 1997).

Draw the Picture

In this activity, club members divide into pairs or small groups. One person is given a picture from a magazine or book, while the other has a blank piece of paper and a pencil. The person with the picture describes what they see to their partner, who then tries to draw it. Afterward, everyone compares the drawings to the original picture to see how accurate they are. It is a fun way to practice using prepositions of place and encourages teamwork and creativity (EnglishClub, 1997).

Jeopardy

In the Jeopardy game, everyone writes down ten things about themselves. Then, they pair up or form small groups and take turns guessing what the questions might be for each answer. For example, if someone's answer is "purple," their partner or group members might guess, "What is your favorite color?" or "What color is your shirt today?" It is a simple and fun way to get to know each other better and spark conversation (EnglishClub.com, 1997).

Hot Seat

In the "Hot Seat" game, the English club members split into two teams. One member from each team sits facing the rest of the group. The leader shows a word to all team

members except those in the hot seats. Teams take turns trying to help their teammate in the hot seat guess the word. The first person who guess correctly stands up, and a new member from their team takes the hot seat. The game continues until everyone has had a turn. this is a fun way to practice vocabulary and teamwork (EnglishClub, 1997).

Main Meetings Activities

Once everyone is warmed up, it's time to move on to the main meeting activities. These can be structured activities or more relaxed ones, depending on what the group prefers.

Debates and Discussion

In English clubs, debates and discussions are popular activities that allow participants to practice using English in a more natural way compared to traditional classroom settings. To keep conversations fresh and engaging, it is helpful to introduce a new topic for each meeting, which also encourages members to learn new vocabularies. Debates add excitement and provide opportunities for speakers to practice using new words. For larger groups it is better to divide them into smaller groups and make sure that each group assigned a different topic, in order to ensure everyone's participation. Rotating topics every 15 to 30 minutes helps maintain interest and keeps the discussions lively (Learning English, 2017).

Guest Speakers and Presentations

This activity involves extending invitations to guest speakers to deliver presentations in English. These speakers can come from diverse backgrounds, including politicians, non-profit workers, educators, and more. Their presentations offer to club members an authentic experience of English discourse, allowing them to actively engage by posing questions and participating in discussions. Moreover, participants have the opportunity to share their own presentations on topics of personal significance, creating a platform for self-expression and knowledge exchange within the club (Learning English, 2017).

English-language Songs and Readings

Another enjoyable activity for English clubs is to listen to popular songs in English. For enhancing this experience leaders can provide the lyrics of the song to club members. After listening to the song, participants can use its message or themes as discussion topics. Additionally, you can select excerpts from English-language books to read aloud and discuss as a group (Learning English, 2017)..

Skits

For participants who enjoy acting, creating short skits or role plays in English can be engaging and effective language exercises. These skits provide opportunities for practicing dialogue, pronunciation, and fluency in a dynamic and interactive manner. Additionally, performing the skits allows participants to apply their language skills in a practical context, boosting confidence and communication abilities. Moreover, the collaborative nature of this activity fosters teamwork and camaraderie among club members, making it a memorable and enjoyable experience for all involved (Learning English, 2017).

Show and Tell

It involves Inviting students to bring an item of personal significance to club meetings and share its story with the group such as postcards, photos, souvenirs, or small mascots. this activity motivates the other students to ask questions about the presented items, fostering interactive discussions and deeper connections among members (Mie Guidebook, 2011).

Storytelling

Storytelling is a great game that help to build creativity and imagination in learners. It is essential to outline the procedures for conducting storytelling activity to facilitate effective teaching of speaking skills. According to Anggryadi (2014), these procedures typically include:

- Providing students with a sample story.
- Generating topics for storytelling.
- Instructing students to create their own stories based on the chosen topics.
- Introducing relevant vocabulary or story elements to inspire students.
- Allowing 15-20 minutes for students to prepare their storytelling.
- Encouraging students to perform their stories.
- Engaging in a discussion about the story through question-answer activities.
- Selecting another student to perform their story.

Special Activities

They are unique events or outings that are organized to provide additional opportunities for members to practice English in different contexts. These activities often go beyond the regular meetings and may include events such as group trips to English-speaking destinations, cooking a recipe, film viewings, parties, competitions, and so on. The aim of special activities is to enrich the overall experience of club members and to create memorable and enjoyable opportunities for language practice and social interaction(Learning English, 2017). Here are some unique activities:

Go for a Walk

Taking a tour around the neighborhood with the students provides a chance for interactive learning in a relaxed setting and it encourages students to share their observations about local landmarks, such as guessing the type of items sold in nearby stores or identifying common plants and animals. Additionally, it points out interesting features of the environment to spark conversation and curiosity. This activity offers a refreshing outdoor experience while promoting informal learning and fostering a deeper connection to the community (Oxford seminars, 1992).

Make a Recipe

Engaging students in English language learning through culinary activities can be achieved by conducting cooking sessions in a school kitchen or utilizing basic equipment like a classroom kettle. Selecting recipes that align with students' English proficiency levels, such as brewing tea for beginners or utilizing recipes from English language cookbooks for more advanced learners, can effectively integrate language acquisition. Ensuring clarity and understanding of the chosen recipe among all participants before starting cooking is essential. During cooking process, ask questions based on each student's English level. beginners may enjoy identifying ingredients (e.g., asking What are these? When carrying eggs), while more advanced learners can engage with open-ended questions (e.g., How do you know when the cake is done?). This educational strategy not only supports language learning but also provides a rich opportunity for language practice and skill enhancement (Oxford seminars, 1992).

Competitions

Introducing friendly competitions within English clubs offers an engaging opportunity for members to showcase their skills and creativity. Events such as poetry recitals, speech , or

spelling competitions not only serve as effective platforms for honing language proficiency but also promote teamwork, critical thinking, and public speaking abilities (Learning English, 2017).

Film Viewings

Hosting English-language film screenings during club meetings or at alternative venues offers an enjoyable way for members to immerse themselves in the language and culture. These viewings provide opportunities for listening practice, vocabulary acquisition, and cultural exploration. Additionally, discussing the films afterward allows for meaningful conversation and reflection (Learning English, 2017).

Club Party

Organizing a festive gathering to celebrate a holiday or simply for enjoyment is a great way to cultivate a friendly atmosphere for club members. Emphasizing English-only conversations during these occasions helps to reinforce language skills and ensures that everyone can participate and practice in a supportive environment. These events provide an opportunity for members to relax, socialize, and strengthen their connections, further contributing to a sense of unity within the club (Learning English, 2017).

Principles of English Clubs Activities

Ewens (2014) outlines several principles to guide the establishment and operation of effective English clubs:

- **Participant-Centered Approach:** A successful English club should prioritize the needs and interests of its participants. Encourage creativity and self-expression through activities like drama, poetry, or storytelling in English.
- **Social Engagement:** English clubs serve an important social function, providing opportunities for participants to meet new people and build friendships.
- **Freedom of Expression:** Students often value the freedom from traditional academic structures like syllabi and exams. Facilitators should embrace this freedom, allowing participants to guide the direction of discussions and activities based on their interests and preferences.
- **Community Integration:** Engage with the local community by organizing visits to nearby places of interest or inviting community members to interact with English club

participants. This connection to the community enhances the relevance and richness of the club experience.

- **Emphasis on Enjoyment:** Above all, an English club should be enjoyable and engaging. Regardless of the topic or activities, leaders should strive to make learning English a fun and rewarding experience for all participants.

Common Challenges and Possible Solutions

In the following table, Malu and Smedley (2016) outlined the most common challenges in ,clubs along with their potential solutions.

Challenge	Possible Solutions
There are a few members who dominate the meeting.	<ul style="list-style-type: none"> • Members collectively agree on the duration of speaking for each individual. • Members choose someone to act as a timekeeper, whose role is to signal when speaking time for each member has ended.
Men participate more than women.	<ul style="list-style-type: none"> • The club leader privately motivates women to engage more actively in discussions • Sometimes leaders should separate meetings of discussions between men and women in different rooms. • Arrange Role plays or skits that present topics about unequal participation during club meetings, followed by discussions on implementing strategies to promote equal involvement.
Inconsistent attendance among certain members.	<ul style="list-style-type: none"> • The club leader ensures that the meeting time and location are convenient for all members. • The club leader maintains a respectful and safe environment during discussions Members. • Establish a "buddy chain" system to remind each other about upcoming meetings.
A member behaves in a disrespectful manner.	<ul style="list-style-type: none"> • The club leader addresses the issue with the member privately, referencing the club rules as necessary. • At the beginning of meetings, the club leader reviews the club rules as a reminder to all members • Club members openly discuss the issue during meetings and revise or add club rules as needed. • If necessary, as a final measure, the member may face sanctions such as being barred from attending meetings for a certain period or ultimately being dismissed from the club.
There are difficulties with English language skills, including grammar, vocabulary, and pronunciation.	<ul style="list-style-type: none"> • Club secretary record these issues and seeks support to address them. • Club meetings allocate time at the end for addressing English language problems. • Club members volunteer to find solutions for those difficulties and present them during the next meeting.

Conclusion

In summary, both online and onsite English clubs offer great opportunities for language learners to improve their skills in a fun and supportive settings. They have various activities like debates, film viewings, and cooking sessions that help in improving speaking, listening, reading, and writing skills. These clubs focus on the needs of participants, encourage socializing, and make learning enjoyable. Though they might face problems like some members not participating regularly or others talking more than others, clubs can find ways to solve these issues and make sure everyone feels included. On the whole, these clubs allow for learning English and understanding different cultures world-wide.

Chapter Three

Data Analysis

CHAPTER THREE: DATA ANALYSIS

Introduction

Research Methodology

Research Instruments

The sample

Analysis of the Students' Questionnaire

Interpretation of the results of the Students' Questionnaire

Analysis of the Teachers' Interview

Findings and Discussion of the Interviews

Conclusion

Introduction

The present research is about eliciting the opinions of the learners and the teachers about the effect of onsite and online English clubs activities on the development of speaking skill. To carry out the present research, a questionnaire is administered to the learners and an interview is administered to the leaders at Aspire and Souf Academy private schools and at ICSD and Our online English clubs, El Oued, in order to collect data and examine the stated hypothesis.

This chapter will start with the research method, research instruments, and sample, then we will describe and analyze the students' questionnaire, teachers' interview and the interpretation of the obtained results . It will conclude with the discussion and the conclusion of the final results.

Research Methodology

The selection of the research method is one of the main stages in conducting a research study. The present work opted for two types of methods. Qualitative and quantitative research methods, they represented in an interview with teachers and in a questionnaire with students.

Research Instruments

In this research, the data gathering tools are: a teachers' interview ,a students' questionnaire: The questionnaire compromises from fourteen (14) questions selected and organized in a logical way. They are either closed, where students choose between yes or no or select from multiple choices, or open-ended, where students provide their own answers and reasoning. Questions 1 to 3 are devoted to students' profile information, these questions are asked to specify their gender, age and their educational background. The rest of the questions try to explore the most effective English clubs activities , the difference between online and onsite English clubs and try to find the best strategies for implementing successful English clubs activities. We chose a questionnaire to get more information and to see their opinions concerning the research topic. This questionnaire was sent to all students via their valid emails . Only 46 students from the total population showed interest in helping us with the research.

The other tool is the interview which is administrated to the leaders of English clubs, The purpose behind using interviews is to collect data and to observe the quality of their replies. The interviews were made to 8 leaders of English clubs. The questions were organized from general to specific. It contained 13 questions some of them were “yes” or “no”, whereas the rest were questions about their opinion and thoughts regarding the effectiveness of online and onsite English clubs activities (a copy of the interview can be found in the appendix).

The Sample

The Forty six learners who responded to the questionnaire and the 8 leaders who responded to the interview were chosen among the members of Aspire school, Souf Academy , ICSD online Community and our online English club in El oued city. The participants were selected for the study based on their extensive involvement in English club activities over an extended period. Furthermore, their selection was motivated by the club's core emphasis on enhancing English speaking skills.

Analysis of the Students' Questionnaire

Section One: Participant's profile

Question 01: Gender Distribution

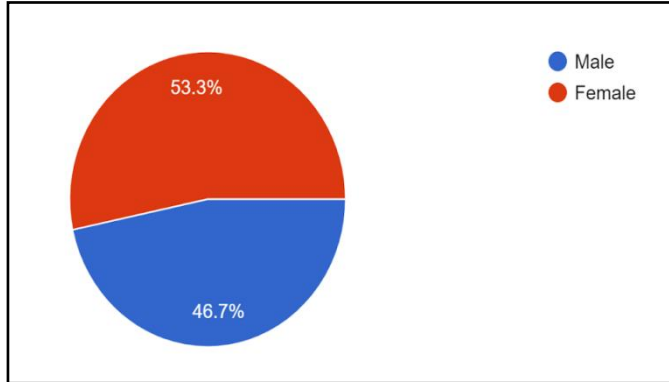


Figure 01: Gender Distribution

The pie chart gives us a gender classification of the number of the participants in the English clubs activities. The figure illustrates that 53.3% of students are females and 46.7% of students are males . It means that both male and female pupils are motivated to learn the English language through English club activities.

Question 02: Age Distribution

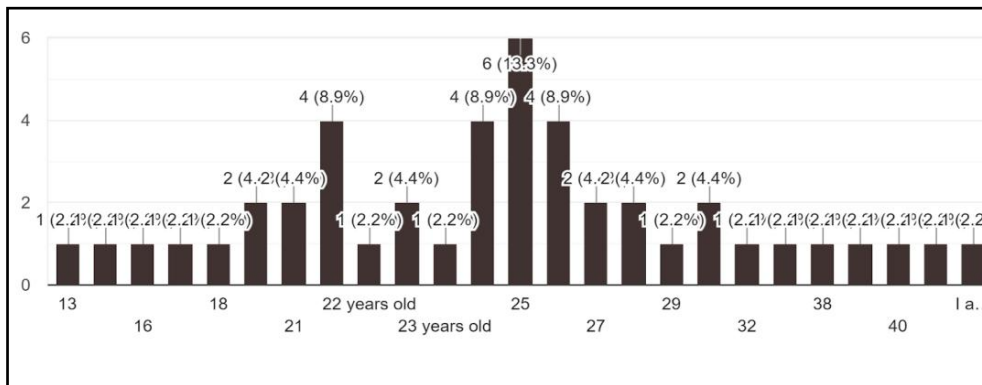


Figure 2: Students' Age

The results from the figure above show diversity in the ages of the students in our sample, but there is a dominance of those aged between 22 and 26. So the participants' ages are diverse, one is a teenager and the others are young adults, adults and middle aged participants whose ages range between 13 and 40. Out of the total number of our sample (46 students). Thus according to this case English clubs allow and provide opportunities for people of all ages to participate in learning English easily without any constraints.

Question 03: educational background distribution

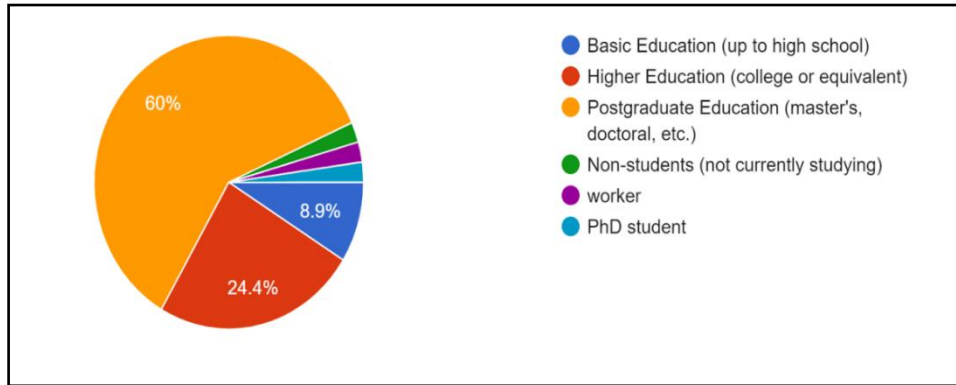


Figure 03: Students' Background

The above pie chart illustrates the backgrounds of the students who participated in English club activities. The predominant group among attendees are currently enrolled in educational institutions (colleges and universities).

In contrast, workers, non-students, and pupils at schools make up only a small percentage of the total attendees. While they do participate in English club activities, their representation is considerably lower compared to the other group students.

Question 04: How would you assess your level of English?

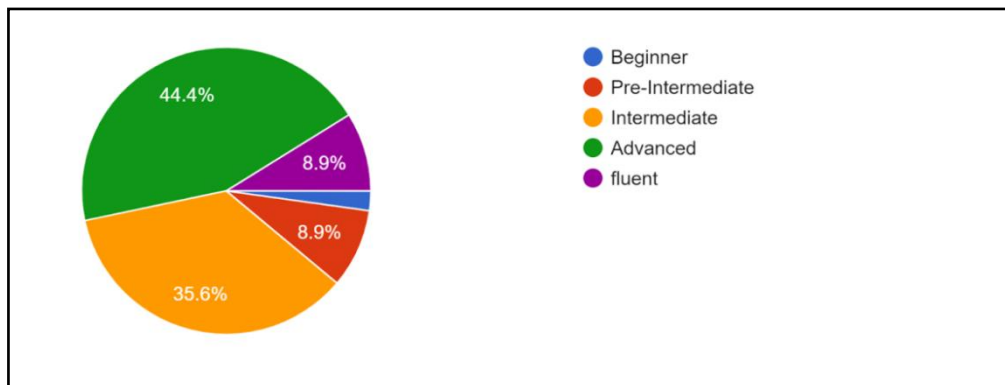


Figure 04: Students' Evaluation of Their Level in English

The pie chart above reveals that 2.2% of the respondents consider their level in English weak, while the majority of the respondents 80 % from the total sample state that their level in English ranges between intermediate and advanced. However, 17.8 % of the respondents, judge that their level in English ranges between pre-intermediate and fluent.

Therefore, teachers should vary the types of activities that respond to all the students' levels and that improves students' oral production quickly.

Section Two: Quantitative questions

Question 05: How often do you participate in English club activities?

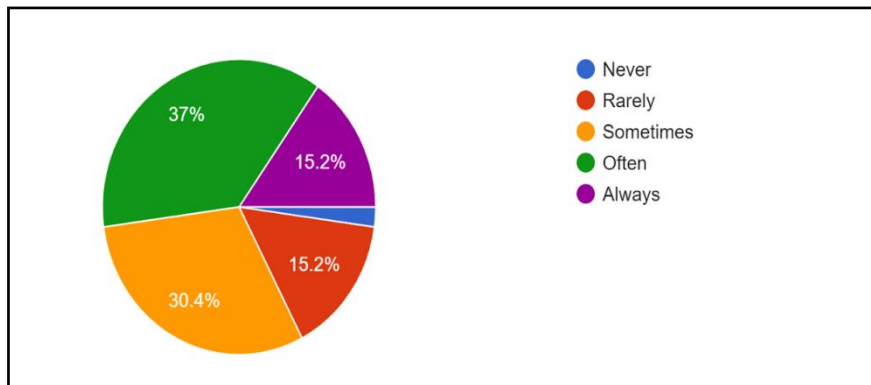


Figure 05: The Frequency of Learners' Participation in English Club Activities

Based on the data from the pie chart, 37% of respondents often participate in English club activities, 30.4% sometimes participate, 15.2% rarely participate, 15.2% always participate, and the remaining 3.2% never participate. This distribution suggests varying levels of engagement among participants, with a significant portion actively involved in these activities, while smaller percentages exhibit less frequent or no participation at all.

Question 06: Have you noticed any improvement in your speaking skills as a result of participating in English club activities?

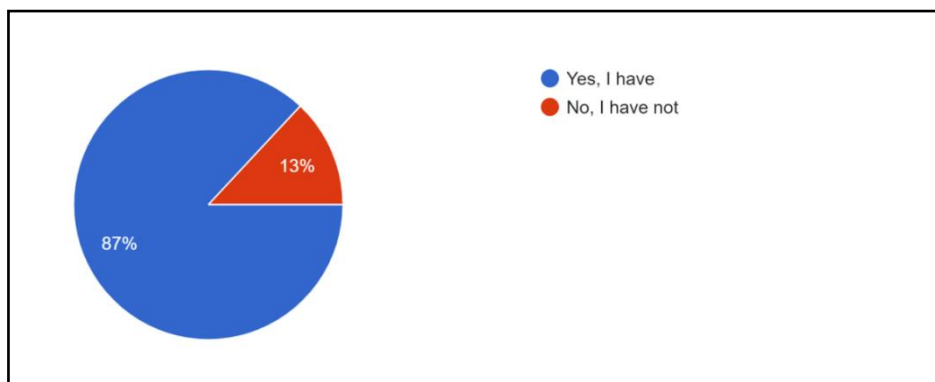


Figure 06: Effect of English Club Participation on Speaking Skills

The pie chart indicates that a large majority, 87%, of respondents have noticed an improvement in their speaking skills as a result of participating in English club activities.

Conversely, a smaller proportion, 13%, reported no perceived improvement in their speaking skills. Overall, the above results demonstrate a positive correlation between participating in English club activities and perceiving improvement in speaking skills.

Question 07: How often do you take part in virtual English club activities compared to physical onsite activities?

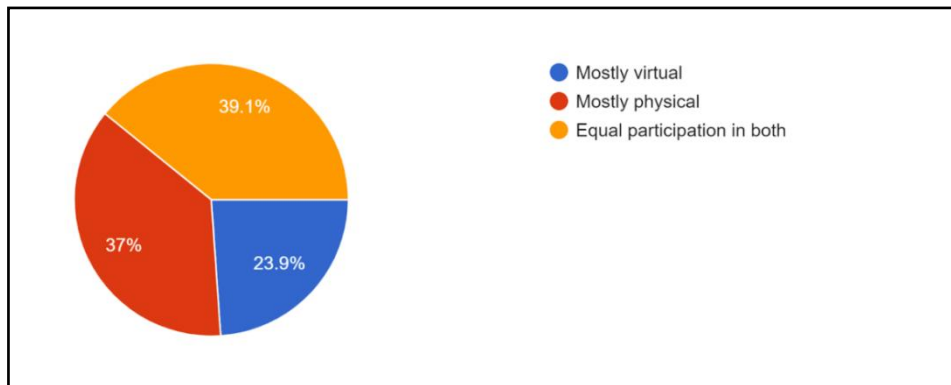


Figure 07: Frequency of Participation in Virtual vs. Physical English Club Activities

The pie chart illustrates the frequency of participation in virtual English club activities compared to physical onsite activities. The majority of respondents, comprising 39.1%, reported equal attendance in both virtual and physical activities. This suggests a balanced preference for engaging in English club activities across both mediums. Additionally, 37% of respondents indicated a preference for physical onsite activities, suggesting a stronger inclination towards in-person interaction and engagement. Conversely, 23.9% of respondents expressed a preference for virtual activities, indicating a notable proportion of individuals who favor the convenience and accessibility offered by online platforms.

Question 08: What do you prefer?

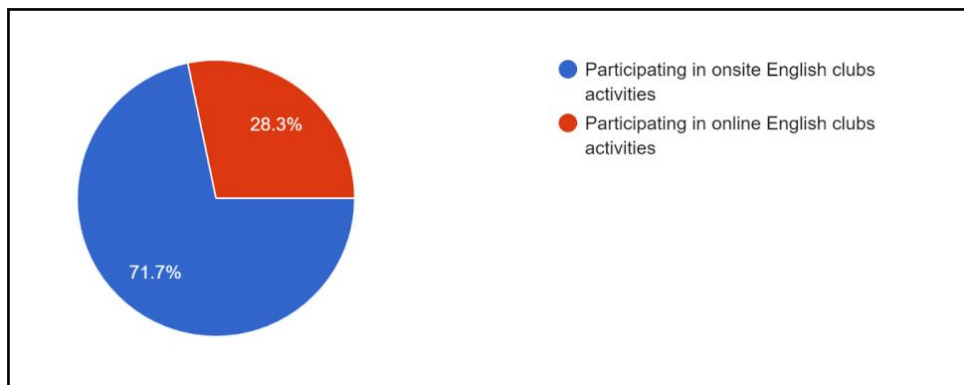


Figure 08: The Preferences of Respondents Regarding Participation in Online versus Onsite English Club Activities

The pie chart reveals that a considerable majority, totaling 71.7% of respondents, exhibit a preference for participating in onsite English club activities. Conversely, a minority percentage, specifically 28.3% of respondents, expressed a preference for engaging in online English club activities. This disparity underscores the clear preference for onsite activities over online ones among the surveyed learners.

Section Three: Qualitative questions

Question 09: In your opinion, what are the main challenges students face in developing strong oral communication skills?

The responses highlight a diverse range of challenges students face in developing strong oral communication skills, which can be categorized into three main domains. Firstly, emotional barriers. These encompassed widespread psychological issues like low confidence, fear of criticism, anxiety, inhibition, embarrassment, shyness, and fear of public speaking. These significantly impact students' ability to communicate effectively. Secondly, language-related problems. These included deficiencies in vocabulary acquisition, inadequate awareness of grammatical rules and word usage, pronunciation difficulties, and weak listening skills and Lack of proficient teachers. Furthermore, logistical obstacles. The respondents mentioned that there are limited opportunities for practice, lack of feedback and unsuitable environments for practice, and difficulty in finding speaking partners. Among these, the lack of practice, scarcity of time, feelings of shyness, and the struggle to find appropriate environments for practicing oral skills emerged as the most commonly cited issues among the respondents.

Question 10: Could you provide examples of successful speaking activities you have found in English clubs, and discuss their impact on your learning?

Based on the responses, the most frequently mentioned successful speaking activities in English clubs are debates, discussions, presentations, and role-playing games. These activities were highlighted for their ability to engage participants actively in speaking English and providing opportunities for practicing speaking skills in various contexts. Debates foster critical thinking and articulate argumentation, while discussions encourage spontaneous conversation and idea sharing. Presentations provide opportunities for individuals to organize and deliver information coherently, enhancing fluency and confidence. Role-playing exercises offer dynamic simulations of real-life scenarios, allowing participants to communicate in different roles and contexts.

Other speaking activities mentioned by other respondents include JAM, reading and analysis of short stories, 2 truths and a lie, and engaging in competitions. JAM is an activity where participants speak for one minute about a chosen topic, it aids language practice and helps identify and address weaknesses efficiently. Reading short stories at home and retelling them in the club enhances comprehension skills, vocabulary acquisition, and oral fluency. Two Truths and a Lie promotes interaction and helps teachers get to know their students better. Competition activities foster motivation and engagement among learners. While these activities may not have been as commonly cited, they still contribute to language learning by offering diverse opportunities for speakers to practice the language.

Question 11: What procedures or methods do you believe are essential for implementing successful English club activities aimed at improving students' speaking skills?

According to 46 respondents the key strategies for implementing successful English club activities include promoting participation through debatable subjects and diverse activities, providing freedom for students to express themselves, progressively increasing speaking tasks, utilizing technology, maintaining non-interruption during discussions, implementing the communicative approach, creating a supportive environment, facilitating group work, incorporating fun elements into learning, encouraging participation, fostering mutual respect, integrating Q&A sessions, incorporating games, offering mentorship and correction, managing speaking time effectively, using task-based activities, and facilitating small group discussions.

According to one of the respondents, to implement successful English club activities aimed at improving students' speaking skills, the following procedures and methods are essential: 1. Needs Assessment: Understand the specific needs and goals of the club members regarding their speaking skills. 2. set clear ; achievable objective for each session 3. incorporate diverse range of activities 4. Create a supportive atmosphere where students feel comfortable taking risks and making mistakes. 5. regular practice 6. Feedback mechanism 7. Use real-life scenarios to make activities more relevant and engaging, which can help students apply their skills outside the club. 8. Cultural Exchange: Include activities that expose students to different accents, dialects, and cultural contexts of English 9. tracking progress 10. Guest speakers 11. Encourage students to take on leadership roles within the club, such as leading a discussion or organizing an event.

Question 12: How do you think online English club activities differ from onsite activities in terms of their impact on your speaking proficiency?

The majority of respondents favor and provide positive feedback about onsite English club activities, especially for kinesthetic learners. They believe that being physically present encourages speaking and interaction, which in turn motivates learners to quickly improve their English skills. Additionally, the use of body language, such as eye contact and direct facing, empowers learners to speak confidently, even in front of teachers and larger audiences. Onsite clubs are seen as more student-centered, fostering stronger relationships and offering a structured environment that supports disciplined learning. This environment facilitates immediate feedback and lively interaction among peers and facilitators. Furthermore, onsite activities allow club leaders to effectively guide participants, and enhance engagement and commitment to the activities.

Some argue that online English club activities are preferable for introverted participants, as they provide a more comfortable environment and help reduce anxiety, stress, and inhibition. They also believe that learners can practice English and engage in discussions with individuals of different nationalities and proficiency levels, particularly native speakers. Additionally, speaking behind screens is considered practical and convenient for most students, as online platforms offer greater flexibility and accessibility from any location.

Only two respondents hold the perspective that there is no difference between online and onsite English club activities. They argue that both modalities positively impact language skills and have a similar manner of learning.

Question 13: In your opinion, what changes or improvements could be made to enhance the effectiveness of English club activities in fostering students' speaking proficiency?

In their opinions, various enhancements could elevate the effectiveness of English club activities in bolstering students' speaking proficiency. They propose establishing a language buddy system to pair students of different proficiency levels, fostering collaboration and peer teaching. Furthermore, they advocate for cultivating a positive, familial atmosphere within the club to alleviate pressure and nurture growth. To intensify engagement, they suggest diversifying activities, including opportunities for spontaneous self-expression on any topic. Additionally, they emphasize the importance of outdoor activities organized by more than one facilitator. They stress the necessity for all members to actively participate. Importantly, they advocate for steering clear of traditional activities and incorporating surprises at the start of each session. Moreover, they recommend empowering students by allowing them to lead sessions and organize activities, as well as planning trips and extending club time. They propose stringent criteria for admitting members who are dedicated to improving their

English skills, coupled with diligent error correction and the incorporation of activities tailored to students' interests and backgrounds.

According to another respondent To enhance the effectiveness of English club activities in fostering students' speaking proficiency, consider the following changes and improvements: 1. Tailor activities to meet the individual proficiency levels and interests of students, ensuring that each member is both challenged and engaged. 2. mentorship program 3. Incorporate tasks that require students to use English in real-world situations, such as ordering food, interviewing for a job, or giving directions. 4. focus on listening 5. Introduce elements of English-speaking cultures to help students understand the context behind the language. 6. regular assessment 7. Incentives 8. Public speaking opportunities 9. Feedback loop.

Question 14: Is there anything else you would like to add regarding your experience with English club activities and their impact on your speaking skills?

Participants unanimously express overwhelmingly positive feedback regarding their experiences with English club activities and their profound impact on speaking skills and on their success . Engaging in various language-focused activities within these clubs has not only enhanced their speaking abilities but also enriched their overall language proficiency. Through group discussions, presentations, and supportive environments, members have gained confidence in expressing themselves fluently and articulately in English. Moreover, they highlighted the opportunities to learn from peers regardless of their level, age, or background. Participants also appreciate the enjoyable and welcoming atmosphere and the chance to build meaningful friendships. They express a desire for more English clubs, indicating a strong preference for them over traditional language courses. Additionally, they agree that English club activities provide invaluable learning experiences and opportunities for growth. Overall, the participants believed that English club activities play a crucial role in fostering speaking proficiency, confidence, and social connections among participants.

According to the responses provided, several pieces of advice are recommended for English clubs. Firstly, it's crucial to join a reputable club to enhance English speaking skills, with an emphasis on avoiding mixing the same proficiency levels in the same group. Additionally, consistent reading is advised to improve comprehension and vocabulary. Creating a post-club space for attendees to communicate and discuss session strengths and weaknesses is suggested. Commitment and consistency are highlighted as essential for success, suggesting the need for mechanisms to ensure regular attendance. It's also

recommended to introduce new activities regularly and provide opportunities for club participants to lead and provide feedback to enhance the club's effectiveness.

Interpretation of the Results of the Students' Questionnaire

Analysis of the data collected from the students' questionnaire made it possible to draw a set of interpretations about the improvement of the speaking skill and the vital role of onsite and online English clubs activities.

Firstly, the demographic profile of participants demonstrates a diverse range of ages, genders, and educational backgrounds, indicating that English clubs attract individuals from various walks of life. This diversity fosters a rich learning environment where participants can engage with peers of different ages, genders, and educational experiences. Additionally, most participants assess their English proficiency to be between intermediate and advanced levels, which underscores how English club activities successfully address the needs of learners with different levels of proficiency.

In terms of participation frequency, a significant proportion of respondents engage actively in English club activities, with the majority reporting improvements in their speaking skills as a result. This demonstrates a positive correlation between participation and skill development which highlights the value of English club activities in supporting language learning.

Furthermore, the results indicate that while there is a balanced participation between virtual and physical English club activities, with a notable portion of respondents attending both types equally, there is a preference for onsite activities among the majority of participants. This preference for in-person interaction suggests that learners value the opportunities for face-to-face engagement and communication offered by physical English club activities. However, minority of respondents express a preference for virtual activities, highlighting the convenience and accessibility provided by online platforms. Overall, the findings suggest that while both virtual and physical English club activities have their advantages, the majority of participants prefer the onsite format for their language learning experiences.

The general challenges in developing strong oral communication skills are identified, including emotional barriers, language-related difficulties, and logistical obstacles. These findings underscore the importance of addressing these challenges through tailored activities,

supportive environments, and opportunities for practice and feedback, all of which are commonly found in English club activities.

The most successful speaking activities within English clubs include debates, discussions, presentations, and role-playing games, providing opportunities for active engagement and skill development. Implementing these activities effectively necessitates a supportive atmosphere, which is found within English clubs.

Moreover, the essential procedures and methods for implementing successful English club activities aimed at improving students' speaking skills are as follows: promoting participation through debatable subjects and diverse activities encourages active engagement, while providing freedom for self-expression fosters a supportive environment. Gradually increasing speaking tasks allows for skill progression, and incorporating technology and fun elements enhances engagement. Maintaining non-interruption during discussions and implementing a communicative approach prioritize effective communication. Creating a supportive atmosphere where students feel comfortable taking risks encourages growth, along with regular practice and feedback mechanisms. Real-life scenarios and cultural exchange activities enrich understanding and proficiency. Overall, these strategies emphasize the importance of creating an inclusive and diverse space within English clubs to effectively enhance students' speaking skills and language development.

The differences between onsite and online English club activities in terms of their impact on speaking proficiency. Onsite activities are favored for their ability to encourage speaking and interaction through physical presence, facilitating confident communication and immediate feedback. The use of body language further empowers learners and fosters student-centered environments, supporting disciplined learning and lively interaction among peers and facilitators. Conversely, online activities are seen as advantageous for introverted participants due to the comfort and reduced anxiety provided by virtual environments. They offer practicality and convenience, allowing for discussions with individuals of different backgrounds and proficiency levels. While both modalities positively impact language skills, they offer unique benefits catering to diverse learning preferences and circumstances.

In general, participants express high levels of satisfaction with their experiences in English club activities. They appreciate the supportive atmosphere, the opportunity to make friendships, and the enjoyable learning environment. Many favor these clubs over traditional language courses, recognizing their value for both learning and personal development. Nonetheless, participants also acknowledge challenges that have been presented in some English club activities. Therefore, it is imperative for each club to adhere to the fundamental

principles of English clubs, setting them apart from traditional classroom environments and addressing the common obstacles encountered in language learning.

Finally, we can say that the students' questionnaire results reveal that onsite and online English clubs activities are indeed helpful in enhancing learners speaking skills and the principles of English clubs activities should be taken into account in these platforms.

Analysis of the Instructors' Interview

Question 01: What is your gender?

As seen in the first question, the teachers surveyed comprised a mix of both males and females, with a slight majority being female. Specifically, there were five female teachers and three male teachers included in the sample.

Question 02: Would you say that students are generally more committed to participate in onsite English class activities compared to online ones?

Teacher 1: "No"

Teacher 2: "Yes, I am"

Teacher 3: "Yes, I am"

Teacher 4: "Yes"

Teacher 6: " Yes, I am"

Teacher 7: " No, I am not"

Teacher 8 : "Yes"

Based on the responses, it appears that teachers observed that student are committed to onsite English club activities than online English club activities. While only two teachers reported higher attendance in online club activities.

Question 03: Do you believe that onsite English club activities are more effective than online ones in improving students' speaking skills?

Teacher 1: "No"

Teacher 2: "Yes, I am"

Teacher 3: "Yes, I am"

Teacher 4: "Yes"

Teacher 6: "Yes"

Teacher 7: "Yes, I am"

Teacher 8: "Yes, I am"

In this question, the responses generally favored onsite English club activities over online alternatives, as reported by seven teachers. However, only one teacher suggests that online activities may be more effective than onsite ones.

Question 04: What prompted you to establish an English club?

The responses of the interviewees regarding the establishment of an English club reflect diverse motivations and goals. These include creating a safe space for language practice without fear of judgment, providing opportunities for language practice on a larger scale, gaining teaching experience in a new subject area and gathering interested people in improving English skills. They all agree that English club activities are important in creating a supportive community for learning.

Question 05: Does the club aim to improve speaking, listening, reading, and writing skills? If yes, which skill does it prioritize the most and how?

Most interviewees agree that English clubs primarily emphasize speaking skills. Some also recognize the importance of other language skills but they prioritized speaking due to its fundamental role in communication. Overall, the responses show that the club acknowledges the significance of speaking skills and endeavors to enhance them through various activities.

Question 06: What other objectives might be pursued through the establishment of an English club?

The interviewees' responses highlight a diverse range of objectives that may be pursued through the establishment of an English club. These include creating friendships, making learning enjoyable, using English outside academic settings, enhancing self-confidence and

social skills, emotional and social intelligence development, improving communication, presentation, and leadership skills, promoting self-discovery, enhancing soft skills alongside English proficiency, developing public speaking abilities, sharing skills and talents, learning new vocabulary, and practicing peer correction. Overall, these objectives reflect a holistic approach to language learning and personal development within the English club context.

Question 07: What are the key differences between online and onsite English club activities in terms of their effectiveness for improving students' speaking skills?

The responses indicate key differences between online and onsite English club activities in terms of their effectiveness for improving students' speaking skills. Onsite clubs are favored for their ability to create a comfortable environment that encourages speaking, akin to real-life situations, where hand gestures and facial expressions aid communication. Additionally, onsite activities offer a more engaging and varied experience, they foster interaction through debates, games, and role plays. Conversely, online clubs are praised for their flexibility, allowing for easier commitment and offering context-focused speaking practice. However, limitations such as reduced physical presence, lack of varied activities, and challenges in maintaining engagement are noted drawbacks. According to all the interviewees' answers onsite clubs provide a more realistic and interactive experience conducive to speaking skill improvement.

Question 08: In your opinion and according to your experience, where do learners interact more in onsite or online English clubs activities ? why?

According to the responses, the majority of interviewees indicated that learners interact more in onsite English club activities compared to online activities. They emphasize several reasons for this preference. Firstly, onsite clubs offer face-to-face dialogues, pair discussions, and small group interactions, which encourage active participation. The physical presence of learners in onsite activities creates a conducive environment for interaction and engagement, especially in competitive activities. Conversely, online clubs are perceived as having a less social focus due to the absence of physical interaction. In general, the consensus among the responses is that onsite English club activities facilitate greater learner interaction, driven by the dynamic and engaging nature of face-to-face communication.

Question 09: Can you provide examples of successful speaking activities conducted in both online and onsite English clubs, and discuss their impact on student learning?

According to the responses, the most successful speaking activities in both online and onsite English clubs are debates, discussions, presentations, and interactive games. These activities were mentioned multiple times and are commonly recognized as effective methods for language practice and skill development. Other mentioned activities include role-plays, small talks, icebreakers, as well as specific techniques like the "Just a Minute" challenge, collaborative storytelling, and promotional activities such as "Do Your Publicity." These additional activities contribute to enhancing language proficiency, creativity, and engagement within the club settings.

Question 10: What do you think are the key procedures that should be followed when implementing English club activities?

When implementing English club activities, several key procedures should be followed based on the responses provided:

- Activities Design: Ensure activities are simple, engaging, enjoyable, and beneficial, matching the members' level and involving all participants.
- Clear Objectives and Considerations: Define clear objectives, Choose an appropriate location with necessary facilities, seating arrangements, time constraints, and the number of students involved.
- Skill Integration: Activities should incorporate all four language skills: reading, writing, listening, and speaking.
- Organizational Structure: Maintain organization to keep activities dynamic and avoid repetition, while fostering a competitive spirit to keep students engaged, Utilize online platforms for ongoing discussion and communication.
- Inclusivity: Ensure all students, regardless of their proficiency level, are engaged in the activities, and make sure sessions are enjoyable through an emphasis on fun.
- Leadership and Respect: Leaders should possess a high level of English proficiency to lead smoothly and set the tone for respect within the educational space, ensure a supportive

environment where mocking or laughing at others is not tolerated and ensure continuity by having more than three leaders.

Question 11: How do you address potential barriers or challenges in fostering speaking skills through English club activities, such as students' varying levels of confidence or language proficiency?

Based on the answers given by the teachers, it is important to tackle challenges like varying confidence levels and language abilities with a mix of strategies. Most of the interviewees mentioned that we should ensure that everyone gets a fair chance to speak by grouping students based on their skills and levels and encouraging the less confident students to speak. According to some other interviewees, club leaders should expect potential problems before the session, try to prepare solutions beforehand, keep reminding members that this is an educational space, and they have to always welcome participation of any kind. Only one said that leaders should advise members to practice more and ask simpler questions to the beginner members so they can feel involved and work on themselves more.

Question 12: what qualifications should a leader have to be able to manage a successful session?

I noticed that each teacher gave different qualifications about being a good leader. Firstly, some believe that every leader must embody empathy, trust, and effective session management, along with strong communication skills, patience, and adaptability. Secondly, Others argue that leaders must demonstrate proficiency in English, leadership, and emotional intelligence to cultivate a calm and inclusive environment. Finally , the rest of interviewees think that leaders have to possess creativity, vitality, and courage, actively engage members, listen attentively, and maintain language mastery.

Question 13: Is there anything else you would like to add about your experience with English club activities and their impact on your learners' speaking skills?

All interviewees expressed positive feedback regarding the activities of English clubs, particularly favoring onsite English clubs activities over online ones. They advise prioritizing engagement in these activities because they are highly beneficial for foreign language learners. Additionally, they encourage individuals to join English clubs without hesitation,

emphasizing the importance of not being shy about making mistakes as it aids in improving English proficiency.

Findings and Discussion of the Interviews

This section discusses the findings from the interviews, which were conducted to explore the effectiveness of online and onsite English club activities in enhancing learners' speaking skills. The findings of the research will be discussed under four main themes: 1) preference for onsite English club activities; 2) the emphasis and the objectives of English club activities; 3) effective activities for enhancing oral communication skills; 4) procedures for implementing English club activities. The selection of these themes were based on the answers of all participants.

Theme 1: Preference for onsite English club activities

The majority of instructors indicated a preference for onsite English club activities over online ones, both in terms of student commitment and effectiveness for improving speaking skills. They highlighted the benefits of face-to-face interactions, the creation of a comfortable environment conducive to speaking, and the dynamic nature of onsite activities that foster engagement and interaction among students. While onsite activities were favored, some teachers acknowledged the potential effectiveness of online activities for improving speaking skills. They noted the flexibility and convenience offered by online platforms, which allow for easier commitment and context-focused speaking practice. However, concerns were raised about limitations such as reduced physical presence and challenges in maintaining engagement.

Theme 2: The emphasis and the objectives of English club activities

Across the responses, there was a consensus that English club activities primarily emphasize speaking skills. While other language skills are recognized as important, speaking is prioritized due to its fundamental role in learning and confidence-building.

The establishment of English clubs serves various objectives beyond improving language skills. These include creating a supportive community for learning, fostering friendships, enhancing self-confidence and social skills, promoting self-discovery, and providing opportunities for leadership and talent sharing. These objectives reflect a holistic approach to language learning and personal development within the English club context.

Theme 3: Effective activities for enhancing oral communication skills

The analysis of the interview responses revealed several effective activities for enhancing students' oral communication skills within English club contexts. These include debates, discussions, presentations, role-plays. These activities offer opportunities for students to practice speaking in different contexts, engage in meaningful interactions, and develop confidence in expressing themselves fluently and articulately in English.

Theme 4: procedures for implementing English club activities

The challenges students face in English club activities, such as varying confidence levels in speaking English, differences in language proficiency among participants, and fear of judgment for making mistakes, highlight the importance of implementing key procedures to enhance students' speaking skills effectively. The analysis identified several crucial procedures, including designing activities that are simple, engaging, and aligned with clear objectives tailored to students' levels and interests. Incorporating all four language skills (reading, writing, listening, and speaking) and maintaining an organized structure to avoid repetition are also essential. Furthermore, effective leadership characterized by strong communication skills, empathy, and proficiency in English is vital to create a supportive and inclusive environment conducive to speaking skill development.

Conclusion

In conclusion, this study has explored the effectiveness of onsite and online English club activities in enhancing students' speaking skills. Through the comprehensive interviews with English club instructors and the administration of questionnaires to the learners several key points have emerged. Firstly, this research has revealed a positive reception towards English clubs. The respondents did not only express their favorable views but also recommended participation in these clubs, especially those conducted in-person. Secondly, It became evident that several strategies were recommended for both teachers and students to sustain and enhance the success of these clubs including designing activities tailored to students' levels and interests, incorporation of all language skills, maintenance of an organized structure, and effective leadership. Thirdly, the study identified effective activities conducive to enhancing oral communication skills. From debates and discussions to presentations and role-playing games, Such diverse activities include different learning preferences and contribute to a holistic approach to language learning and personal development within English clubs. Finally , the study underscores the significant impact of English clubs on language learning and recommends the continued and expanded use of such clubs to address the gaps in traditional language education.

General Conclusion

General Conclusion

This research work aims to investigate the role of onsite and online English club activities in enhancing learners' speaking skills among the learners of Aspire and Souf Academy private schools and at Inspiring Cautious Supportive Dominant and Our online English clubs in El Oued. Through this research, we hypothesize that onsite and online English clubs activities will enhance learners' speaking skills.

This research is divided into three chapters. The first two chapters are theoretical and they aim at reviewing the literature of the two main variables included in this study (online and onsite English club activities and the speaking skill). The third chapter is practical and it aims at interpreting and discussing the results obtained from the research tools used in this study. Therefore, the study has been based on mixed methodology to collect data. We have adopted a questionnaire distributed to students and an interview administered to the instructors of those English clubs activities in order to gather data related to this present work.

Fluency in a foreign language greatly impacts learners' success. Despite the use of various methods to improve teaching and learning quality, many have not effectively helped learners achieve competent communication in the target language. As a result, onsite and online English club activities were introduced as an effective strategy to teach speaking skills. Most researchers and teachers agree that these English club activities improve and develop students' speaking abilities. This is confirmed by data from students' questionnaires and teachers' interviews, which reveal that these activities are very effective in breaking the silence pattern commonly seen among students in traditional classrooms.

Moreover, according to the results obtained from the analysis of the questionnaire, many students and teachers highlighted the need to practice the language in onsite or online English club activities. They believe that onsite English club activities are more helpful since they provide an immersive and engaging learning environment. Furthermore, they emphasized the importance of these activities in enhancing their speaking abilities through discussions, presentations, role plays, and debates, which are considered by the majority of students as the best ways to develop their motivation and participation. They acknowledged a number of successful teaching techniques to improve oral performance and become fluent speakers of the English language, including interactive discussions, structured presentations, engaging role plays, dynamic debates, and having a proficient leader.

In summary, the findings obtained from the research instruments confirm our hypothesis that onsite and online English club activities enhance learners' speaking skills.

Additionally, some onsite club activities are more motivating and efficient for learners than online English club activities. Moreover, the provided techniques and activities are effective in improving EFL students' oral production and creating a pleasant learning atmosphere.

Limitations of the Study

Despite the valuable insights gained from this study on enhancing students' speaking skills through online and onsite English club activities, some limitations must be acknowledged. The sample size of 46 students and 8 leaders may limit the generalizability of the findings to a broader population. Also, this study includes the inability to conduct face-to-face interviews with all instructors, which would have allowed for better assessment of their reactions and honesty.

General Recommendations

Based on the limitations of this study, several recommendations for further research can be made:

1. **Increase Sample Size and Diversity:** Future research should aim to include a larger and more diverse sample of students and leaders to enhance the generalizability of the findings. Expanding the sample size will provide a more comprehensive understanding of the effectiveness of English club activities across different contexts.
2. **Conduct Face-to-Face Interviews:** To obtain a more accurate assessment of participants' reactions and honesty, researchers should conduct face-to-face interviews with all teachers. This approach will provide deeper insights into their experiences and attitudes towards the English club activities.
5. **Explore Alternative Practice Environments:** In regions where English club activities are not prevalent, further research should investigate alternative environments and methods for practicing the language. This might include virtual platforms, community-based programs, or integration with regular classroom activities.
6. **Longitudinal Studies:** Future research should consider longitudinal studies to track the development of students' speaking skills over time. This would provide a better understanding of the long-term benefits of English club activities.

By addressing these recommendations, future research can build on the insights gained from this study and provide more robust and generalizable findings on the effectiveness of English club activities in enhancing students' speaking skills.

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Appendices

Appendix 01: Students' Questionnaire

Dear participants,

This questionnaire is designed as part of a research carried out at Mohamed Khider University of Biskra for the sake of investigating the effectiveness of online and onsite English clubs activities on enhancing speaking skills . We would be immensely grateful if you could answer the following inquiries. Your contribution is essential for the achievement of our research goals and enhancing the validity of our work. Please be assured that any information you provide will be kept anonymous and handled confidentially.

Section One

Participant's Profile

1-What is your gender?

Male Female

2-How old are you?years old

3-What is your educational Background:

- Basic Education (up to high school)
- Higher Education (college or equivalent)
- Postgraduate Education (master's, doctoral, etc.)
- Non-students (not currently studying)

Other (please specify)

Section Two

Quantitative Questions

4-How would you assess your level of English

Beginner Pre-Intermediate Intermediate Advanced Fluent

5-How often do you participate in English club activities?

Never Rarely sometimes often always

6-Have you noticed an improvement in your speaking skills as a result of participating in English club activities?

Yes, I have

No, I have not

7-How often do you take part in virtual English club activities compared to physical onsite activities?

Mostly virtual Mostly physical Equal participation in both

8-What do you prefer?

Participating in onsite English clubs activities

Participating in online English clubs activities

Section Three

Qualitative Questions

9-In your opinion, what are the main challenges students face in developing strong oral communication skills?

10-Could you provide examples of successful speaking activities you have found in English clubs, and discuss their impact on your learning?.....

11-What procedures or methods do you believe are essential for implementing successful English club activities aimed at improving students' speaking skills?

12-How do you think online English club activities differ from onsite activities in terms of their impact on your speaking proficiency?.....

13-In your opinion, what changes or improvements could be made to enhance the effectiveness of English club activities in fostering students' speaking proficiency?.....

14-Is there anything else you would like to add regarding your experience with English club activities and their impact on your speaking skills?

Thank you for your collaboration

Appendix 02: Leaders' interview

1- Would you say that students are generally more committed to participate in onsite English clubs activities compared to online ones?

Yes

No

2- Do you believe that onsite English club activities are more effective than online ones in improving students' speaking skills?

Yes

No

3- What prompted you to establish an English club?.....
.....

4- Does the club aim to improve speaking, listening, reading, and writing skills? If yes, which skill does it prioritize the most and how?
.....

5- What other objectives might be pursued through the establishment of an English club?
.....

6- What are the key differences between online and onsite English club activities in terms of their effectiveness for improving students' speaking skills?
.....

7- In your opinion and according to your experience, where do learners interact more in onsite or online English clubs activities? Why?.....
.....

8- Can you provide examples of successful speaking activities conducted in both online and onsite English clubs, and discuss their impact on student learning?
.....

9- What do you think are the key procedures that should be followed when implementing English club activities?.....
.....

10- How do you address potential barriers or challenges in fostering speaking skills through English club activities, such as students' varying levels of confidence or language proficiency?.....
.....

11- What qualifications should any leader have to be able to manage a successful session?
.....

12- Is there anything else you would like to add about your experience with English club activities and their impact on your learners' speaking skills?.....
.....

الملخص

يعد التحدث باللغة الأجنبية من أكثر المهارات صعوبة وتحديًا بين المهارات اللغوية الأربع ويرجع سببها إلى عدة قيود مثل العدد الكبير من الطلاب في الفصل الدراسي الواحد ، ضيق الوقت وغياب البيئة الداعمة . نحن نقترح أن هناك عدة طرق التي من خلالها يمكن للأساتذة مساعدة طلابهم على تحسين قدرات التحدث لديهم ومن ضمن هذه الطرق، انشاء أنشطة نادي اللغة الإنجليزية عن بعد أو حضوريا. تهدف الدراسة الحالية إلى التحقق من تأثير هذه الأنشطة على تحسين مهارة التحدث لدى الطلاب. يعتمد ذلك على فرضية مفادها أن أنشطة نادي اللغة الإنجليزية التي تتم حضوريا أو عبر الإنترنت ستعزز مهارات التحدث لدى المتعلمين، وأن بعض أنشطة النادي الحضوري ستكون أكثر تحفيزًا وكفاءة للمتعلمين مقارنة بالأنشطة التي تتم عن بعد. المنهج المستخدم في هذا البحث هو وصفي يهدف إلى وصف أنشطة نادي اللغة الإنجليزية كمتغير مستقل وفوائدها في تنمية مهارات التحدث لدى المتعلمين كمتغير تابع. لإجراء هذا البحث وتأكيد فرضيتنا أو دحضها، قمنا بإعداد استبيان للطلاب وأجرينا مقابلات مع قادة هذه النوادي حضوريا في أسباير وأكاديمية سوف في ولاية وادي سوف وعبر الإنترنت في مجموعات تسمى بـ ICSD وOUR CIULB. توفر نتائج هذا البحث دليلاً على أن استخدام أنشطة نادي اللغة الإنجليزية سواء في الموقع الحضوري أو عبر الإنترنت يؤثر بشكل كبير على تطوير مهارات التحدث لدى الطلاب. كما وجد أيضاً أن المشاركين يعتبرون أنشطة نادي اللغة الإنجليزية حضوريا أكثر فائدة من التي تكون عن بعد. وفي الختام نستطيع القول بأن هذه الدراسة تقدم اقتراحات للمعلمين لتنفيذ أنشطة نادي اللغة الإنجليزية بشكل فعال وتقديم توصيات للطلاب لمساعدتهم على تحسين مهارات التحدث لديهم.