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**EFL Learners' Beliefs Towards participating in the Bridge Club as an
Extracurricular Activity to Improve their Speaking Fluency**

Dissertation submitted in partial fulfillments of the requirements for a master degree in
English didactics of foreign languages

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Declaration

We hereby declare that the dissertation entitled “EFL learners’ beliefs towards adopting Extracurricular activities to improve their speaking fluency” is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Dedications

To my parents, whom I deeply love and respect

To my genuine, supportive, and humble big brother

To my dependable, energetic, and positive young brother

To my gorgeous, precious, and lovely sisters

To all the friends that I met along the journey and had an impact on me

And finally, to my strong past self, and grateful present one

Laib ahlam

Dedications

I dedicate this work

To my paradise, my source of strength, the one who
always supports, and prays for me “**My mother**”

To my dear **father** who have always stood by me

To my piece of heart **Djahida** my sister

To all my brothers **Walid, Yaakoub, and Ishak**

To my brothers’ wives **safa** and **waliza**

To my supportive friends and family members who
have been by my side, offering unwavering assistance
and never hesitating to lend a helping hand

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Abstract

The ability to speak is such an important and primary skill that learners of English have to learn proficiently. However, it seems that students have trouble achieving this objective, particularly when it comes to fluency. The current investigation aimed to examine EFL learners' beliefs towards adopting Extracurricular activities (ECAs) to improve their speaking fluency. It was assumed that participating in extracurricular activities would help EFL learners to improve their speaking fluency. To assess this assumption, this study utilized a combination of quantitative and qualitative research approaches. The data was gathered through a questionnaire and a focus administered to students from the Bridge club. The questionnaire was completed by 33 English language students from all levels who are at the same time members of the Bridge club. Furthermore, a focus group session involving eight students who are participants in the Bridge club was organized. The results indicated that EFL learners exhibited positive attitude towards embracing extracurricular activities as a means to enhance their speaking fluency.

Key Words: speaking fluency, Extracurricular activities

List of Abbreviations, Acronyms, and Symbols

1. **%.** Percentage
2. **BRIDG:** Books Readers' Imagination Drawing the Gate to the Enlightenment
3. **ECA.** Extracurricular Activities
4. **EFL.** English as a Foreign Language
5. **ELT.** English language teaching
6. **ESL.** English as a second language
7. **L1.** License one
8. **L2.** License two
9. **L3.** License three
10. **M1.** Master one
11. **M2.** Master two
12. **Q.** Question
13. **Qs.** Questions

List of Tables

Table 1. Learner’s Academic Level	31
Table 2. Learners’ Speaking Level.....	31
Table 3. Learners’ Membership Duration In The Club.....	32
Table 4. Confidence In Speaking English Fluently And Proficiently.....	33
Table 5. Frequency Of Speaking Skill Practice Outside The Classroom.....	33
Table 6. Frequencies Of Challenging Areas In Speaking	34
Table 7. Comfort Level In Speaking English In Front Of Others.....	35
Table 8. Learner’s Rating Of Their Current Speaking Fluency	35
Table 9. The Strategies Learners’ Use To Improve Their Speaking Fluency.....	36
Table 10. Source Of Hearing About The Bridge Club.....	37
Table 11. Learners Motivation To Join The Bridge Club	38
Table 12. Attendance Frequency Of Bridge Club Meetings	39
Table 13. Frequencies Of The Bridge Club Activities.....	39
Table 14. Learner’s Satisfaction With The Bridge Club Activities	41
Table 15. The Perceived Improvement In Speaking Fluency Since Joining The Bridge Club	41
Table 16. Learners’ Improvements In Speaking Fluency	42
Table 17. Learners’ Previous Difficulties Regarding The English Language Learning	47
Table 18. The Various Strategies Used By The Bridge Club To Improve Speaking Fluency	48
Table 19. Activities Beneficial For Enhancing Speaking Fluency	49
Table 20. Learners’ Suggestions For Further Improvements Within The Bridge Club.....	50

List of Figure

Figure 1. The Bridge Club's Impact On Motivating And Enhancing Willingness To Practice Speaking	43
Figure 2. The Bridge Club And The Speaking Ability Opportunities	44
Figure 3. Bridge Club And Speaking Fluency	45
Figure 4. Preference For The Bridge Club Over Regular Class For Speaking Practice.....	46
Figure 5. Perceived Impact Of The Club Participation On Overcoming Language Difficulties	47
Figure 6. The Bridge Club Recommendation To Other Efl Learners To Enhance Their Speaking Fluency.....	51
Figure 7. Participants' Perception Of The Environment In The Bridge Club.....	52

Table of content

Table of Contents

Dedications.....	II
Dedications.....	III
Acknowledgements	IV
Abstract.....	V
List of Abbreviations, Acronyms, and Symbols	VI
List of Tables	VII
List of Figure	VIII
Table of content.....	IX
General Introduction	1
1.Background of the study:	1
2.Statement of the problem.....	2
3.Research Questions	3
4.Research Assumption.....	3
5.The Aim of the Study	4
6.Significance of the study	4
7.Research Methodology.....	4
8.Structure of the Dissertation	4
Chapter One: Extracurricular activities and speaking fluency	6
Section One: Extracurricular Activities	6

Introduction.....	6
1.1. Definition of Extracurricular Activities:	6
1.2. Types of Extracurricular Activities:	7
1.2.1. Language clubs (speaking clubs)	7
1.2.2. Drama and Theatre.....	7
1.2.3. Dialogue Writing.....	8
1.2.4. Language Games	8
1.2.5. Debates	9
1.2.6. Reading Clubs	9
1.3. Basic Principles of Extracurricular Activities.....	10
1.4. Importance of extracurricular activities in EFL context:.....	10
1.5. Extracurricular activities in the Algerian context.	11
1.6. Problems and barriers to extracurricular activities:.....	13
1.7. The BRIDGE club:	14
1.7.1. Definition of the Bridge club:.....	14
1.7.2. Objectives of the club.....	15
1.7.3. The club activities and interests.....	15
Section Two:	15
2. Speaking Fluency	15
2.1. Definition of speaking skill:.....	15
2.2. Functions of Speaking.....	16
2.2.1. Talk as Interaction	16
2.2.2. Talk as Transaction	16
2.2.3. Talk as Performance.....	17
2.3. Status of Speaking Skill in EFL Classrooms	17
2.4. Definition of fluency.....	17

2.5.	Definition of disfluency	18
2.6.	Fluency and accuracy	18
2.7.	Key features of speaking fluency	19
2.7.1.	Pronunciation	19
2.7.2.	Vocabulary.....	19
2.7.3.	Grammar	20
2.8.	Expanded view of fluency:	20
2.8.1.	Tools	20
2.8.1.1.	Suprasegmentals.....	20
2.8.1.2.	Paralinguistics	20
2.8.1.3.	Proxemics.....	21
2.8.1.4.	Pragmatics	21
2.8.2.	Choices	21
2.8.2.1.	Settings	21
2.8.2.2.	Sexual, psychological and social roles	21
2.8.2.3.	Register and style	21
2.8.2.4.	Making correct choices.....	22
2.8.3.	Strategies.....	22
2.9.	Types of disfluency:	23
2.9.1.	Hesitations	23
2.9.2.	Repetitions	23
2.9.3.	Repair.....	24
2.10.	Speaking fluency and Extracurricular activities:	24
Conclusion		24
Chapter Two: Research Methodology, Data Analysis, and Data Discussion.....		25
Introduction.....		25
3.	Section One: Research Methodology	25
3.1.	Research Paradigm.....	25
3.2.	Population and sampling.....	27

3.3.	The Questionnaire.....	27
3.4.	Questionnaire Aims	28
3.5.	Description of the Questionnaire.....	28
3.6.	The Administration of the Questionnaire.....	29
3.7.	The focus group.....	29
3.8.	The administration of the focus group.....	29
3.9.	The aim of the focus group.....	30
4.	Data analysis:	30
4.1.	Questionnaire analysis:.....	30
4.2.	Analysis of the Focus group:	52
4.3.	Discussion of the questionnaire and the focus group results:	56
4.4.	The overall findings:	60
5.	Limitations of the study	63
6.	Recommendations.....	63
7.	Suggestions for further research	63
	General conclusion:	64
	List of references	66
	Resume.....	76
	ملخص	77

General Introduction

1. Background of the study:

English holds universal recognition as the dominant global language for communication, and its importance in our interconnected world cannot be overstated. For students, attaining fluency in English surpasses mere convenience; it represents an indispensable skill that unlocks abundant opportunities and confers a competitive advantage across various aspects of life. To achieve the goal of fluency, students must fully immerse themselves in English on a daily basis, allowing for consistent practice and familiarization with the language. Active engagement in extracurricular activities emerges as a highly effective approach towards this objective.

In recent years, there has been an increasing amount of literature on the implication of English clubs as extracurricular activities to improve learners' speaking proficiency. Traditionally, it has been argued that there is a positive relationship or impact of ECAs on students speaking ability (Bahri Ys & Erdiana,2017; Maulidiyah & Qolbia,2019; Dwi Jayanti & Ulyani,2022; Damanik & Rumapea & Silalah & Benarita,2023). Respectively, Bahri Ys and Erdiana (2017) conducted a study aiming at identifying the perceptions of students towards English club activities using a questionnaire and interviews. The results of the study showed that students believe that English club plays a significant role in assisting their speaking practices and in motivating them to interact and communicate with others. Similarly, through a qualitative descriptive study conducted to examine whether the speaking club improve the students speaking skill or not. And Maulidiyah and Qolbia (2019) found out that there were improvements in speaking in general, and in, pronunciation, vocabulary, and fluency in particular. Dwi Jayanti and Ulyani (2022) study also revealed that most of the speaking club participants make a substantial development in their speaking skills and that speaking activities enhanced their confidence in communication. Finally, Damanik et al. (2023) based on the results

of their conducted study also through the use of questionnaires, observation, and interviews, claimed that speaking club activities are efficient in enhancing the students speaking ability and promoting their confidence in English.

Although different research works have been carried out to study the impact of ECAs on speaking in general, only one study has attempted to investigate the relationship between ECAs and speaking fluency. The study conducted by Meilani (2018) aimed at investigating the correlation between students' participation in English club and their speaking fluency through the use of questionnaires and oral tests. The researcher concluded that there is a significant correlation between participation in English club and speaking fluency.

Overall, these studies highlight the need for more investigation in the fluency aspect of English speaking. Precisely, within the Algerian context no study has investigated the relation of English or speaking clubs as ECAs and speaking fluency. Thus, this study provides an exciting opportunity to advance our knowledge of the impact of English clubs on students speaking fluency.

2. Statement of the problem

English is classified as a foreign language in Algeria, and it is crucial to understand that developing strong speaking skills with the ability to communicate fluently is especially vital for students pursuing English studies, particularly those enrolled in the English Education Department. In today's interconnected world, students need to develop fluency in order to thrive and succeed in their academic, personal, and professional lives. However, the achievement of desired outcomes in EFL education is often impeded by certain factors. Despite investing significant time and effort into mastering the language, learners struggle to apply it successfully in real-life situations. Typically, their competence is confined to the structured environment of the classroom. Yet, incorporating and creating opportunities for learners through different methods and instructions as ECAs have been recognized as potential avenues to enhance

language skills. However, little research has explored the beliefs of EFL learners regarding the adoption of extracurricular activities, such as English or speaking clubs, as a means to improve their speaking fluency. Furthermore, there is limited understanding of how these beliefs are connected to learners' perceived improvement in speaking fluency. Thus, a substantial knowledge gap exists regarding this issue. This study aims to address this gap by investigating the beliefs of EFL learners in the English department of Mohamed Seddik Ben Yahia Jijel university regarding the effectiveness of the Bridge club as an extracurricular activity in promoting their speaking fluency. Additionally, it seeks to examine the correlation between these beliefs and learners' perceptions of their own improvement in speaking fluency. The outcomes of this research will contribute to the existing literature on effective language learning strategies and provide valuable insights for educators, administrators, and policymakers, enabling them to enhance EFL instruction and facilitate the cultivation of speaking fluency among students in the specified context.

3. Research Questions

The central question in this dissertation is:

what are the participants' beliefs towards the effect of the Bridge club as an ECA on enhancing their speaking fluency?

Also this research seeks to address the following sub questions:

- Do EFL learners perceive any development in their speaking fluency as a result of their participation in the Bridge club?
- How do the members of the Bridge club describe and interpret the influence or the impact of this club on their language development in general and on their speaking fluency in particular?

4. Research Assumption

The researchers conducting this study assume that EFL learners have a positive attitude towards adopting extracurricular activities as a mean to enhance their fluency in speaking.

5. The Aim of the Study

The aim of this study is to explore EFL learners' beliefs towards adopting extracurricular activities to improve their speaking fluency.

6. Significance of the study

The research holds considerable significance due to its unprecedented exploration of the issue of ECAs within the Algerian context, it is hoped that this research will add to the existing knowledge about this issue and will introduce original insights that can serve as a point of reference for fellow students, and effectively, motivating their engagement in such clubs.

7. Research Methodology

The researchers in this study employed a mixed research approach, incorporating both quantitative and qualitative methods. The quantitative component involved the distribution of a student questionnaire to thirty-three English students representing all levels (L1, L2, L3, M1, and M2). Conversely, the qualitative component entailed conducting a focus group with a select group of eight members from the bridge club.

8. Structure of the Dissertation

This dissertation is structured into two main chapters: a theoretical and a practical chapter. The first chapter consists of two sections. The first section which covers extracurricular activities. It begins with a definition of ECAs and then explores the types of ECAs. Additionally, it emphasizes the importance of ECAs in the contexts of ESL and EFL as well as its applicability in the Algerian context. Finally, it explores the bridge club case study, which is particularly relevant to our research. the second section focusing on speaking fluency. It starts out by giving a thorough definition of speaking and fluency. After that, it looks at the key features connected

to speaking fluency. It also looks at the various kinds of speech disfluency that might happen. The connection between speaking fluency and extracurricular activities is also explored. The second chapter encompasses the practical aspect and is also divided into two sections. The first section outlines the methodology employed by the researchers during the study. It includes the research paradigm employed, the population and sampling utilized, as well as a detailed description and aims of both the questionnaire and the focus group. While the second section delves into the analysis of the questionnaire and the focus group, followed by a discussion of the obtained results.

Chapter One: Extracurricular activities and speaking fluency

Section One: Extracurricular Activities

Introduction

This chapter is divided into two parts. This section provides a comprehensive overview of extracurricular activities. It discusses the various types of ECAs, and emphasizes their significance within the ESL and EFL contexts. Furthermore, it explores the role of ECAs within the Algerian context. The latter part of the chapter focuses on the BRIDGE club, serving as a case study.

1.1. Definition of Extracurricular Activities:

Extracurricular activities are found at all levels of education, from primary schools to universities. They are often social in nature and involve peers of the same age, and are generally organized and led by students with some support or guidance from faculty members. Examples include student clubs and associations. However, it's worth noting that athletic competitions, practices, teams, and organizations are not considered extracurricular activities (Marsh & Kleitman, 2002, p.464-512 as cited in BAHDI, 2014, p.15). According to Campbell (1973), Extracurricular activities also known as ECAs, are typically described as activities that students engage in outside of their normal educational curriculum. These activities serve as a complement to the regular classroom instruction and may involve some level of participation or guidance from instructors. They are often student-driven and may include a wide range of activities, such as clubs, sports, or community service projects (as cited in Reva, 2012, p.4). Mulyasa (2007) stated that an extracurricular program refers to a specific program that takes place outside of regular school hours and is designed to aid and enhance students' skills and abilities (as cited in Neno & Siahaan, 2021, p.383). Extracurricular activities refer to activities provided by an academic institution that are not included in its academic curriculum. (Mitchell,2015, p.2 as cited in MOUSSAOUI & HACINI ,2020, p.15).

1.2. Types of Extracurricular Activities:

There are different types of extracurricular activities. Each type of activity provides unique opportunities for students to develop specific skills and interests. Such as: language clubs, drama and theatre, dialogue writing, language game, debates, and reading clubs.

1.2.1. Language clubs (speaking clubs)

An English club is a collective of individuals who come together regularly to engage in communal activities based on a shared purpose or interest. Essentially, it is a group or association of like-minded people who have similar goals or interests (Marinova, Marshall, and Snow, 2000). According to Krashen (1986) learners can develop a psychological barrier towards learning a language due to emotional factors. To address this issue, the English club has implemented entertaining communicative activities in English to assist learners in overcoming any mental barriers and enhance their language acquisition. Through English clubs' learners develop an awareness of the English language communication, classroom instructions, and basic vocabulary. This awareness is designed to facilitate learning of English language skills when learners begin formal instruction.

1.2.2. Drama and Theatre

Holden (1982, p. 1) believed that the realm of drama deals with the concept of let's pretend which encourages the student to use their imagination to place themselves in alternative scenarios, beyond the boundaries of the classroom, or to take on the characteristics and identity a different individual. Dougill (1987) stated that a differentiation is made between the conventional form of drama, which involves the performance of a play, and range of other exercises including role-playing, simulations, games, songs, and more. The former is referred to as "theatre," while the latter is known as "informal drama." Desiatova (2009) stated that incorporating drama activities into language learning has evident benefits as it stimulates students to vocalize, provides them with opportunities to interact, and allows them to

communicate using nonverbal cues like body language and facial expressions, even with limited language proficiency.

1.2.3. Dialogue Writing

Dialogue writing is a form of written communication where two people engage in a conversation by exchanging written messages back and forth. This style of writing combines the interactive nature of face-to-face communication with the solitary, self-directed nature of essay writing (Kreeft, 1984, p.141). Dialogue writing has many similarities with spoken conversation, which makes it an ideal platform for utilizing a wide range of language functions. Unlike academic writing formats such as essays and letters, which typically limit the range of language used, dialogue writing allows for more diverse language use. Additionally, dialogue writing is a suitable method for applying the principles of oral language to written communication, which is developmentally appropriate. In summary, utilizing dialogue journals creates an environment that fosters the development of language skills, both oral and written (Shuy 1988 p. 87)

1.2.4. Language Games

Games are considered as activities that have certain rules, objectives, and are intended to be enjoyable. There are two primary types of games: competitive and cooperative. Competitive games involve players or teams competing against each other to reach the goal first. In contrast, cooperative games have players or teams working collaboratively towards a shared objective (Hadfield, 1999, p.4). As stated by Uberman (2002) the primary aspect of language games is that they are predominantly spontaneous, allowing learners to use the English language without feeling self-conscious or anxious about making mistakes. These games have been shown to reduce students' anxiety levels, while also providing an engaging

and motivating learning experience. This is particularly beneficial for shy students, who may otherwise struggle to express themselves. The author emphasizes that the most crucial aspect of language games is to encourage learners to speak without fear of being judged, thereby stimulating their motivation and providing ample opportunities to express their opinions and emotions. Overall, language games can foster a more positive attitude and disposition towards learning a new language. (As cited in Toro Estrada & Velásquez Ortega, 2016, p.16).

1.2.5. Debates

Wood (1972) explains debate “a competitive- educational activity; it teaches communication skills, and the context for the learning is the competitive situation.” According to Halverson (2005) engaging in a debate challenges students to contemplate various perspectives on a subject matter, promoting critical thinking. Additionally, debates require students to collaborate and interact with one another, not just regarding the details of a given topic. Moreover, debating is a method that can enhance one's critical thinking skills and oral communication abilities. It is also a valuable tool for encouraging student participation in group activities, with one team taking a positive stance and the other a negative stance. Essentially, it provides an opportunity for students to actively engage in expressing their opinions, which can involve strong emotions and require effective public speaking and social interaction. When students are given the chance to discuss controversial topics or real-life issues that involve fundamental psychological concepts, they are more likely to stay interested and engaged in the subject matter. (Bell, 1982: 207-223; Garland, 1991: 447-451) (As cited in Elmiyati, 2018, p.230).

1.2.6. Reading Clubs

Reading can be defined as the cognitive process of decoding symbols or written words to derive meaning from a written or printed text. Walter R. Hill (1979,p.4) briefly describes reading as “what the reader does to get the meaning he needs from contextual resources” .

Sanacore (1994, p.604) claimed that the belief is that if students are motivated to read, they will develop the skill of inferring the meanings of words and phrases from the context, and as they read more frequently, they will gain a better understanding of the meanings of sentences and ideas. By developing a regular reading habit, students will become adept at comprehending a text, even if they encounter unfamiliar words. A wide-ranging reading habit will boost their ability to comprehend. Moreover, if they improve their ability to infer meanings of words from context, they will also enhance their speaking performance in a foreign language.

1.3. Basic Principles of Extracurricular Activities

ECAs provide learners with valuable and beneficial environment to grow and develop their language outside the classroom. Therefore, incorporating certain principles in the organization of such activities can have positive impact on the learners 'personal and academic life. Accordingly, Yildiz (2016, p.1-25) created and tested a set of basic principles for organising and applying ECAs:

- The focus must be on the process by allowing students and teachers to communicate and interact more outside the classroom. Even if the expected results may not be achieved in the short term.
- ECAs should be planned and executed carefully. Students should be engaged in only one activity at a time.
- Teacher should strictly monitor and regulate the setting of ECAs to ensure the appropriate engagement and commitment of the learners.
- Diversity and inclusion in the ECAs to cover students' interests and to achieve their aims and needs.

1.4. Importance of extracurricular activities in EFL context:

In EFL contexts, extracurricular activities are essential in enhancing students' language proficiency and overall learning experience. Christison (2013) states the benefit of participating

in ECAs to encourage learners to participate in such activities. Similarly, YILDIZ (2016) and Jackson (2017) argued on the role and the effect of ECAs on Students' success and development. Accordingly, ECAs important in EFL contexts as students we will be able to:

- Develop and enhance their academic performance and grades.
- Build and develop their personality and character besides the learners will acquire a range of personal skills such as teamwork, communication and leadership.
- cultivate patience and promote an atmosphere of healthy competition by perceiving and understanding the feelings and values of their peers.
- Students will be good decision makers and will gain better time management skills.
- ECAs increase students' motivation for learning and provide more opportunities for language practice.
- ECAs provide students with opportunities to express themselves, socialize, self-identify, and self-evaluate through various social, cultural, and academic events, where they interact with organizers, teachers, and individuals outside of their school.

1.5. Extracurricular activities in the Algerian context.

By knowing that an extracurricular activity typically refers to any educational or training activity held outside the regular school or formal setting. We could discuss that no much references or studies out there in the Algerian context which mention the adaptation, impact, or values of such activities on student's life. However, a study aims to examine students' attitudes and involvement in ECAs and how it impacts their professional and leadership development made by Oussama (2021) provides information on extracurricular activities and status in the Algerian educational system.

Oussama (2021) started by describing the academic journey of Algerian students as either tiring or uninteresting and boring. Additionally, the educational system in Algeria neglected to incorporate entertaining however challenging extracurricular activities that are intended to

make the learning process enjoyable and, most importantly, enriching. As a result, they have become passive learners who merely replicate information that has been provided to them by teachers. Therefore, from what all mentioned above it is essential for the educational system to promote a more well-rounded approach to learning that incorporates activities beyond just the traditional classroom setting.

Algerian universities usually do not consider co-curricular activities mandatory. It is up to students interested to volunteer or be involved. Such optional policies concerning motivated students' membership in university clubs, organisations, sports teams, etc. have significantly contributed to deepening the gap between enterprising and reluctant students. (Oussama,2021, para.3)

As he stated in the quote above the activities are made by students for students and When fewer students participate in co-curricular activities, the university may miss out on opportunities to foster a sense of community and create a positive campus culture. Additionally, some clubs or organizations may struggle to recruit members or organize events, which could further exacerbate the gap between enterprising and reluctant students.

At the end, the limited availability of extracurricular activities in Algerian context means that students must rely on their ability to use technology and the internet to identify international options. Students' capacity for leadership can be significantly enhanced by pursuing independent activities both inside and outside of the academic environment (Oussama,2021, para.2). in other words, In Algeria, students may face challenges in accessing local extracurricular activities, which can limit their opportunities to develop their leadership skills. This may be due to a lack of available on-site opportunities (extracurricular activities that are physically available and conducted within the local community or academic institution), which means that students can turn this challenge into an opportunity to become

more autonomous and resourceful in seeking out extracurricular activities through the use of computers and the internet. By encouraging students to take responsibility of their own education and seek out opportunities both within and outside of the academic setting, they can gain valuable experience thus improve and develop their leadership skills which they need in their future careers.

To conclude, the lack of research on extracurricular activities in the Algerian context, highlights the need for further research and exploration of the benefits and potential drawbacks of extracurricular activities in the Algerian educational system.

1.6. Problems and barriers to extracurricular activities:

Extracurricular activities are designed to help and support academic and social life of the learners, and EFL students' participation in such activities is driven by the ambition to improve and develop their skills in the given language. However, participating and implementing ECAs could face some obstacles and problems as presented in the following studies.

Time is the main obstacle mainly because ECAs are not formally part of the curriculum and it's difficult for students to include them into their schedules.as Amara (2021) states "The ability to take part in these activities is strongly related to students' available time" this was proved by the results of Amaras' study and the study done by Renata and Sylvia Claassen (2021) where the majority of responses were within the category of time organisation and management barrier.

One study found that in addition to timing, poor advertising can also affect students 'participation in ECAs. students and participants are sometimes not aware of the ECAs events organized in their universities or don't even know about such activities. Besides, the results indicated the existence of some obstacle's related to ECAs organization since some of the students are not interested in remaining to attend them (Makarova & Reva,2021, p.57-58).

Moreover, Amara (2021) found out students' perception of ECAs affect their participation in these activities and he argued for the importance of students seeing ECAs as a means of learning English and as a tool for improving it. If this is not the case, It may lead to a poor academic performance and a waste of time.

Oussama (2021) mentioned some problems regarding local extracurricular activities as overwhelming academic workload; Algerian students often complain about the overwhelming amount of lectures and information they receive, leading to a lack of participation in extracurricular activities. Limited access to resources for example, a lack of internet access or training may make it difficult for students to seek out opportunities or engage in such activities. Personal preferences and priorities; the participation of Algerian students in extracurricular activities is linked to their personality traits since there are different types of activities. However, the current voluntary system only motivates those who are already interested in extracurricular activities, neglecting hesitant students who may have unexploited potential.

In conclusion, Overcoming the challenges associated with extracurricular activities is crucial to encourage EFL students to participate in these activities for the purpose of enhancing their academic and social life and improving their language skills. By promoting the benefits of ECAs, students can achieve their language learning objectives and develop important skills that will contribute to their future success.

1.7. The BRIDGE club:

1.7.1. Definition of the Bridge club:

Bridge is an academic and cultural club founded by students from the faculty of letters and languages in the university of Mohammed Seddik Ben Yehia, Jijel. The club was first established in 2019 as an initiative club. Later on, the club announced officially in 2020. This

club aims at engaging in different cultural and academic activities, with a variety of exciting events.

The acronym BRIDGE stands for “Books Readers Imagination Drawing the Gate to the Enlightenment”

1.7.2. Objectives of the club

The Bridge club aims to achieve many objectives such as:

- Disseminate and promote literary and critical thinking among students.
- Establish the culture of reading among students.
- Highlight and support the artistic and creative inclinations of the students.
- Exchange cognitive experiences between students and teachers.
- Raise awareness among students about various issues.

1.7.3. The club activities and interests

The Bridge club offered and organized various activities and workshops including:

- Cultural activities, meetings, and seminars.
- Educational and artistic workshops.
- Intellectual competitions.
- Awareness camping.

Section Two:

2. Speaking Fluency

2.1. Definition of speaking skill:

Speaking is a language skill that is essential for effective communication. As Nunan defines (2003), speaking is the "productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning" (p. 48). Additionally, Torkey (2006) defines speaking as

"the learner's ability to express himself/herself orally, coherently, fluently and appropriately in a given meaningful context" (p. 34). Hornby (1995, p.20) suggests that speaking entails "something to talk or say something about something; to mention something, to have a conversation with somebody, to address somebody in words, to say something or express oneself in a particular language". However, for foreign language learners, speaking can be challenging as it involves using the language effectively in social contexts, and it can be anxiety-provoking. As Woodrow (2006) argues, Speaking is "a highly complex interactive skill that has the added complexity of being very anxiety-provoking for learners of another language" (p. 308). Furthermore, Suharsih and Supriatna (2020) state that Speaking is "the ability to say, to address, to make known, to use or be able to use a given language in the actual communication" (p. 27). It encompasses the capacity to articulate sounds, form words and sentences, and use language conventions accurately, such as grammar, vocabulary, intonation, and pronunciation. The speaking skill is vital in various real-life situations, such as job interviews, socializing, and presentations. as Bygate (2010) highlights the significance of speaking in social solidarity, professional advancement, and language learning (p.7). Therefore, learners need to acquire good speaking skills to become proficient communicators.

2.2. Functions of Speaking

Richards (2008, p.21-28) identified three main functions of speaking.

2.2.1. Talk as Interaction

It is a type of speech that serves a primarily social function and is what we typically refer to as "conversation". It involves exchanging greetings, engaging in small talk, and recounting recent experiences in order to establish a comfortable interaction zone with others. The exchanges may be casual or formal, depending on the circumstances.

2.2.2. Talk as Transaction

It is the type that focuses on the exchange of the information in a clear and accurate way.it prioritize what is said or done with less attention to the participants' social relationships.

2.2.3. Talk as Performance

It is the type of speech that delivers information in a formal and structured way to an audience. Such as presentations, speeches, and public announcements.

2.3. Status of Speaking Skill in EFL Classrooms

Speaking involves real time interaction and communication with others, making it challenging to generate in the classroom. Lahmar (2019) argued that English language teaching for a long time has prioritized written language over the spoken one. Consequently, students are unable to communicate effectively despite being able to write correct sentences and passages. As Nunan (2003, p.54) confirmed, learning speaking skills challenging because opportunities to use the target language outside the classroom are limited.

2.4. definition of fluency

Fluency is a key component of language learning and is commonly associated with speaking proficiency. According to the British Council (2015), fluency is the "flow and efficiency with which you express your ideas, particularly when speaking." Cambridge Dictionary (2023) defines fluency as "the ability to speak or write a language easily, well, and quickly." Although fluency can be applied to all four core language skills (speaking, listening, reading, and writing), it is most commonly associated with speaking (Raine, 2011). Hedge (1993, p.275-276) identifies two distinct interpretations of fluency in English Language Teaching (ELT), with the first definition being similar to dictionary definitions, referring to competence and comfort in both written and spoken language. However, in ELT, fluency is primarily associated with speech production, where it involves the smooth and natural linking of speech units without any undue hesitation, slowness, or difficulty. while the second

definition has evolved to focus on natural language use and the establishment of language patterns that mimic those of proficient native speakers. Nunan (2003) defines fluency as "the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc." In other words, fluency is the ability of speakers to use language confidently and smoothly, without frequent pauses, hesitations, or errors that may disrupt the coherence of their speech. It is a crucial element of communicative competence and plays a vital role in facilitating successful communication in authentic settings.

2.5. Definition of disfluency

Cambridge dictionary defines disfluency as "the quality in speech of not being smooth and continuous, for example by containing pauses or repeated words or sounds". Additionally, Fraundorf, Arnold, and Langlois (2018) states that disfluencies refer to disturbances in the normal pattern of speech, such as repeating words, pausing, and using filler words. Accordingly, Hedge (1993, p.275-276) illustrates an example of non-fluency speech from an English language learner indicating that disfluency speech generated by frequent pauses, and self-correction. to cope with this, the student uses filler words as "you know" and "you see" as a strategy to manage pauses. Respectively, disfluencies can cause problems in speech recognition and affect negatively the comprehensive communication process in various contexts (Cambridge dictionary).

2.6. Fluency and accuracy

Both fluency and accuracy are essential parts of language learning that are most of the time interrelated. As Nation and Newton (2009) stated, fluency is usually measured by speed of access and production, however accuracy is measured by the amount of error. Also, argued that the development of fluency impact positively the improvement of accuracy as learners are able to give more attention to the quality of language use. Overall, Brown (2000) argued that for effective communication fluency is necessary, as it helps learners to communicate their

thoughts without difficulty. on the other hand, accuracy is essential to convey correct and appropriate message.

2.7. Key features of speaking fluency

2.7.1. Pronunciation

According to Hornby (1995, p. 928), pronunciation refers to the manner in which a language is spoken, including the specific way in which individual words are pronounced, as well as the overall speaking style of the individual. As such, pronunciation encompasses the variations and patterns of sounds within a language, as well as the specific manner in which an individual pronounces a particular word. According to Gilakjani (2012), “learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect. Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Therefore, some sort of pronunciation instruction in class is necessary” (as cited in Prodanovska-Poposka, 2017, p.781)

2.7.2. Vocabulary

According to Diamond and Galton (2006) Vocabulary is the knowledge of words and word meanings. Lack of proper vocabulary makes it difficult for language learners to convey their ideas clearly both orally and in writing. It is essential for learners to have a wide variety of words and phrases in their vocabulary in order to express themselves. Concerning the link between vocabulary and speaking, Sari (2021, p.108) claimed that acquiring a wide range of

words is what defines the skill of mastering vocabulary. When students possess and are proficient in their vocabulary, they become capable of verbalizing and conveying their thoughts effectively. Assessing one's vocabulary skills helps prevent errors in comprehension.

2.7.3. Grammar

As per Richards and Renandya (2002) cited in Abbaspour (2016:146), possessing grammatical competence enables individuals to accurately and effortlessly use and comprehend the structures of the English language, leading to improved fluency. The authors further argue that accuracy forms the foundation of fluency, with fluency representing an enhanced level of linguistic competence and a more effective demonstration of one's communicative abilities. (as cited in Kusumawardani,2018, p. 727)

2.8. Expanded view of fluency:

Brown (1995, p.9-33) argued that teachers have to consider three crucial elements (tools, choices, and strategies) to enhance learners' fluency in their second language. Because, the mere knowledge of pronunciation, syntax, and vocabulary are not enough for effective communication. Therefore, to improve students' fluency teachers should expand their traditional boundaries of accuracy to include knowledge of tools, choices, and strategies.

2.8.1. Tools

2.8.1.1. Suprasegmentals

Stress, intonation, and voice quality are aspect of pronunciation known as suprasegmentals that can have a great impact on the meaning of an utterance. depending on how it is used it can convey different emotions such as sincerity, sarcasm, or suggestiveness.

2.8.1.2. Paralinguistics

Paralinguistic features, such as facial expressions, eye movements, and hand gestures, are important communication tools that most people use. They can be used as strategies to keep communication moving along when other linguistic tools break down.

2.8.1.3. Proxemics

Proxemics refers to the use of body language in communication, such as distance, touching, and posture. These aspects are important for expressing complex emotions without relying on language. misuse of proxemics can cause misunderstandings, as seen in intercultural situations where different cultural norms are present.

2.8.1.4. Pragmatics

Pragmatics deals with language usage in specific contexts and situations, including the relationship between the speaker and listener, and their real-world knowledge. However, significant differences in pragmatic rules exist between languages and cultures, causing communication barriers. Understanding these differences is crucial for improving fluency.

2.8.2. Choices

Refers the various communication options that student must understand to acquire fluency in language.

2.8.2.1. Settings

The setting where communication occurs can significantly impact the way language is used. Different settings can influence the choices speakers make in terms of pronunciation, syntax, vocabulary, suprasegmental, paralinguistic, proxemic, and pragmatic rules.

2.8.2.2. Sexual, psychological and social roles

Linguistic choices in communication can be influenced by sexual, psychological, and social roles depending on the situation and the status of the parties involved.

2.8.2.3. Register and style

Register refers to the differences in language based on membership in different occupations or interest areas, involving special vocabulary, syntax, and pronunciation. Style, on the other hand, refers to differences in level of formality, which can range from very formal to very casual and can vary within categories based on personal relationships. Accordingly, differences in register can effect differences in style.

2.8.2.4. Making correct choices

One important aspect of fluency in language is the ability to switch between different registers and styles, and respond appropriately to different social, sexual, and psychological roles in different settings. However, language learners are often not taught these rules early on. Brown (1995) believes that teaching some aspects of these rules can start at an earlier stage of learning, even though they become more important at advanced levels.

2.8.3. Strategies

Brown provided six strategies that learners' must acquire to improve their speaking fluency.

- Ability to use speed to their advantage by understanding that appropriate speaking is demonstrated by clarity of words and thoughts.
- Ability to use pauses and hesitations.in other words, learn to use appropriate fillers to avoid long silence and make their communication more natural.
- Master the ability of giving generating appropriate feedback through gestures, facial expressions, sounds, and words.
- Ability to repair mistakes proficiently. students need to learn how to correct their own errors, accept corrections from others, and possibly learn how to correct others.
- Ability to clarify the message effectively by using various strategies like rephrasing, defining terms, summarizing, or drawing a picture to clarify their message.
- Ability to negotiate for meaning when necessary.

2.9. Types of disfluency:

Culatta & Leeper said that fluency in speech does not necessarily mean perfect speech. Everyday individuals have the tendency to pause, make modifications, and revise their thoughts in a natural manner, without needing the assistance of a speech language pathologist. Disfluencies are regarded as a normal and inherent component of ordinary speech. (1989, p. 59) 3. Lickley said that disfluency refers to a disturbance in the smoothness of speech, occurring when the speaker momentarily pauses in an unexpected location or for an unexpected duration, deviating from the usual patterns of fluent speech (2017, p. 375). He also mentioned three types of disfluency: hesitations, repetitions, and repairs.

2.9.1. Hesitations

Hesitations can manifest in various forms, including silent pauses, prolongations, filled pauses, or combinations. Among these, a silent pause is the most basic form but also the most challenging to define. One difficulty lies in determining the minimum duration required to classify a pause as disfluent. Additionally, silences occur in both fluent speech, such as between conversational turns (although speakers often overlap), between sentences and phrases (though not in all instances), and within words, where a brief pause may occur during the closure phase of a stop consonant. Differentiating between fluent and disfluent pauses is not a straightforward task. Regarding duration, many researchers have adopted a threshold of 250 milliseconds as the minimum pause duration.

2.9.2. Repetitions

When speakers encounter a pause while speaking, they have the option to proceed in one of two ways: either by resuming directly from the exact location of the pause or by restarting the phrase, resulting in the repetition of one or two words. Disfluent repetitions often coincide with different types of pauses, such as silence and prolongation, and they usually involve repeating both the word and the pitch level. Therefore, it is relatively straightforward

to differentiate between fluent and disfluent instances of repetition by considering prosodic cues.

2.9.3. Repair

Repair processes can manifest in various ways. Repairs occur when something has gone wrong during the production of speech, prompting the speaker to make adjustments and provide a corrected version of their utterance. This often involves some degree of retracing or backtracking in order to rectify the error.

2.10. Speaking fluency and Extracurricular activities:

Learners have a strong inclination towards active participation in their learning process rather than merely passive listening. This principle forms the foundation of research, emphasizing the importance of involving learners in various activities beyond the confines of the classroom. Engaging learners in such activities fosters the subconscious acquisition of English as a Second Language (ESL) and conscious learning of English as a Foreign Language (EFL), thereby enhancing their communicative skills (Hedge, 2000, p. 100) ... Involving students in extracurricular activities not only improves their language proficiency and academic performance but also contributes to the development of their overall personality.

Conclusion

Speaking fluency and extracurricular activities were the two main topics of this chapter. It addressed a wide range of aspects, mainly including the definition of these variables, a discussion of ECAs in the Algerian setting, and focusing on the Bridge club serving as the case study. We will investigate and assess the proposed ideas by performing practical tests in the next chapter.

Chapter Two: Research Methodology, Data Analysis, and Data Discussion

Introduction

The current practical chapter explains the research design and describes the data collection instruments used to investigate the research focus, the case study of the Bridge club, also simulates the results obtained through description and interpretation, and finally discusses the findings and generates conclusions about the EFL learners' beliefs towards adopting ECAs to improve their speaking fluency.

3. Section One: Research Methodology

3.1. Research Paradigm

In order to investigate EFL learners' beliefs towards adopting ECAs, precisely the Bridge club as a case study, to improve their speaking fluency, this study adopted a mixed method research design involving the concurrent collection and analysis of both the quantitative and the qualitative data.

Johnson and Christensen (2014) stated that quantitative research relies on the gathering of numerical data (p.82) which serves as a tool for empirically testing objective theories by analysing relationships between variables (Creswell, 2009, p.22). Additionally, Marczyk, DeMatteo, and Festinger (2005) argued that this method involves the utilization of statistical analysis as a tool to generate findings. This approach emphasizes the importance of formal and systematic measurement techniques, along with the application of statistical methods (p.17). Accordingly, in this research study based on the existing literature and theory. a cross-sectional survey was conducted using a structured questionnaire to collect data on the participants' attitudes and perceptions.

Qualitative research which focuses on nonnumerical data such as words (Johnson & Christensen, 2014, p.82) enables exploration and deeper understanding of how individuals or

groups perceive and attribute meaning to social or human problems (Creswell, 2009, p.22). The qualitative component of this research design involves conducting focus group discussions. These discussions will provide a platform for participants to share their experiences, opinions, and insights, facilitating exploration of diverse perspectives and the emergence of shared meanings. As Marczyk, DeMatteo, and Festinger (2005) stated, Qualitative research does not involve the quantification of results through statistical analysis. It relies on methods such as interviews and observations without formal measurement. A case study is a type of qualitative research that involves a detailed examination of an individual or a specific context. Qualitative research is often used to generate hypotheses for later testing in quantitative research (p.17).

Overall, the quantitative data gathered by the questionnaire will be analysed using statistical methods to identify trends, values, and relationships, While the qualitative data from the focus group meeting and discussions will be examined through thematic analysis to gain deeper insights and uncover individual experiences. Therefore, the concurrent collection and analysis of both quantitative and qualitative data is the suitable method for answering the research question.

By applying a mixed methods research design, this study aims to provide a holistic understanding of EFL learners' beliefs towards adopting extracurricular activities, to improve their speaking fluency. The research question aims at investigating students' beliefs toward the Bridge club as an extracurricular activity and how these beliefs correspond to their perceived improvement in speaking fluency. Additionally, the study seeks to understand how EFL learners describe and interpret the impact of the Bridge club on their speaking fluency and language development. By combining quantitative and qualitative approaches, this design allows for a comprehensive understanding of students' perceptions and experiences. Quantitative research offers statistical analysis of numerical data collected through surveys, while qualitative research investigates deeper into individual experiences through focus group

discussions. The integration of both methods enhances the validity and reliability of the findings, by comparing the quantitative findings from the questionnaire with the qualitative findings from the focus group. This comparison allows for a more robust interpretation of the data and strengthens the overall credibility of the findings. Also This approach values the participant voice and ensures that their viewpoints are captured and considered in the research findings. The integration of quantitative and qualitative data will generate valuable insights for language educators and contribute to the development of effective language learning experiences.

3.2. Population and sampling

Because it was challenging to examine the entire population, the researchers opted to select a representative sample from the population. The sample consisted of 33 participants who completed the questionnaire from the bridge club at the University of Mohammed Seddik Ben Yahia, encompassing all levels (L1, L2, L3, M1, M2). The only requirement for participation was being a member of the club. Additionally, 8 participants were selected to participate in the focus group. The sample was chosen randomly.

3.3. The Questionnaire

Brown (2001) stated that Questionnaires refer to written tools that present individuals with a series of questions or statements, requiring them to respond either by writing out their answers or choosing from pre-existing options (as cited in Dörnyei & Taguchi, 2010, p.3-4). Consequentially, this flexibility enables efficient and consistent data gathering, making questionnaires a structured and standardized approach to collecting information. Kumar (2011) defined a questionnaire as a survey instrument consisting of written questions that individuals read, comprehend, and subsequently provide written responses to (p.138). and as Johnson & Christensen (2014) prescribed that Questionnaires are flexible tools that can be used to collect quantitative, qualitative, or mixed data depending on the researcher's objectives. The design

and structure of a questionnaire can be tailored to meet the specific research needs. and they added that, Questionnaires can cover various aspects, including the present, past, and future. For instance, researchers may inquire about opinions on certain topics, past experiences, or future intentions related to the subject of study (p.274-275).in short, “Questionnaire A self-report data-collection instrument filled out by research Participants” (Johnson & Christensen,2014, p.274).

3.4. Questionnaire Aims

The questionnaire is used as a primary data collection tool to tackle the central research problem at hand. Its main purpose is to collect data related to students' beliefs regarding the bridge club as an extracurricular activity. The questionnaire encompasses a series of carefully crafted questions aimed at measuring the participants' perceptions and obtaining insights into their attitudes and perspectives regarding the effectiveness of the bridge club in fostering their speaking fluency.

3.5. Description of the Questionnaire

The questionnaire incorporates an initial segment that serves the purpose of introducing the underlying assumptions of the research being conducted. It incorporates a variety of question types to gather different types of information from respondents. Closed-ended questions, such as multiple-choice, Likert scale, and rating scale questions, offer predefined response options. Open-ended questions allow for detailed and unrestricted responses, facilitating the collection of qualitative data. The questionnaire is divided into four distinct sections: the first section (Q1 to Q3) collects personal information to provide a general description of the respondents; the second section (Q4 to Q9) focuses on speaking and fluency-related questions; the third section (Q10 to Q14) explores the BRIDGE club as an extracurricular activity at the university; and the fourth section (Q15 to Q23) is dedicated to understanding the perceived impact of the Bridge club on fluency improvement. By adhering

to academic standards and employing a comprehensive structure, this questionnaire ensures the rigorous collection of data for the research study.

3.6. The Administration of the Questionnaire

The questionnaire was directed to a case study represented by the Bridge club members of the English department of Mohamed seddik ben Yahia Jijel, it was a paper-based questionnaire given to 33 students and it was a one-to-one administration.

3.7. The focus group

The researchers in this study chose to employ a focus group as a secondary research tool for gathering data. Morgan (1997) said that while group interviewing involves simultaneously interviewing multiple individuals, with the focus primarily on direct question-and-response interactions between the researcher and participants, it is essential to differentiate it from focus groups. In contrast, focus groups rely on the dynamic interaction among participants within the group, facilitated by the researcher, and are centred around specific topics provided by the researcher (as cited in Gibbs, 1997, p.2). According to Beck and others, a focus group can be described as an informal conversation among a chosen group of individuals, centred on specific topics (as cited in Gundumogula, 2020, p.299). The focus group was conducted with participants randomly selected from our sample, and it was held on May 11th in a classroom within the English department at the University of Mohammed Seddik Ben Yahia. Where it was administered to eight (08) students, the participants displayed a high level of cooperation, kindness, helpfulness throughout the session, and provided us with all the necessary information we required for our study.

3.8. The administration of the focus group

The focus group was conducted with eight participants randomly selected from our sample, and it was held on May 11th in a classroom within the English department at the University of Mohammed Seddik Ben Yahia. The participants displayed a high level of

cooperation, kindness, and helpfulness throughout the session, and provided us with all the necessary information we required for our study. In the focus group session, the researchers served as moderators. This indicates that they led and guided the conversation, ensuring that each member got the chance to share their ideas and opinions. As moderators, the researchers took a neutral position while promoting honest communication between the participants. To generate useful insights from the group, they asked relevant inquiries, paid attention to the answers, and created a relaxed, welcoming environment. Before starting the session, we obtained the participants' permission to record the data. We made sure to seek their consent and confirm that they were comfortable with us recording their contributions. All participants agreed to be recorded, allowing us to gather the necessary data for our research.

3.9. The aim of the focus group

The focus group was structured to gain a more in-depth understanding of participants' perspectives and experiences with the bridge club, which cannot be achieved through a questionnaire alone. As a result, the focus group included questions that aimed to elicit a broader range of responses regarding the role of the bridge club in enhancing speaking fluency.

4. Data analysis:

4.1. Questionnaire analysis:

Section One: General Information

Q1: Academic level?

- a. L1 b. L2 c. L3 d. M1 e. M2

Table 1. Learner's Academic Level

Level	Frequency	Percent	Valid Percent	Cumulative Percent
L1	2	6,1	6,1	6,1
L2	10	30,3	30,3	36,4
L3	4	12,1	12,1	48,5
M1	8	24,2	24,2	72,7
M2	9	27,3	27,3	100,0
Total	33	100,0	100,0	

The aim of this question is to determine the level of the Bridge club participants. The data show that among the 33 participants, a small percentage (6.1%) are classified at the academic level L1, representing 2 individuals. The majority of the participants (30.3%) belong to the L2 academic level, consisting 10 individuals. Furthermore, there are 4 participants (12.1%) at the L3 academic level. Moreover, 8 members (24.2%) at the M1 academic level, the last group M2 academic level has a respected value represented by 9 participants (27.3%).

These results specify that the participants in the study represent a wide range of academic levels. While majority of members are at the L2, M2 and M1 academic levels a fairly smaller number of participants belongs to the L3 and L1

Q2: How do you evaluate your speaking level?

a. Excellent b. Good c. Average d. Poor

Table 2. Learners' speaking level

Options	Frequency	Percent	Valid Percent	Cumulative Percent
Excellent	6	18,2	18,2	18,2
Good	25	75,8	75,8	93,9
Average	2	6,1	6,1	100,0
Total	33	100,0	100,0	

The second question aims to examine the learners' self-perception of their speaking abilities. Among the members, 6 participants (18.2%) valued their speaking level as "Excellent". The majority of them, 25 participants (75.8%), rated their speaking level as

“good”. Only 2 participants (6.2%) rated their speaking level as average. Surprisingly, none of the participants have a poor speaking level.

These findings indicate that the majority of the members have a moderate level of proficiency. While the remain either consider themselves highly proficient or have a lower level of proficiency.

Q3: For How long have you been a member in the bridge club?

Table 3. Learners’ membership duration in the club.

	Frequency	Percent	Valid Percent	Cumulative Percent
several months	14	42,4	42,4	42,4
1year	7	21,2	21,2	63,6
2years	7	21,2	21,2	84,8
3years	5	15,2	15,2	100,0
Total	33	100,0	100,0	

participants were asked to specify the duration of their membership in the club. The table provided above presents the distribution of answers. The statistics reveals that 14 participants (42,4%) have been members for several months, while seven participants (21.2%) reported a membership duration of 1 year. Another seven participants (21.2%) indicated a membership duration of 2 years. this show their dedication to the participation in the activities of this club.

Section Two: Speaking and Fluency

Q4: I’m confident in my ability to speak English fluently and proficiently.

- a. Strongly agree b. agree c. Neutral d. disagree e. Strongly disagree

Table 4. confidence in speaking English fluently and proficiently

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	14	42,4	42,4	42,4
Agree	15	45,5	45,5	87,9
Neutral	4	12,1	12,1	100,0
Total	33	100,0	100,0	

This question aims to find out the participants' level of confidence in their ability to communicate effectively in English. The findings show that (87,9%) of the participants feel confident regarding their ability to speak English fluently and proficiently. Whereby ,14 participants (42.4%) strongly agree and 15 participants (45.5%) agree with this statement. The remaining Four participants (12.1%) have a neutral stance indicating that they aren't so confident of their speaking ability. while, none of the members disagreed or strongly disagreed with the statement.

Q5: How often do you practice the speaking skill outside of the classroom?

- a. Daily b. Weekly c. Monthly d. Occasionally e. Never

Table 5. Frequency of speaking skill practice outside the classroom

	Frequency	Percent	Valid Percent	Cumulative Percent
Daily	20	60,6	60,6	60,6
Weekly	9	27,3	27,3	87,9
Occasionally	4	12,1	12,1	100,0
Total	33	100,0	100,0	

The aim of this question is to assess the frequency at which participants engage in speaking activities outside of their formal classroom settings. The data provided reveals that the frequency of speaking skill practice outside the classroom can be divided into three categories. The majority, comprising (60.6%) of the participants, practice their speaking skills on a daily basis. This reflects their dedication and regularity in polishing their speaking capacities and emphasizing their commitment to improvement. Additionally, (27.3%) of the participants engage in weekly speaking practice, allocating specific time each week for this purpose. A smaller subset of (12.1%) reported practicing their speaking skills only occasionally,

possibly due to other commitments or limited opportunities demonstrating their willingness to improve despite constraints.

Q6: What areas of speaking do you find most challenging?

- a. Pronunciation b. Vocabulary c. Grammar d. Fluency e. Other (please specify)

Table 6. Frequencies of Challenging Areas in Speaking

options	Responses		
	N	Percent	Percent of Cases
Pronunciation	6	13,0%	18,2%
Vocabulary	7	15,2%	21,2%
Grammar	13	28,3%	39,4%
Fluency	18	39,1%	54,5%
Other	2	4,3%	6,1%
Total	46	100,0%	139,4%

This question aims to identify the most commonly mentioned challenging areas of speaking among the members. The analysis of the data revealed several notable findings. Pronunciation was identified as a challenging aspect by six participants (13.0%). Vocabulary was found to be challenging by seven participants (15.2%). Grammar emerged as a significant challenge, with thirteen participants (28.3%) reporting difficulties for them in speaking. Moreover, fluency was identified as a major challenge by eighteen participants (39.1%). Notably, two participants (4.3%) stated that they don't have any difficulties in speaking.

The analysis of participants' responses reveals that fluency and grammar are the primary challenges in speaking. Difficulties in maintaining smooth speech and problems with grammar skills indicate areas requiring improvement. Vocabulary poses a challenge for some participants, impacting their ability to express ideas accurately. Pronunciation also presents difficulties, with learners struggling to articulate sounds correctly. However, a small percentage of participants reported no specific challenges in speaking (M2 level participants).

Q7: I'm very comfortable about speaking English in front of others.

a. Strongly agree b. agree c. Neutral d. disagree e. Strongly disagree

Table 7. comfort level in speaking English in front of others

options	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	15	45,5	45,5	45,5
Agree	12	36,4	36,4	81,8
Neutral	4	12,1	12,1	93,9
Disagree	2	6,1	6,1	100,0
Total	33	100,0	100,0	

This question aims to describe Students' self-perception responses in regard to their comfort level in speaking English in front of others. The analysis of the data reveals that the majority of the participants, (81.8%) twenty-seven participants either strongly agree or agree that they are comfortable. This indicates a relatively high level of comfort. However, four participants (12.1%) remain neutral, lacking the inclination towards feeling comfortable or uncomfortable. A small percentage of (6.2%) two participants disagree, proposing that they may experience lower levels of confidence, self-consciousness, or anxiety when speaking English in public. Meanwhile, no one strongly disagreed with the statement. Therefore, it can be understood that most participants are comfortable in speaking English in front of the others.

Q8: How would you rate your current speaking fluency on a scale of 1 to 5?

1_Poor 2_Fair 3_Good 4_Very good 5_Excellent

Table 8. learner's rating of their current speaking fluency

	Frequency	Percent	Valid Percent	Cumulative Percent
Fair	3	9,1	9,1	9,1
Good	13	39,4	39,4	48,5
Very good	13	39,4	39,4	87,9
Excellent	4	12,1	12,1	100,0
Total	33	100,0	100,0	

According to the table above that shows perceptions of the students' self-assessment of their speaking fluency. it seems that (48.5%) of participants rated their fluency as either good or

very good. A small percentage of participants rated their fluency as fair (9.1%) 3 participants or excellent (12.1%) 4 participants. However, none of the students rate their speaking fluency as poor. Therefore, the results underlines that the majority of the participants are confident and satisfied with their speaking fluency. these ratings are subjective and based on self-assessment.

Q9: What strategies do you use to improve your speaking fluency?

- a. Watching English movies or TV shows
- b. Listening to English songs or podcasts
- c. Speaking with native English speakers
- d. Participating in extracurricular activities like the Bridge Club
- e. Other (please specify)

Table 9. The strategies learners’ use to improve their speaking fluency

options	Responses		
	N	Percent	Percent of Cases
Watching English movies or TV shows	26	31,0%	78,8%
Listening to English songs or podcasts	29	34,5%	87,9%
Speaking with native English speakers	8	9,5%	24,2%
Participating in extracurricular activities like the Bridge Club	20	23,8%	60,6%
Other: talking to myself out loud	1	1,2%	3,0%
Total	84	100,0%	254,5%

This question aims to gain insights into the various methods that EFL learners employ to enhance their speaking fluency. In order to get into the effectiveness of different strategies and potentially identify common attitudes that contribute to improved speaking fluency. The analysis of the data revealed the most commonly reported strategies were watching English movies or TV shows (31.0%) and listening to English songs or podcasts (34.5%). Additionally, a significant number of participants mentioned participating in extracurricular activities like the Bridge Club (23.8%) as a strategy. Engaging in conversations with native English speakers

(9.5%) was also mentioned by a smaller proportion of participants. However, one participant (1.2%) provided an additional strategy represented by self _talk.

These results highlight the importance of incorporating diverse strategies, such as audio-visual resources and structured language practice beyond formal instruction, along with opportunities for interaction with native speakers, in language education programs to effectively develop learners' speaking fluency.

Section Three: the BRIDGE club

Q10: How did you hear about the Bridge Club?

- a. Through social media or university advertising
- b. From a friend
- c. From a faculty member
- d. Other (please specify)

Table 10. source of hearing about the Bridge club

	Frequency	Percent	Valid Percent	Cumulative Percent
Through social media or university advertising	7	21,2	21,2	21,2
From a friend	18	54,5	54,5	75,8
From a faculty member	4	12,1	12,1	87,9
Other (please specify)	4	12,1	12,1	100,0
Total	33	100,0	100,0	

This question highlights the different sources or channels through which participants became aware of the Bridge Club. Also, helps in understanding the effectiveness of various promotional or communication strategies employed by the club in reaching out to potential members. The results show that the participants heard about the Bridge Club through various sources. The majority of participants (54.5%) learned about the club from a friend, indicating the importance of personal networks. Additionally, (21.2%) of participants mentioned hearing about the club

through social media or university advertising, suggesting the effectiveness of online platforms. A smaller percentage (12.1%) mentioned learning about the club from a faculty member, highlighting the role of academic institutions in promoting extracurricular activities. Finally, a subset of participants (12.1%) mentioned other sources of information not included in the provided options, such as personal notes indicating they were founding members.

Q11: What motivated you to join the Bridge Club?

- a. To improve my English language skills
- b. To make new friends
- c. To learn a new skill
- d. Other (please specify)

Table 11. Learners motivation to join the Bridge club

	Responses		
	N	Percent	Percent of Cases
To improve my English language skills	24	42,9%	72,7%
To make new friends	12	21,4%	36,4%
To learn a new skill	16	28,6%	48,5%
Other: to have fun	4	7,1%	12,1%
Total	56	100,0%	169,7%

The aim here is to understand the underlying factors that influenced the participants' decision to become a part of the Bridge Club and to explore the various motivations participants have, these can provide insights into the perceived benefits or personal goals associated with joining extracurricular activities like the Bridge Club.

The data analysis of participants' motivations for joining the Bridge Club revealed that a significant number of participants were primarily motivated by the desire to improve their English language skills (42.9%). Additionally, a considerable proportion of participants joined the club to make new friends (21.4%) and learn new skills (28.6%). Some participants also mentioned seeking enjoyment and having fun as their motivation (7.1%).

These insights provide valuable information about the multifaceted benefits of extracurricular activities in language learning, social interaction, skill acquisition, and personal development and enjoyment.

Q12: How often do you attend the Bridge Club meetings?

- a. Weekly (every session) b. monthly c. Occasionally

Table 12. attendance frequency of Bridge club meetings

	Frequency	Percent	Valid Percent	Cumulative Percent
Weekly(every session)	16	48,5	48,5	48,5
Monthly	5	15,2	15,2	63,6
Occasionally	12	36,4	36,4	100,0
Total	33	100,0	100,0	

The purpose behind this question is to measure participants' level of engagement and commitment to the club's activities. The attendance frequency of the Bridge Club meetings varied among participants. A portion of participants (48,5%) attended every session, indicating a high level of commitment and regular engagement. Some participants (15.2%) attended monthly, suggesting a more random attendance pattern. Another group (36.4%) attended the meetings occasionally, indicating less frequent participation. These findings highlight the diverse attendance patterns within the club, reflecting the different levels of availability and commitment among its members.

Q13: What kind of activities does the Bridge Club organize?

- a. Speaking sessions b. drama and theatre c. dialogue writing
d. games e. debates f. reading activities
others.....

Table 13. frequencies of the Bridge club activities

	Responses		
	N	Percent	Percent of Cases
Speaking sessions	33	29,2%	100,0%
drama and theatre	13	11,5%	39,4%
dialogue writing	6	5,3%	18,2%
games	25	22,1%	75,8%
debates	21	18,6%	63,6%
reading activities	9	8,0%	27,3%
Others:			
art session	2		
Movies discussion	3	5,3%	18,2%
Writing activities	1		
Total	113	100,0%	342,4%

The analysis of participants' responses regarding the activities organized by the Bridge Club revealed a diverse range of offerings. Speaking sessions were mentioned by (100%) all participants, Drama and theatre activities were reported by (39,4%) of participants. Dialogue writing was mentioned by (18,2%) of participants. Games, mentioned by (75,8%) of participants. Debates were reported by (63,6%) of participants, Reading activities (27,3%). Additionally, (18,2%) of participants mentioned other activities such as art session, Movies discussion, and Writing activities.

the Bridge Club's activities reveals their commitment to providing a comprehensive language learning experience. The club offers opportunities for members to practice and improve their speaking skills, foster creativity and self-expression, develop writing abilities, engage in interactive and enjoyable games, enhance critical thinking, and cultivate reading skills. The activities demonstrate the club's dedication to offering a well-rounded language learning program that encompasses multiple language skills and fosters confidence, creativity, critical thinking, and a love for reading.

Q14: On a scale of 1 to 3, how satisfied are you with the activities organized by the Bridge

Club? 1 - Not at all satisfied 2 - Moderately satisfied 3 - Very satisfied

Table 14. learner’s Satisfaction with the Bridge Club Activities

	Frequency	Percent	Valid Percent	Cumulative Percent
Not at all satisfied	2	6,1	6,1	6,1
Moderately satisfied	13	39,4	39,4	45,5
Very satisfied	18	54,5	54,5	100,0
Total	33	100,0	100,0	

This question aims to assess participants' level of satisfaction with the activities offered by the club. This information provides valuable feedback on the effectiveness and quality of the activities organized. A small percentage (6.1%) reported being not at all satisfied, while (39.4%) expressed slight satisfaction. Furthermore, a significant portion (54,5%) reported being very satisfied.

These findings suggest that the Bridge Club generally provides a satisfactory experience for its members, with a substantial number expressing high levels of satisfaction.

Section four: The Bridge Club and Fluency Improvement

Q15: Have you noticed any improvement in your speaking fluency since joining the

Bridge club? a. yes b. no

Table 15. The perceived improvement in speaking fluency since joining the Bridge club

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	23	69,7	69,7	69,7
No	10	30,3	30,3	100,0
Total	33	100,0	100,0	

The fifteenth question intend to see the perceived impact of the Bridge Club on participants' speaking fluency and to gather self-reported feedback from participants regarding their observations of any improvements in their speaking fluency after joining the club.

As illustrated in the table above, the majority of participants (69.7%) reported noticing an improvement in their speaking fluency since joining the Bridge Club. This suggests that the

club's activities and opportunities for practice and interaction have had a positive impact on participants' language skills. However, it is important to acknowledge that a significant portion (30.3%) did not perceive any improvement in their speaking fluency.

Q16: If you answered yes to the previous question, please describe the improvements you have noticed.

Table 16. Learners' improvements in speaking fluency

	Responses		
	N	Percent	Percent of Cases
developed new skills	7	10,1%	30,4%
enhanced my vocabulary	9	13,0%	39,1%
improved my communication and social skills	16	23,2%	69,6%
improved my pronunciation	3	4,3%	13,0%
improved my fluency in speaking	10	14,5%	43,5%
higher self-confidence and self-esteem	16	23,2%	69,6%
improved my grammar and language skills in general	8	11,6%	34,8%
Total	69	100,0%	300,0%

The data reveals that participants in the Bridge Club reported various improvements as a result of their involvement. The most commonly mentioned improvements include enhanced communication and social skills (69,6%), increased self-confidence and self-esteem (69,6%), improved vocabulary (39,1%), and enhanced fluency in speaking (43,5%). Other reported improvements include the development of new skills (30,4%), improved grammar and language skills (34,8%), and better pronunciation (13.0%).

Overall, the findings highlight the positive impact of the Bridge Club on participants' communication abilities, self-perception, and language skills development.

Q17 : choose the response that matches your opinion !

Questions	Strongly agree	agree	neutral	Disagree	Strongly disagree
The Bridge club motivate and enhance my willingness to practice speaking.					

The Bridge club gave me the chance to figure out my real abilities in speaking					
the Bridge Club is beneficial for improving my speaking fluency.					
I would rather participate in the Bridge club for practicing my speaking skills than attending a regular class					

The purpose of the following questions is to examine the participants' opinions and perceptions regarding the Bridge Club and its impact on their speaking skills. The responses to these questions provide insights into the participants' overall satisfaction, engagement, and perceived improvements resulting from their involvement in the Bridge Club.

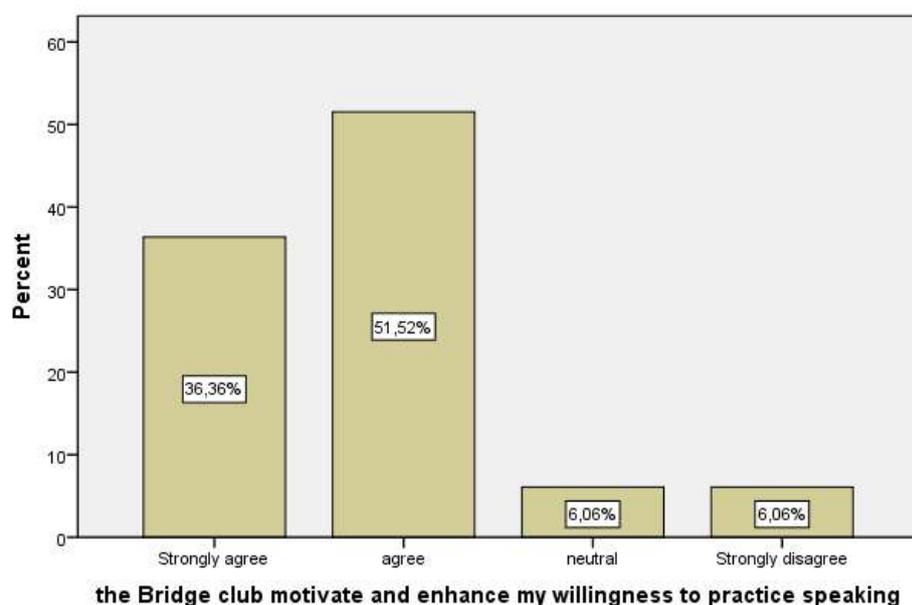


Figure 1. The Bridge Club's Impact on Motivating and Enhancing Willingness to Practice Speaking

Statement01: The Bridge club motivate and enhance my willingness to practice speaking.

The majority of participants either strongly agreed (36.4%) or agreed (51.5%) with the statement, indicating that the club has a positive impact on their motivation to practice speaking. A small proportion of participants were neutral (6.1%), while another (6.1%) strongly disagreed with the statement. Surprisingly, no one disagreed with the statement.

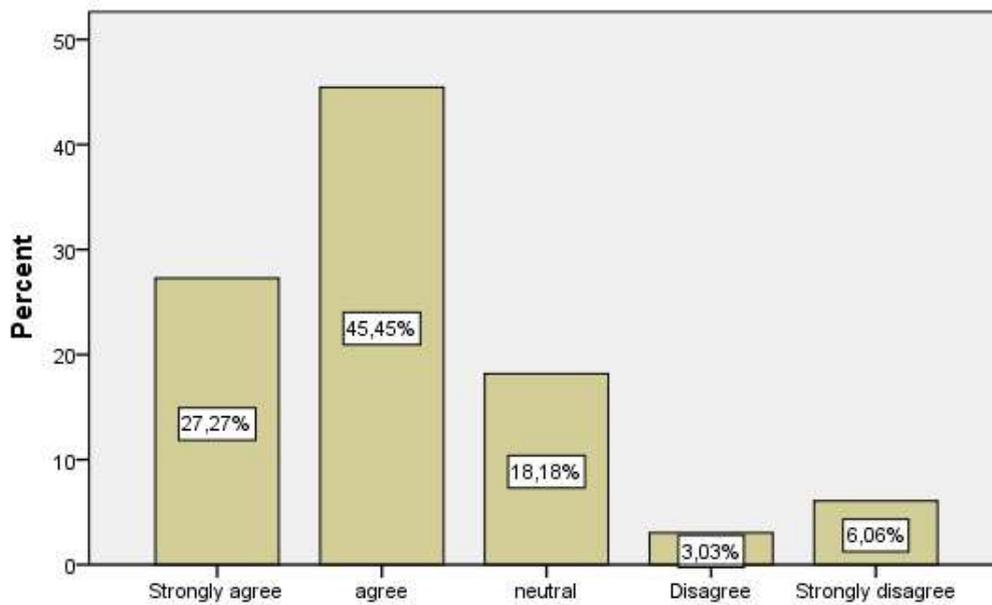


Figure 2. the Bridge club and the speaking ability opportunities

Statement02: The Bridge club gave me the chance to figure out my real abilities in speaking.

The results in the bar chart above shows that a significant proportion of participants had a positive perception of the bridge club's influence on their speaking abilities. respectively, (27.3%) strongly agreed and (45.5%) agreed that the club provided them with the opportunity to discover their true speaking skills. This indicates that a majority (72.7%) believed their abilities were accurately assessed through the club's activities. However, a notable portion (18.2%) responded neutrally, neither agreeing nor disagreeing, suggesting uncertainty or indecisiveness. In contrast, only a minority of participants (3.0%) disagreed, while (6.1%) strongly disagreed, expressing a negative perception of the club's impact on their speaking capabilities. Overall, the findings suggest that the bridge club had a predominantly positive influence on the participants' self-assessment of their speaking abilities, although some individuals remained uncertain or held negative views.

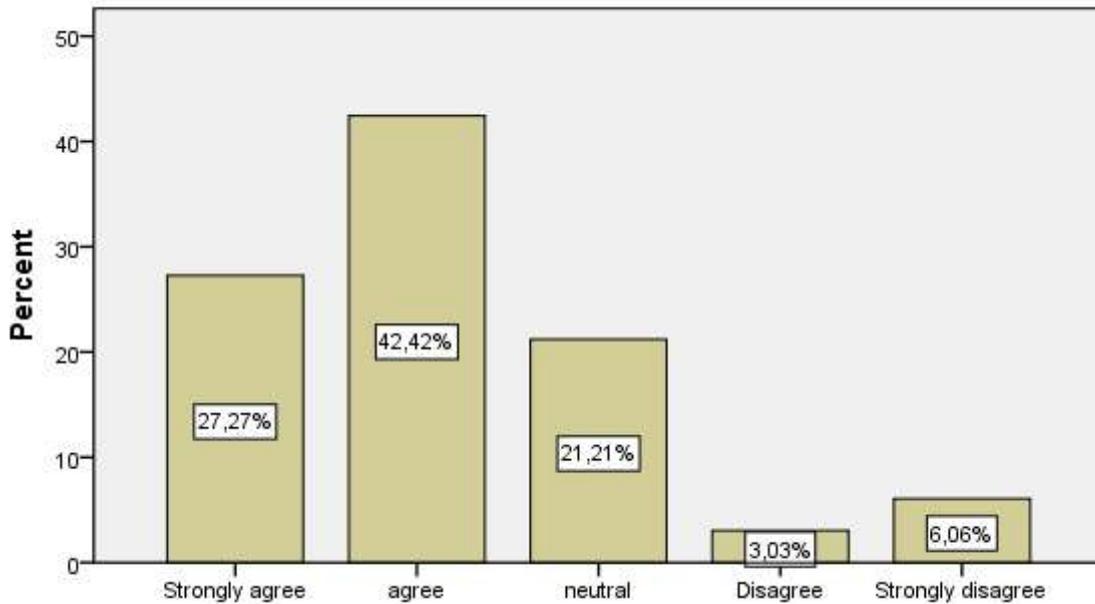


Figure 3. Bridge club and speaking fluency

Statement03: The Bridge Club is beneficial for improving my speaking fluency.

A substantial majority of participants (69.7%) in the survey acknowledged improvement in their speaking fluency. Accordingly, (27.3%) strongly agreed and (42.4%) agreed that their speaking fluency had progressed. This positive perception indicates a significant positive impact on their ability to speak fluently. However, a notable portion (21.2%) responded neutrally, neither confirming nor denying improvement. In contrast, only a small percentage of participants (3.0%) disagreed, while (6.1%) strongly disagreed, expressing a negative perception of their advancement in speaking fluency. Despite few neutral or negative views, the overall findings indicate a significant proportion of respondents stated the benefits of the Bridge club for their speaking fluency.

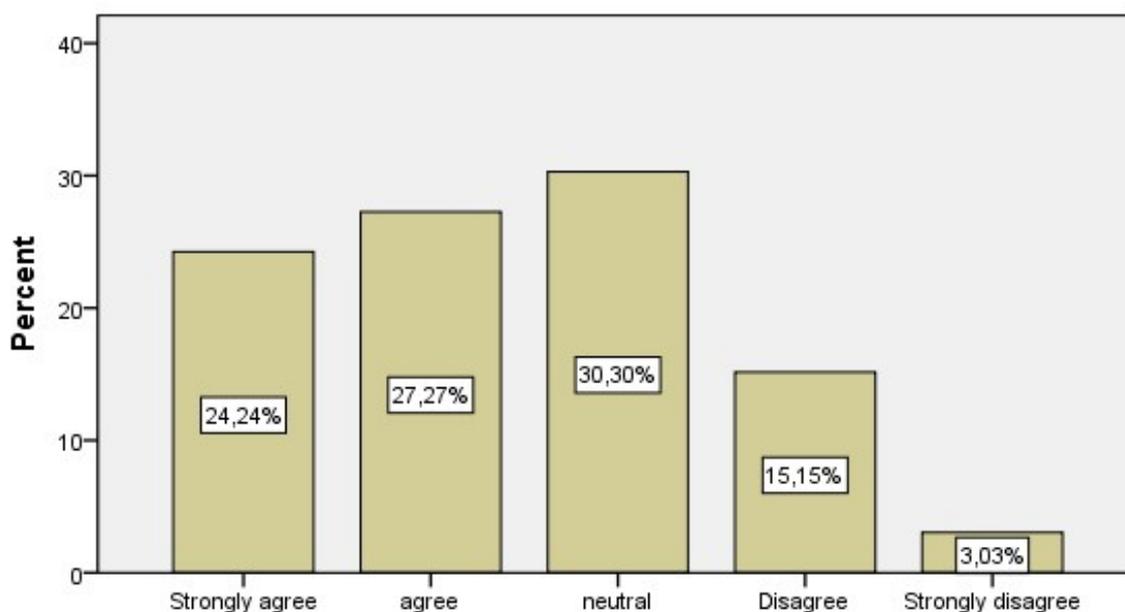


Figure 4. Preference for the Bridge Club over Regular Class for Speaking Practice

Statement04: I would rather participate in the Bridge club for practicing my speaking skills than attending a regular class.

The graph above shows that, out of the 33 respondents, (24.2%) strongly agreed and 27.3% agreed that they would rather participate in the Bridge Club. Additionally, (30.3%) expressed a neutral stance, while (15.2%) disagreed and (3.0%) strongly disagreed with preferring the Bridge Club over a regular class. These results indicate that a significant percentage of participants (51.5%) have a positive inclination towards the Bridge Club for practicing their speaking skills, while others are either neutral or hold a differing opinion. It suggests that the Bridge Club's organized sessions and activities may echo with a considerable number of participants.

Q18: Has participating in this club helped you overcome any previous difficulties you may have had? a) Yes b) No

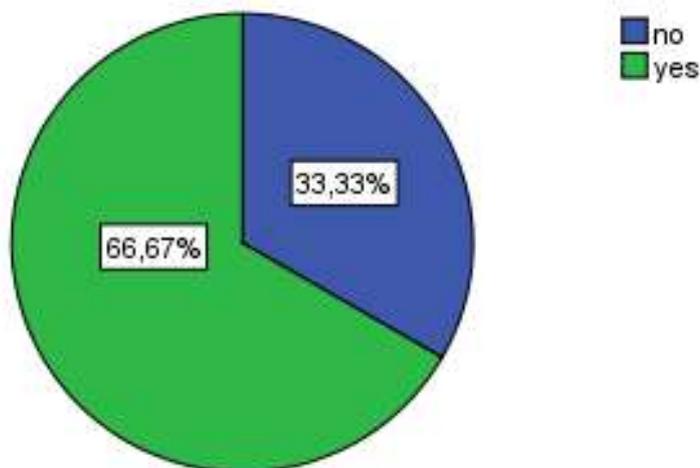


Figure05: *Perceived Impact of the Club Participation on Overcoming Language Difficulties*

Figure 5. *Perceived Impact of the Club Participation on Overcoming Language Difficulties*

The aim is to assess the perceived impact of the club on individual progress and personal growth. The figure reflects the varying perspectives among participants regarding the effectiveness of the club in addressing their specific difficulties. Based on the responses, it can be inferred that a majority of participants (66,67%) perceive the club as beneficial in overcoming their previous difficulties, while a smaller proportion (33,33%) does not share the same opinion.

If yes, what are those difficulties?

Table 17. *learners' previous difficulties regarding the English language learning*

	Responses		
	N	Percent	Percent of Cases
fear of public speaking	16	29,1%	72,7%
grammar and spelling mistakes	3	5,5%	13,6%
lack of vocabulary	6	10,9%	27,3%
English practice for communication	16	29,1%	72,7%
social anxiety and shyness	13	23,6%	59,1%
preparation for exams	1	1,8%	4,5%
Total	55	100,0%	250,0%

The data represents the difficulties that participants have overcome through their participation in the club. Among the specific difficulties mentioned, the most common was the fear of public speaking, with (72.7%) of participants overcoming this challenge. 3 participants (13.60%) mentioned overcoming difficulties related to grammar and spelling mistakes. A group of 6 participants (27.3%) reported overcoming a lack of vocabulary. 16 participants (72.7%) highlighted the opportunity of practicing English for communication outside the formal setting. Another notable portion of participants (59.1%) mentioned overcoming social anxiety and shyness, indicating the club's positive impact on their confidence and social skills. Lastly, one participant (4.5%) highlighted overcoming difficulties related to exam preparation.

Overall, the data showcase a range of difficulties that participants have successfully overcome through their involvement in the club, such as public speaking fears, language challenges, social anxiety issues, and the need for additional language practice.

Q19: In your opinion, how does the Bridge Club help you improve your speaking fluency?

Table 18. the various strategies used by the Bridge club to improve speaking fluency

	Responses		
	N	Percent	Percent of Cases
By providing opportunities to practice speaking with other EFL learners	23	32,4%	69,7%
By organizing activities that help me learn new vocabulary and expressions	20	28,2%	60,6%
By giving me feedback and correction on my speaking	7	9,9%	21,2%
By providing a supportive and friendly environment for practicing English	20	28,2%	60,6%
Other: didn't help me	1	1,4%	3,0%
Total	71	100,0%	215,2%

The aim of question 19 is to gather the participants' opinions on how the Bridge Club specifically helps them improve their speaking fluency. The data reveals that participants perceive the Bridge Club to have a positive impact on their speaking fluency. The majority of respondents (69.7%) believe that the club helps them improve their fluency through opportunities to practice speaking with other EFL learners. Additionally, (60.6%) credit the club's activities for assisting them in learning new vocabulary and expressions. Another (60.6%) appreciate the supportive and friendly environment of the club. A smaller proportion (21.2%) mentioned the benefit of receiving feedback and correction on their speaking. However, a small percentage (3.0%) mentioned that the club did not help them, suggesting that experiences and perceptions of improvement varied among participants.

These findings suggest that the Bridge Club serves as an effective platform for language practice, fostering a supportive community and facilitating language skill development. In

	Responses		
	N	Percent	Percent of Cases
Speaking sessions	33	29,2%	100,0%
drama and theatre	13	11,5%	39,4%
dialogue writing	6	5,3%	18,2%
games	25	22,1%	75,8%
debates	21	18,6%	63,6%
reading activities	9	8,0%	27,3%
others	6	5,3%	18,2%
Total	113	100,0%	342,4%

particular, speaking fluency among its members.

Q20: which of the activities mentioned in Q13 do you find helpful in enhancing your speaking fluency?

Table 19. Activities beneficial for enhancing speaking fluency

This question was asked to identify which specific activities are perceived as beneficial by the participants and to gain insights into the aspects of the Bridge Club that contribute to their speaking fluency improvement. Participants highlighted several elements that were helpful in enhancing their speaking fluency within the Bridge Club. The most commonly mentioned activity was speaking sessions, with (100%) of participants emphasizing their positive impact. Drama and theatre activities were found beneficial by (39.4%) of participants, while dialogue writing was deemed helpful by (18.2%) of participants. Games were highlighted by (75.8%) of participants, and debates were recognized by (63.6%) for their positive impact. Additionally, reading activities were acknowledged as helpful by (27.3%) of participants. A small group (18.2%) mentioned other activities like movies discussion. These results emphasize the diverse range of activities within the Bridge Club that contribute to the improvement of participants' speaking fluency.

Q21: In your opinion, what could the Bridge Club do to further help you improve your speaking fluency?

Table 20. Learners' suggestions for further improvements within the Bridge club

	Responses		
	N	Percent	Percent of Cases
more sessions	31	33,3%	93,9%
speaking activities	21	22,6%	63,6%
organized timeline	11	11,8%	33,3%
diverse activities	26	28,0%	78,8%
skilled moderators	4	4,3%	12,1%
Total	93	100,0%	281,8%

The aim is to identify potential areas of improvement or additional support that participants believe would benefit them in enhancing their speaking skills. The data reveals that a great portion of participants (93.9%) emphasized the need for more sessions in general, indicating

their eagerness for increased practice opportunities. A group of (63.6%) expressed the desire for more speaking activities to enhance their fluency. Additionally, a respected percentage of participants (33.3%) suggested the importance of an organized timeline. A significant number of participants (78.8%) specifically highlighted the incorporation of divers' activities to maintain engagement and variety. four participants (12.1%) emphasized the significance of skilled moderators to effectively guide and facilitate the sessions effectively.

These suggestions offer valuable insights into participants' preferences and needs, informing the improvement and development of the Bridge Club activities to better support their speaking fluency goals.

Q22: Would you recommend the bridge club to other EFL learners who want to improve their speaking fluency? a. yes b. no

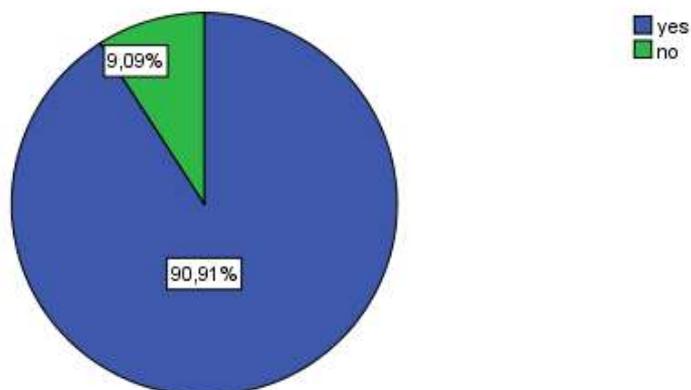


Figure 6. The Bridge club recommendation to other EFL learners to enhance their speaking fluency

The pie chart above shows that the majority of participants (90.9%) would recommend the Bridge Club to other EFL learners who want to improve their speaking fluency. This suggests a high level of satisfaction and belief in the club's effectiveness in supporting language learning. Only a small proportion (9.1%) indicated that they would not recommend the club. Overall,

the positive response rate indicates a strong endorsement of the Bridge Club among its current members.

Q23: Do you feel that the Bridge Club provides an inclusive, authentic, and welcoming environment for all members? a. yes b. no c. maybe

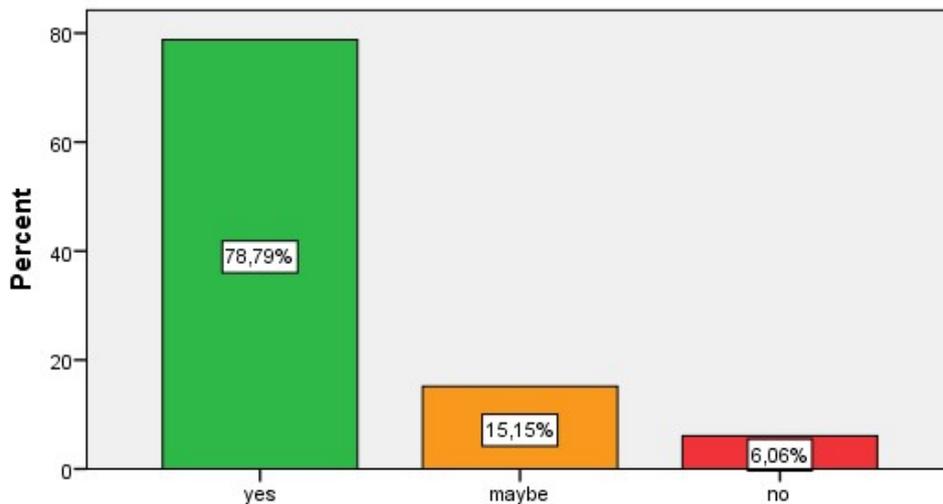


Figure 7. participants' perception of the environment in the Bridge club

The figure shows the participants' perception of the environment in the Bridge Club. The majority of participants (78.8%) responded positively, indicating that they perceive the club's environment positively. A small percentage (6.1%) responded negatively, indicating that they do not perceive the environment positively. Additionally, 15.2% of participants responded with "maybe," suggesting some uncertainty or mixed feelings about the club's environment. Overall, the results indicate that the majority of participants have a positive perception of the environment in the Bridge Club.

4.2. Analysis of the Focus group:

Q1: How often do you participate in the speaking club, and for how long have you been attending?

This question was asked to help in determining how committed students are and the duration of their attendance. Regarding how long they have been club members, the

participants have varying opinions. Some students have been a part of the club since 2019, while others have only recently joined the club for about one year. Regarding their frequency of participation in the club every single one of them attends the club meetings and actively participates, with only a few exceptions where they might have missed one or two sessions.

Q2: Can you describe the activities or exercises you engage in during the speaking club sessions?

This question addresses the purpose of the club, the areas that need improvement and the kinds of exercises or activities that help improve speaking abilities. Participants mentioned numerous activities that are carried out during the speaking club meetings. At first, the activities mainly consisted of reading and analyzing novels. The new students, however, expressed boredom with this aspect and disinterest in it. As a result, there was a shift in the activities, aiming at the improvement of various skills, especially speaking. The club members mentioned a number of newly introduced activities, such as discussions about movies, debates, poetry writing workshops, art classes, plays, and therapy sessions. An individual participant talked about two types of sessions. The first type involves participants getting ready in advance, giving them time to gather information or craft speeches. The second one happens spontaneously without preparation in which participants show up unprepared to learn about the subject with the host.

Q3: How has the speaking club helped you overcome any challenges or difficulties you previously faced in developing your fluency?

The question aims to investigate how the speaking club has impacted their journey to overcome the obstacles and challenges they have previously faced in developing fluency. This question elicited varied perspectives from the participants. Two members expressed that they were initially shy and found it challenging to speak in English in front of strangers before

joining the club. However, after attending a few sessions, they experienced a notable shift. They began to feel at ease and confident in expressing themselves, thanks to the club's friendly and welcoming atmosphere. The members found that as time passed, everyone grew closer to one another, creating a supportive environment that facilitated their comfort and freedom to speak. Other members expressed diverse perspectives, highlighting various challenges they encountered while developing their speaking fluency. They mentioned struggles such as hesitation, even if they were not inherently shy, as well as difficulties related to pronunciation and grammar. Additionally, they lacked confidence when speaking in front of others. Another common issue raised was the limited opportunities to practice their language skills outside of the club. As a result, finding alternative avenues for participation was challenging for them.

Q4: How confident do you feel about using English in real-life situations, such as work or social interactions, after and before joining the club?

This question is useful to assess how the speaking club has affected the participants' confidence and their capacity for effective English communication outside of the club environment. The majority of the participants expressed that they now feel confident when using English in real-life situations, such as with friends, family, or in public settings outside of the university. They noted that the speaking club played a significant role in enhancing their confidence not only in public speeches but also in initiating conversations with strangers and delivering presentations, which reduced their anxiety. One participant specifically mentioned that the club helped them put their language skills into practice, resulting in increased confidence. However, there was one member who stated that the club did not have a significant impact on their confidence as they did not experience anxiety or lack confidence in the first place.

Q5: What strategies or techniques learned in the speaking club do you find most helpful in improving your fluency?

The aim of this question is to allow a better understanding of the effective methods employed within the club to enhance fluency in English speaking. All members unanimously agreed on two main strategies that they found most helpful in improving their fluency. The first strategy is group work or group discussions. They emphasized the importance of having a group to engage in conversation and share information and knowledge. They found that speaking within a group provided a supportive environment where mistakes were taken lightly, and instead of judgment, they received help and encouragement to improve. This was seen as more beneficial than speaking alone without anyone to discuss with. The second strategy depends on the types of activities. There are activities that involves preparing speeches or presentations at home. Members found that having background knowledge of the topic allowed them to speak with meaning and confidence. However, they emphasized the importance of avoiding memorization, as it limited their ideas and hindered their ability to think freely. Instead, they preferred to have a general understanding of the topic, which allowed for more natural and flexible expression during their speeches or presentations. On the other hand, there are some activities that call for participants to improvise and speak spontaneously. These activities are extremely important in assisting them in enhancing their communication skills. They developed their ability to communicate and express themselves in a more natural and powerful way by participating in improvisation and spontaneous speaking.

Q6: What do you think about practicing the speaking activities in regular classes and in the bridge club? Which one do you prefer? Why?

This question aims to provide insights into participants' experiences and preferences in terms of the learning environment and the effectiveness of each setting for practicing the

speaking skills. In this particular inquiry, all the participants reached a unanimous consensus that practicing English within the club setting is preferable to regular classes, and this preference arises due to various reasons. One participant expressed that regular classes primarily involve data and information accumulation solely for the purpose of memorization, achieving good grades, and progressing to the next academic year. However, within the classroom environment, there is a lack of language practice and limited opportunities for its application. Another member noted that the choice depends on the students themselves and their objectives. If their aim is only to obtain scores and a certificate without the need to actually utilize the language, they would prefer studying in regular classes. On the other hand, for individuals who anticipate the need to use English in the future, active participation in the club proves to be more advantageous. The other members shared the same viewpoint, emphasizing that club sessions are evidently superior, as they are both beneficial and enjoyable. The content within the club does not revolve around strict rule-based learning, but rather centres around having fun while simultaneously acquiring knowledge.

Q7: Would you recommend participating in a speaking club to others who are looking to improve their fluency in the language? Why or why not?

This question aims to gain a better understanding of the potential benefits and drawbacks of joining a speaking club for language fluency improvement. All participants supported the idea of recommending participation in a speaking club to others. They added “yes, I recommend it especially for new comers”

“Because it’s going to build many skills and improve their critical thinking”

“yes definitely, it is for free so why don’t they join the BRIDGE club and they will raise their fluency level”

4.3. Discussion of the questionnaire and the focus group results:

The questionnaires and the focus group results revealed that the respondents have a positive attitude towards the effectiveness of the Bridge club as an ECA in enhancing their speaking fluency. Their responses indicated a favourable perception of the club and the organized activities. Thus, a general satisfaction and optimistic view were shown and indicated through the results of this research study.

The first section of the questionnaire aimed to collect general and personal information about the Bridge club members, including their academic level, self-evaluation of speaking level, and duration of membership in the club. Therefore, the results indicate that the Bridge club attracts participants from different academic backgrounds, with a majority falling into the L2, M2, and M1 academic levels. The participants commonly perceive their speaking abilities to be moderate to high, with a majority (75.8%) rating themselves as "good" and a smaller proportion considering their speaking level as "excellent" or "average". Also, the findings of the third question which highlighted the membership duration data. showed a mix of both new and long-standing members in the club, providing a diverse range of experiences and perspectives on the effectiveness of the Bridge club engagement for improving speaking fluency.

Exploring the participants' speaking skills, fluency, and their comfort level in using English in different contexts was the aim of the second section. From Q4 which suggested a general positive self-perception of speaking fluency among the participants (87.9%). Additionally, the Q5 underscored the importance of engaging in regular practice in order to develop speaking fluency. However, challenges related to fluency, grammar, vocabulary, and pronunciation were also highlighted through Q6 indicating that fluency and grammar were the primary challenges in speaking.

The findings from the third section provided valuable insights into the Bridge club, its members, and their experiences. The Q10 was devised to highlight the variety of sources through which the participants learned about the club. thus, the results obtained indicated the club's successful outreach efforts and the importance of personal networks in attracting new members. Additionally, from Q11 was concluded that the Bridge club has the ability to cater to different motivations and goals, creating a dynamic and inclusive environment. Accordingly, the Q12 revealed the diverse attendance patterns among members, and showed a range of commitment levels, with some participants attending every session, while others attend monthly or occasionally. This variation reflected the differing availability and schedules of the members, emphasizing the importance of providing flexible meeting options to accommodate different needs. Also, the Q13 was designed to explore the range of the activities offered by the Bridge club. the results obtained demonstrate the club's dedication to providing a comprehensive language learning experience that encourages creativity, critical thinking, and a love for reading. Through organizing a wide range of offerings, including speaking sessions, drama and theatre activities, dialogue writing, games, debates, and reading activities. Additionally, participants mentioned other activities such as art sessions, movie discussions, and writing activities, indicating the club's willingness to explore various interests and engage members in diverse learning experiences. Respectively, the Q14 tested the learner's satisfaction with the bridge club. the data suggested that the majority were satisfied with their experience and with the activities offered by the club. the findings presented the Bridge club as a thriving and inclusive community that promotes language learning, social interaction, skill development, and personal enjoyment.

The results from the fourth section of the analysis focused on the impact of the Bridge Club on participants' speaking fluency and their overall perception of the club. As the Q15 was devised to examine the impact and the effectiveness of the Bridge club on speaking fluency.

The majority of participants (69.7%) reported noticing an improvement in their speaking fluency since joining the club, indicating that the club's activities and opportunities for practice have had a positive effect on their language skills. And from Q16 Participants mentioned various improvements, including enhanced communication and social skills, increased self-confidence and self-esteem, improved vocabulary, and enhanced fluency in speaking. These findings demonstrate the positive impact of the Bridge Club on participants' language abilities and personal growth. Moreover, Q17 expressed participants' favourable opinions about the Bridge Club and its role in motivating and enhancing their willingness to practice speaking. They also believed that the club provided them with the chance to discover their true speaking abilities, highlighting the club's ability to accurately assess their skills. A majority of participants perceived the Bridge Club as beneficial for improving their speaking fluency and expressed a preference for participating in the club over attending regular classes for speaking practice. Considerably, these findings resembled with results demonstrated by Maulidiyah and Qolbia (2019) confirmed in their research project that all of the students had positive reactions towards speaking clubs, and they admitted that they felt happy to learn speaking through speaking clubs that encouraged their willingness to practice speaking English. The study also found that joining a speaking club can improve students' fluency, pronunciation, vocabulary, and grammar understanding.

Furthermore, participants indicated that the Bridge Club helped them overcome various difficulties they had encountered in their language learning journey (Q18 from the questionnaire & Q3 from the focus group). These difficulties included fear of public speaking, grammar and spelling mistakes, lack of vocabulary, social anxiety and shyness, and the need for additional practice. Also the results from Q19 indicated that the Bridge Club was perceived as a supportive and friendly environment that facilitated the improvement of speaking fluency through opportunities to practice with other learners, engaging activities, feedback and

correction, and a sense of community. as well, from the focus group meeting the participants emphasized the effectiveness of group work and discussions. They found that speaking within a group provided a supportive environment where mistakes were taken lightly, and they received help and encouragement to improve. correspondingly, Dwi Jayanti and Ulyani (2022) suggested that that participating in a speaking club can significantly help students improve their public speaking skills. Also explained that The speaking club environment provided motivation and encouragement for students to practice public speaking, leading to increased confidence in communicating in English.

Lastly, the findings from Qs22, 23, and Q7 from the focus group showed a high level of satisfaction among participants, as the majority (90.91%) would recommend the Bridge Club to other EFL learners who wish to improve their speaking fluency and They saw the club as a valuable opportunity for personal and linguistic growth, and they encouraged others to take advantage of the supportive and engaging environment provided by the club. As Meilani (2018) proved in her research that there is a significant and a positive correlation of students' participation in English club and their speaking fluency. Participants also generally perceive the club as providing an inclusive, authentic, and welcoming environment, although some expressed uncertainty or mixed feelings. However, through Q21 Participants offered valuable suggestions for further improving the Bridge Club, including the need for more sessions, speaking activities, an organized timeline, diverse activities, and skilled moderators. These suggestions provide insights into participants' desires for increased practice opportunities, varied activities, and effective facilitation within the club.

4.4 The overall findings:

The analysis of both the questionnaires and focus group discussions consistently unveiled highly positive perceptions regarding the Bridge club's effectiveness as an extracurricular activity (ECA) for improving speaking fluency among participants. This positivity was

reflected in their favourable perception of the club and its well-structured activities, ultimately indicating a high level of satisfaction and optimism.

In the first section, insights were gained regarding participants' academic backgrounds and self-evaluation of speaking abilities. The club successfully attracted members from diverse academic levels, with a majority falling within the L2, M2, and M1 levels. A notable percentage perceived their speaking abilities to be at a moderate to high level.

The second section highlighted a positive self-perception of speaking fluency among participants, emphasizing the importance of regular practice to enhance fluency. However, it also shed light on challenges related to fluency, grammar, vocabulary, and pronunciation, indicating that fluency and grammar were the primary obstacles in speaking.

Moving to the third section, the Bridge club's successful outreach efforts were evident, attracting members through various channels. The club exhibited adaptability, catering to different motivations and goals, fostering a dynamic and inclusive environment. The range of activities offered emphasized a comprehensive language learning experience, encouraging creativity, critical thinking, and a love for reading.

In the fourth section, the analysis demonstrated a significant positive impact of the Bridge Club on participants' speaking fluency. The majority reported improvement in speaking fluency since joining the club, showcasing the club's positive influence on language skills. Participants outlined enhancements in communication and social skills, self-confidence, vocabulary, and fluency, reflecting the club's positive effect on both language abilities and personal growth. Additionally, participants expressed a preference for the Bridge Club over regular classes for speaking practice.

Overall, the findings unanimously support the positive influence of the Bridge Club in enhancing participants' speaking fluency, endorsing its role in personal growth and overall

satisfaction. The encouraging responses from participants, consistent with the initial research assumption, affirm the efficacy and impact of the Bridge Club as an extracurricular activity fostering improved speaking fluency among EFL learners.

Conclusion:

This practical chapter is divided into two sections. The first section titled research methodology, consisted of the description and explanation of the research paradigm, description of the sampling and population, and elaboration of the data instruments used. In the second section, data analysis and discussion, the collected data from the participants' responses to the questionnaire and their discussions in the focus group meeting were displayed, then discussed. The analysis of the questionnaire and the focus group results highlighted the positive attitudes of the members of the Bridge club in their participation with general agreement on the effectiveness of this club in enhancing their speaking fluency.

5. Limitations of the study

Similar to any other research endeavor, the current study faced several challenges, which are outlined below:

- The limitations identified were the availability of resources.
- The absence of additional clubs limited the ability to obtain more comprehensive results and delve deeper into the study.
- The participation of a limited number of students in the focus group.

6. Recommendations

- It is recommended that additional research be conducted by involving a wide range of participants. This would allow for a comprehensive understanding of students' perspective on English club extracurricular activities as a means of improving speaking fluency across all universities in Algeria.
- Giving students the chance to choose activities will likely increase their motivation to learn more.
- When planning activities for students, it is crucial to consider their language level. The activities should strike a balance between being challenging enough to stimulate growth and providing a sense of accomplishment and enjoyment for the students.

7. Suggestions for further research

The findings from this research, along with the notable limitations, open up avenues for further exploration in the realm of language learning. It sets the stage for delving into related topics within this field. Hence, we suggest:

- Investigating the long-term effects by conducting a longitudinal study to examine the lasting impact of participation in extracurricular activities on speaking fluency.
- A depth analysis of the specific instructional strategies used within extracurricular

activities that contribute to improved speaking fluency.

- Exploring the influence of extracurricular activities on reducing learners' shyness

General conclusion:

This dissertation aimed to investigate EFL learners' beliefs towards the effect of the Bridge club as an extracurricular activity (ECA) on enhancing their speaking fluency within the context of the English department of Mohamed Seddik Ben Yahia University in Jijel, Algeria. Through a blended research approach involving both quantitative and qualitative methods, we sought to explore the perceptions and experiences of participants regarding the effectiveness of the Bridge club in promoting speaking fluency.

The comprehensive analysis of the participants' responses revealed compelling insights. It is evident that participating in the Bridge club positively influences EFL learners, substantially improving their speaking fluency. The majority of participants displayed enthusiasm and a positive attitude towards their engagement in this community, viewing it as a valuable asset in developing their language abilities, particularly speaking skills.

Notably, the Bridge club fosters an environment where learners can communicate and interact in English without fear or inhibition, bolstering their confidence and reducing anxiety associated with making mistakes. This authentic and supportive setting provides a practical platform for consistent language practice and honing of speaking fluency.

The implications of this study are significant. Incorporating extracurricular activities, akin to the Bridge club, into language learning programs is highly recommended. These activities not only enrich the formal learning process but also contribute to holistic language development. Institutions and educators should consider integrating similar ECAs into curricula, tailoring them to suit the needs and preferences of EFL learners.

While this study sheds light on the positive impact of the Bridge club, it acknowledges its limitations, including the specific context and sample size. Future research endeavors could encompass larger-scale studies across diverse educational settings, exploring additional extracurricular activities and conducting longitudinal analyses for a more comprehensive understanding of their lasting effects on language fluency.

In conclusion, the outcomes of this research underscore the potential of extracurricular activities, exemplified by the Bridge club, in nurturing EFL learners' speaking fluency. These initiatives, when thoughtfully implemented, bridge the gap between theoretical learning and practical application, empowering learners to communicate effectively in real-world scenarios.

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Appendices

Student Questionnaire

Dear BRIDGE club members,

We sincerely appreciate your contribution to this survey as it would provide us with the data needed to investigate EFL learners' beliefs towards adopting extracurricular activities to improve their speaking fluency. Accordingly, we have chosen your club as a case study to our research.

Please, tick (✓) or draw a circle around the choice that corresponds to your answer.

Thank you in advance.

Section One: General Information

1. Academic level:

a. L1

b. L2

c. L3

d. M1

e. M2

2. How do you evaluate your speaking level?
- a. Excellent
 - b. Good
 - c. Average
 - d. Poor

3. for how long have you been a member in the bridge club?

.....

Section Two: Speaking and Fluency

4. I'm confident in my ability to speak English fluently and proficiently.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

5. How often do you practice the speaking skill outside of the classroom?

- b. Daily
- c. Weekly
- d. Monthly
- e. Occasionally
- f. Never

6. What areas of speaking do you find most challenging?

- a. Pronunciation
- b. Vocabulary
- c. Grammar
- d. Fluency
- e. Other (please specify)

.....

7. I'm very comfortable about speaking English in front of others.

- a. Strongly agree

- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

8. How would you rate your current speaking fluency on a scale of 1 to 5?

- a. 1 - Poor
- b. 2 - Fair
- c. 3 - Good
- d. 4 - Very good
- e. 5 - Excellent

9. What strategies do you use to improve your speaking fluency?

- f. Watching English movies or TV shows
- g. Listening to English songs or podcasts
- h. Speaking with native English speakers
- i. Participating in extracurricular activities like the Bridge Club
- j. Other (please specify)

.....

Section Three: the BRIDGE club

10. How did you hear about the Bridge Club?

- e. Through social media or university advertising
- f. From a friend
- g. From a faculty member
- h. Other (please specify)

.....

11. What motivated you to join the Bridge Club?

- e. To improve my English language skills
- f. To make new friends
- g. To learn a new skill

h. Other (please specify)

.....

12. How often do you attend the Bridge Club meetings?

- a. Weekly (every session)
- b. Monthly
- c. Occasionally

13. What kind of activities does the Bridge Club organize?

- a. Speaking sessions
- b. drama and theatre
- c. dialogue writing
- d. games
- e. debates
- f. reading activities

others:.....

.....

14. On a scale of 1 to 3, how satisfied are you with the activities organized by the Bridge Club?

- a. 1 - Not at all satisfied
- b. 2 - Moderately satisfied
- c. 3 - Very satisfied

Section four: The Bridge Club and Fluency Improvement

15. Have you noticed any improvement in your speaking fluency since joining the Bridge Club?

a) Yes b) No

16. If you answered yes to the previous question, please describe the improvements you have noticed:.....

.....

17. choose the response that matches your opinion!

Questions	Strongly agree	agree	neutral	Disagree	Strongly disagree
The Bridge club motivate and enhance my willingness to practice speaking.					
The Bridge club give me the chance to figure out my real abilities in speaking					
the Bridge Club is beneficial for improving my speaking fluency.					
I would rather participate in the Bridge club for practicing my speaking skills than attending a regular class					

18. has participating in this club helped you overcome any previous difficulties you may have had?

a) Yes

b) No

If yes, what are those difficulties?

.....

.....

19. In your opinion, how does the Bridge Club help you improve your speaking fluency?

- a. By providing opportunities to practice speaking with other EFL learners
- b. By organizing activities that help me learn new vocabulary and expressions
- c. By giving me feedback and correction on my speaking
- d. By providing a supportive and friendly environment for practicing English
- e. Other (please specify)

.....

20. which of the activities mentioned in Q13 do you find helpful in enhancing your speaking fluency?

6. What do you think about practicing speaking activities in regular classes and in the bridge club? which one do you prefer? And why?

7. Would you recommend participating in the bridge club to other who are looking to improve their fluency in the language? Why? Or why not?

Resume

La capacité de parler est une compétence importante et primordiale que les apprenants d'anglais doivent maîtriser. Cependant, il semble que les étudiants éprouvent des difficultés à atteindre cet objectif, en particulier en ce qui concerne la fluidité. Cette étude vise à examiner les croyances des apprenants d'anglais langue étrangère (ALE) concernant l'adoption d'activités parascolaires pour améliorer leur fluidité à l'oral. On supposait que la participation à des activités parascolaires aiderait les apprenants d'ALE à améliorer leur fluidité à l'oral. Pour vérifier cette hypothèse, l'étude a utilisé une approche de recherche combinant des méthodes quantitatives et qualitatives. Les données ont été recueillies au moyen d'un questionnaire et d'un groupe de discussion administrés aux étudiants du club BRIDGE. Le questionnaire a été rempli par 33 étudiants en anglais de tous niveaux qui sont en même temps membres du club BRIDGE. De plus, une séance de groupe de discussion impliquant huit étudiants participants du club BRIDGE a été organisée. Les résultats ont indiqué que les apprenants d'ALE avaient une attitude positive envers l'adoption d'activités parascolaires comme moyen d'améliorer leur fluidité à l'oral.

Mots-clés : fluidité de la parole, activités parascolaires

ملخص

القدرة على التحدث هي مهارة مهمة وأساسية في تعلم اللغة الإنجليزية. وعلى الرغم من ذلك، يواجه الطلاب صعوبات في تحقيق هذا الهدف، خاصةً فيما يتعلق بالانسيابية في الكلام. يهدف هذا البحث إلى استكشاف اعتقادات متعلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق باستخدام الأنشطة اللاصفية لتحسين انسيابية الكلام لديهم. تم افتراض أن المشاركة في الأنشطة اللاصفية ستساهم في تحسين انسيابية الكلام لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تم استخدام مجموعة من المنهجيات البحثية الكمية والنوعية في هذه الدراسة. تم جمع البيانات من خلال استبيان وجلسة تركزية تم تنفيذها مع طلاب نادي الجسر. أكمل 33 طالبًا في مختلف مستويات اللغة الإنجليزية الاستبيان، وكانوا في نفس الوقت أعضاء في نادي الجسر. بالإضافة إلى ذلك، تم تنظيم جلسة تركزية مع ثمانية طلاب مشاركين في نادي الجسر. أظهرت النتائج أن متعلمي اللغة الإنجليزية كلغة أجنبية أظهروا مواقف إيجابية اتجاه استخدام الأنشطة اللاصفية كوسيلة لتحسين انسيابية الكلام لديهم

كلمات رئيسية: طلاقة الكلام، الأنشطة اللاصفية