



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages



# MASTER THESIS

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Submitted and Defended by:  
**Dounia SAAD**

## Title

**The Impact of Extracurricular Activities on Reducing EFL Learners Speaking Anxiety.  
Case of second year EFL students university of Biskra.**

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the  
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## Board of Examiners

Dr. Berka-Rezig Nadia		(University of Biskra)
Mrs. Kacha Asma		(University of Biskra)
Mr. Amraoui Khaled	(supervisor)	(University of Biskra)

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## **Dedication**

In the beginning, I would like to express my heartfelt gratitude to Allah for providing me with everything I needed to accomplish this feat. I am immensely grateful to my parents, my mother Akila for her unwavering belief in me and her constant support, and my father Mohamed for his patience and encouragement throughout this journey. I am also indebted to my siblings, my sisters Hanan and Aya, for their help on my work, and my brothers Islam and Younes for their unwavering encouragement. Furthermore, I would like to extend my sincere appreciation to my dearest friends Fatima, Chaima, Imene, Safa, Rania, Amira, Noura, and Nour for their support and help, which they offered without any hesitation. Additionally, I am deeply grateful to my family members, including Sana, Khadhra, Hibat Elrahman, Rofaida, Ikhlas, Khaoula, Ghalia, and the entire extended family, for their unwavering support and encouragement.

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## Abstract

This study provides an overview of the influence of speaking anxiety on the speaking performance of English as foreign language (EFL) learners. Also, it examines the significance of engaging in extracurricular activities to reduce this anxiety. The participants in this mixed-methods study were second-year students in the English education department of Letters and Languages. Data were collected through a questionnaire administered to second-year students to see their level of speaking anxiety and their attitudes toward participating in extracurricular activities. Additionally, observations were conducted on second-year presenters performing different tasks. The findings revealed that 100% of students experienced moderate levels of speaking anxiety, and the majority agreed that it negatively impacted their oral performance. Furthermore, 97% of participants recognized the importance of participating in extracurricular activities for oral expression tasks, and the majority agreed that such activities helped to reduce their speaking anxiety and enhance their speaking skills. Overall, this study highlights the significance of extracurricular activities in reducing speaking anxiety among EFL learners. These findings have important implications for educators and policymakers seeking to improve the oral proficiency of EFL students.

**Key words:** EFL students, Extracurricular activities, Speaking anxiety, Oral performance.

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**List of abbreviation:**

CCAs.....Co-Curricular Activities

ECAs..... Extra-Curricular Activities

EFL..... English as a Foreign Language

FL..... Foreign Language

SA..... Speaking anxiety

SL..... Second Language

Q.....Question

# **GENERAL INTRODUCTION**

## **General introduction**

In learning a language the main goal learners focus on is improving four basic language skills: writing, reading, listening and speaking. Since the language is a system of communication, learners need to improve their level of speaking skill to express themselves, needs and ideas. Yet, they suffer from many problems in developing their speaking skill. One of these problems is speaking anxiety which has a negative effect on students' speaking skill and their oral performance as Kondo and Young (2004) state, learners' performance can be affected negatively by foreign language speaking anxiety. Learners fear to speak or perform a speech in public due to a variety of factors, for example they expect to be evaluated negatively. Therefore, learners' need to reduce their anxiety using extra practices in order to speak fluently and to transmit clear messages for the listeners.

According to Chen and Wang (2013), students in traditional teaching classes are restricted to formal setting that reduce students' interaction and create more passive students; the academic activities are limited to specific time, place and topics, while EFL learners need to practice more activities in and outside of the classroom, to improve their speaking skill and reduce the worries they face when performing orally. EFL can participate in extracurricular activities such as drama, sports, arts or any category of activities they are interested to practice.

The intention of this study is to carry out the activities students practice outside the classroom and their effects on EFL learners speaking process and find the impact of extracurricular activities on learners speaking anxiety.

### **Statement of the problem**

Nowadays learners face difficulties in expressing themselves in English as a foreign language. This is due to many reasons which make students unable to present their speaking tasks clearly. One of the main reasons is speaking anxiety. We have noticed that EFL learners do a variety of activities on their free time, outside the class or the study time, those extracurricular activities as participating in different clubs, practicing sports, social activities and other practices can affect on students speaking skill and reduces their anxiety while speaking English. Following this, learners need to know the impact of extracurricular activities on their speaking skill and whether they have an effect on their speaking anxiety.

### **Research questions**

This research seeks to answer the following question:

- What is the effect of speaking anxiety on second-year EFL learners speaking skill

- Do extracurricular activities help second-year EFL learners in reducing students speaking anxiety? How?

## **Hypotheses**

These research hypotheses are as follows:

- Speaking anxiety effect negatively on second year learners speaking performance.
- Extracurricular activities do not reduce EFL students speaking anxiety.

## **Objective of the study**

This research aims to

- Find out the impact of speaking anxiety on second-year EFL learners speaking skill.
- Explore the impact of extracurricular activities on second-year EFL students oral performance.
  - Know the effect of extracurricular activities on reducing speaking anxiety.

### **The significance of the study**

Speaking is an important skill in learning a foreign language. It permits learners to express themselves. This research focuses on the importance of reducing speaking problems especially anxiety. Also, it is to shed the light on practicing extracurricular activities and to explore its different activities and its impact on learners speaking anxiety. This research may benefit teachers of English language and other languages in developing their methods and strategies of teaching a language and to know the deference between students who suffer from speaking anxiety and who do not, and find a way to trait them. In addition to that, it may assist students to improve their speaking skill level, make them aware of the effect of speaking anxiety and how to reduce their stress.

### **Research method:**

One of the main steps in conducting a research study is the selection of research method. In this present work the researcher opts for non-experimental research design, data is gathered from several sources by using different methods. The investigator opts for a mixed method approach which combines both qualitative and quantitative data collection and analysis, because collecting data from different and various sources allow the researcher to gather more information, Also it gives different perspectives of answers and data.

### **Population:**

We have chosen second year EFL students LMD at the University of Mohamed kheidher Biskra in the faculty of Letters and languages particularly at the English Department, in Biskra; Algeria, where English is learned and taught as a foreign language. The researcher chose this context because it contains the needed participants, who are adults' undergraduate EFLlearners.

**Data collecting tools:**

We are using a mixed method approach to analyze the required data; this research investigation is collected by both qualitative and quantitative data gathering tools. This study is designed to gather a range of data from both students' questionnaire and observation in order to diagnose the effect of extracurricular activities on speaking anxiety that they face in their learning process and to explore their attitudes toward its impact on reducing speaking anxiety in studying EFL case of second year student.

**Structure of the dissertation:**

This research is divided into two chapters. Chapter one is the literature review which includes two main parts. The first one is about EFL learners speaking anxiety and its effect on students' performance. The second part is about the extracurricular activities. While the second chapter is the practical part that shows the impact of speaking anxiety on learners' oral performance and the effects of extracurricular activities on students speaking anxiety

# **CHAPTER ONE:**

## **Literature review**

## Introduction

Speaking is an important skill that we use in our daily lives to express our thoughts, needs, and feelings, and to communicate. In addition, it is one of the fundamental skills in learning a foreign or second language. Moreover, learning speaking skills requires practicing a variety of strategies and activities to reduce learners' speaking problems and enhance their speaking performance, which is important for EFL learners in oral classes. One type of these practices are the activities that students do outside of study time, such as reading, watching dramas, and practicing sports.

This chapter will be divided into two main parts. The first part will be about the concept of speaking anxiety as the independent variable. The second part will be about the dependent variable, extracurricular activities, and their effects on learners' of English as a foreign language (EFL).

The first part presents foreign language speaking anxiety in general. It sheds light on the importance of speaking skills and explains its aspects. In addition, we will identify the types of foreign language speaking anxiety. Also, we will discuss the main factors that cause speaking anxiety, the indicators that appear on learners' oral performance, and its effects on their speaking skills. Moreover, we will mention some strategies that can help learners to reduce their speaking anxiety.

The second part presents the history of extracurricular activities, its definitions and categories. Also, it studies the relationship between ECAs and co-curricular activities (CCAs), the benefits of participating them, and their importance for EFL learners. Additionally, it highlights their effects on EFL learners' academic achievement.

## I. Speaking anxiety.

### 1-Speaking

Siahaan (2008) defines speaking as the ability to produce sounds that have meaning and can be understood by others, allowing for effective communication. Besides that, Speaking, according to Chaney (1998), is the process of creating and exchanging meaning through the use of verbal and nonverbal symbols in various circumstances. In addition to that, speaking was described by Brown (1994) and Burns and Joyce (1997) as an interactive process of meaning-making that involves creating, receiving, and processing information. Furthermore, speaking was described as a two-way activity by Howarth (2001) and Abd El Fattah Torkey (2006) that included a genuine exchange of ideas, facts, or emotions.

#### 1.1-The Importance of Learning Speaking Skill:

Speaking is an important skill in learning a language for native speakers (NS), second language (L2) learners, and foreign language (FL) learners. According to Cameron (2001), speaking is the active use of language to express meanings so that other people can understand them. Moreover, speaking is an essential skill in teaching. It helps both teachers and students achieve their learning process goals through explaining ideas, expressing students' needs, and asking questions. In addition to that, speaking enhances learners to gain knowledge and share it with each other through communication.

#### 1.2-Aspects of Speaking Skill:

Speaking skill is not only related to making sounds but to communicate, express thoughts, and exchange knowledge. Speakers need to pay attention to a number of aspects to produce an understandable, appropriate speech. Brown (2004) states that speaking must



demonstrate the following qualities: vocabulary, grammar, fluency, comprehension, and pronunciation.

- **Pronunciation:** One of the main aspects of speaking is pronouncing or producing sounds to express specific ideas or opinions. EFL speakers need to produce clear and meaningful sounds while performing to make their speech understandable by the audience.
- **Grammar:** Grammatical rules are important in speaking languages. Knowing the structure of a language helps learners to produce or say the appropriate word in its appropriate structure. Thus, it enables them to make appropriate speech.
- **Vocabulary:** Vocabulary is related to the group of different words that we know. This means that the more vocabulary we have, the more words we have to say. Vocabulary could be a useful device to speak and communicate.
- **Pragmatics:** Unlike grammar, pragmatics focuses on language meaning rather than language structure. Pragmatics is related to the social use of language or the use of language in different contexts.
- **Discourse:** Before speaking and discussing different points of view with their classmates, students need to organize their ideas (Brown, 2004).
- **Fluency:** According to Koizumi (2005), fluency is the amount of time spent speaking quickly without using dissiliency indicators like self-corrections, repetitions, or false starts. The learners need to improve their fluency level in order to improve their speaking performance.

### 1.3-The problems that students face in learning speaking skills:

In a study conducted by Rahman (2014), it was highlighted that there exist four factors that may hinder students' English learning or their oral communication.

### **1.3.1- The difficulty of students in speaking English:**

The reason behind students' failure in learning speaking is that they are always feeling embarrassed and scared to speak the English language with anyone around them, even with their close friends. Additionally, for students, it is difficult to express their ideas or to pronounce words in English. Thus, all these elements help in forming the factor of the difficulties in oral communication.

### **1.3.2- The students' lack of grammatical rules in speaking English:**

Students are unable to make proper sentences due to their lack of understanding grammar. When they perform, they found a problem in forming a sentence that is correct in grammar and structure.

### **1.3.3- Lack of vocabulary:**

For students, vocabulary is one of the main aspects that the lack of it may not allow them to speak English fluently. Since they do not have a rich background of words and they do not memorize a large number of expressions. In this point, teachers have to interfere and teach their students much more vocabulary.

### **1.3.4- The equipment needed for learning speaking skills:**

Students may not be able to afford learning materials or equipment, such as textbooks, camera, and high-quality microphones due to their high prices. Yet, they are significant tools for improving learners speaking skills (Rahman, 2014).

## 2- Speaking Anxiety:

Anxiety: According to Barlow (2002), anxiety is an uncontrollable, diffuse, unpleasant, and persistent state of negative affect that is characterized by apprehensive anticipation of unforeseen and unavoidable future danger and is accompanied by physiological symptoms of tension and a constant state of increased vigilance. Additionally, Mohammed et al. (2009) defined anxiety as a detrimental way for people to express their emotions. Anxiety is a detrimental way for people to express their emotions. Padmadewi (1998) stated that the concept of anxiety is non-figurative and can be inferred from behavioral indicators. MacIntyre (1998) conceived of language anxiety as “the worry and negative emotional reaction aroused when learning or using a second language” (p. 27). Correspondingly, Horwitz, Horwitz and Cope (1991) defined foreign language anxiety as a “distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 31).

### 2.1- Types of Foreign Language Speaking Anxiety:

There are three main types of foreign language speaking anxiety that learners or speakers generally experience during their speech. According to Macintyre and Gardner (1989), anxiety is often classified into three main types: trait, state, and situation-specific anxiety (Cited in Huang, 2012, p.1520).

#### 2.1.1- Trait Anxiety:

Some people feel uncomfortable while speaking regardless of the settings or the context; they are worried to speak whether they are in academic settings such as presenting a topic in a classroom at university or communicating with new friends they meet at the bus

station. According to Riasati (2011), trait anxiety is a psychological trait that causes people to feel worried in a variety of settings, and if it is not managed, it can last a person their entire lives. Riasati (2011) stated in relation to this form of anxiety and the language learning process that once trait anxiety becomes ingrained in a learner's psyche, it stops them from learning the language (p. 908). Moreover, people who have trait anxiety face difficulties in speaking no matter what the situations or what the number of audiences is.

### **2.1.2- State Anxiety:**

State anxiety, unlike trait anxiety, occurs in a specific situation. For example, when students have an oral exam, they feel anxious because they are going to be evaluated and fear failing the exam, which affects their ability to pass and succeed. Additionally, MacIntyre (1999) illustrates that it is "the moment-to-moment experience of anxiety." In particular cases, some learners are stressed when they need to present in front of a stranger audience. However, when they get used to these people, their stress decreases, and the more comfortable they feel with those people, the more comfortable they feel when presenting or speaking with them.

### **2.1.3- Situational anxiety:**

Situational anxiety, also known as situational-specific anxiety is the third type of anxiety. It appears in specific situations created by a specific time, audience, setting, and context. As McCroskey (2001) explained, it is created by "the unique combination of influences generated by audience, time, and context." According to MacIntyre and Gardner (1994), it is considered "the probability of becoming anxious in a particular type of situation" (as cited in Djebari 2013, as cited in Rebouh 2016). This means that it may happen in concrete circumstances. For example, some foreign language speakers or sometimes native speakers are comfortable when performing in a classroom, but when it comes to performing in front of

a large number of people or an audience who have a higher level of language proficiency, they worry about presenting in front of them.

To sum up, trait, state, and situational anxiety are the main three types of language anxiety that affect learners in the process of learning a foreign language and their speaking abilities.

### **3- The indicators of speaking anxiety:**

When performing speaking tasks in the classroom, some EFL learners show unusual behaviors because they are anxious about speaking in public. Ochs (1991) said that the symptoms of anxiety that can be noticed in the speaker's voice and body are:

- **Voice:** Speaking anxiety may affect the speaker's voice. He/she can speak too fast or too slow in order to hide their anxiety. Also, their voice may tremble, be monotonous or appear unemphatic, or hoarse.
- **Oral effect:** Learners make pauses or linguistic gaps; they try to look for the appropriate words. They also keep iterating the same word again and again.
- **Mouth and throat:** Students hardly take breaths or take them too slowly when a large number of the audience is listening to their performance.
- **Facial expressions:** Speaking anxiety appears on the speaker's face. They grimace most of the time and make anxious gestures with their faces. Also, through their eyes (rolling eyes), they avoid eye contact.
- **Arms and Hands:** Students' hands and arms may start sweating, fidgeting, becoming rigid, or squirming.
- **Body Movement:** The body language gestures of nervous speakers may include moving and rotating their body often, taking too fast steps, and scrambling their feet.

Those behaviors can appear on students while performing orally which affects their voice, oral performance, mouth and throat, facial expressions, arms and hands, and body movements. Also, it has impacts on their speaking and communication abilities.

#### **4- The Factors that Cause EFL Learners' Speaking Anxiety:**

Some EFL learners have problems expressing themselves or participating in classroom discussions because they worry about speaking in public. They may also prefer not to attend oral expression sessions due to speaking anxiety, which usually negatively affects their performance and communication competence. There are many reasons that make learners feel anxious and uncomfortable when speaking in public. According to Lui (2006, 23, cited in Siagian and Adam, 2017), some factors that cause speaking anxiety are as follows:

##### **4.1- Low English Proficiency:**

One of the main reasons that affect EFL learners' speaking skills is having a low level of proficiency in English. Students with low English proficiency may face difficulties while speaking in public, expressing their ideas in class discussions, and performing in the classroom. They may have negative thoughts, such as feeling that their classmates have a higher speaking level than them, that their speech is unstable, and that their level of performance is poor in the English language.

##### **4.2- Lack of Familiarity with the Task:**

Learners who are familiar with a topic and have ideas or information about it can be more motivated to participate in their oral classes. They will be able to express and elaborate their thoughts about the task because they already have a background about the subject vocabulary and concepts. On the other hand, students who are not familiar with the topic may face difficulties using the appropriate vocabulary that fits the subject, which makes them unmotivated to participate in the class discussions or presentations.

### **4.3- Lack of confidence:**

Many learners have an advanced level of speaking and articulation, and they may have mastered the language. Yet, they do not trust themselves and choose to keep silent rather than expressing their thoughts in the classroom or in public because they do not have enough courage or self-confidence.

### **4.4- Fear of making mistakes:**

Learners feel anxious when making mistakes while performing an English speech in their oral classes. For them, making mistakes is a fearful issue that makes them feel uncomfortable and shy. These students do not participate in oral tasks unless they are asked to give an EFL speech.

### **4.5- Incomprehensible inputs:**

Learners need to be supported by some activities and practices both inside and outside the classroom. These include listening to their teacher's instructions and explanations, as well as different audios and reading about different topics. This will enable them to acquire and learn the basics of the language, which will enable them to make their production speech (Lui ,2006).

## **5- Strategies to reduce speaking anxiety:**

Kondo (1994) conducted a study aimed at developing strategies to alleviate speaking anxiety. The study revealed that there are six stages that individuals can follow to overcome their fear of public speaking.

### **5.1-Relaxation**

The first stage is relaxation, which involves relieving the physical stress that nervous speakers experience. This can be achieved through various techniques such as deep breathing exercises

or meditation. It is important for learners to use certain methods that help them feel at ease before speaking.

### **5.2- Preparation**

The second stage is preparation or constructing, where the speaker must plan and organize everything they need for their public speaking engagement. This includes writing notes, practicing their speech, and ensuring that they are fully equipped to deliver a confident performance.

### **5.3- Positive thinking**

The third stage is positive thinking, where the speaker focuses on creating positive thoughts and visualizing a successful outcome, or example, when the teacher begins the lecture with funny videos or when learners start their presentation with a joke. These kinds of activities will help students feel comfortable and reduce their worries.

### **5.4- Audience depreciation**

The fourth stage is audience depreciation, where the speaker disregards the presence of the audience and focuses solely on delivering their message.

### **5.5. Concentration**

Both preparation and attention are cognitive aspects of public speaking that are related to putting on a good performance, so they may both be trained in as abilities. The speaker in this step must pay close attention to the objectives and talk slowly.



### 5.6- Resignation.

The speaker should keep the public speaking scenario out of their minds so that there are no negative associations that could come back to haunt them. In other words, students feel less anxious when they avoid over thinking about their worries (Kondo, 1994).

By following these six strategies, speakers can effectively reduce their speaking anxiety, deliver confident, and engaging presentations.

## II- Extracurricular activities

Speaking is an important skill that we use in everyday situations, such as expressing our needs and communicating. Additionally, it is one of the fundamental skills in learning a foreign language. Therefore, teachers and learners need to use effective strategies to improve their speaking skills and decrease the difficulties they face when speaking. Since oral class sessions are limited, students cannot practice their speaking skills whenever they need to. However, they can practice other activities to enhance their speaking performance, such as participating in extracurricular activities that are not limited to a specific time or place. Learners can choose to practice outdoor activities, such as debates, sports, and arts, individually, in pairs, or in groups according to their needs and interests, in order to improve their speaking performance and minimize their anxiety while speaking.

### 1- History of extracurricular activities

Extracurricular activities, also known as extra academic activities, are those that occur outside the standard educational curriculum. This term originated in the 19th century in European and North American schools and universities, some examples of extracurricular activities, such as

competitions and drama, extend back to ancient Athens and Sparta (Macarova and Reva, 2017, p. 45). Participating in extracurricular activities can provide students with valuable opportunities to develop skills, explore interests, and build relationships outside of the classroom.

## 2- Definitions of extracurricular activities

According to Macarova and Reva (2017) Extra-curricular activities are any form of activity that is not part of the course curriculum is referred to as extracurricular; participation in these practices is optional and do not result in additional academic credit for learners. They are entirely up to the individual student.

Singh and Mishra (2015), defined extracurricular activities as those exercises that students participate in outside of the formal curriculum these activities are typically optional for the students, and their involvement has no academic value.

Extracurricular activities: are the activities that learners practice out of the classroom regular time which is not related to the curricular, they can be academic or non-academic. (Bartukus, et al, 2012)

Any activity that does not count toward academic credit is considered as an extracurricular activity. They include extracurricular pursuits like the arts, sports, personal obligations, and so on that students engage in. When applying for postsecondary education, extracurricular activities are helpful because universities and colleges check to see if students have honed their leadership abilities and become more involved in their communities. They can also give students abilities that they can use in most workplaces, such teamwork or critical thinking.

An extracurricular is a group of extracurricular activities in which students actively participate outside of the classroom. Consider depth over breadth when selecting an extracurricular

activity to take part in; commit to pursuits in which you are genuinely engaged and passionate

### 3- Extracurricular activities Vs co-curricular activities

Co-curricular activities according to Mehmood et al. (2012), are a collection of educational activities that go beyond the courses covered in the exam schedule and aid in the students' overall development for example oral English competitions, story writing competitions, story writing competitions. On the other hand, extracurricular activities are not directly linked to academic courses and may include non-educational pursuits such as arts ( drama, paint, dance) and sports (athletic, swimming, football), as noted by Singh and Mishra (2015). These exercises that students participate in outside of the formal curriculum are typically optional for the students, and their involvement has no academic value. However, it is essential to place emphasis on co-curricular and extracurricular activities in addition to formal academic learning in order to promote high-quality education and the overall growth of the students (Ingale, 2014; Dhanmeher, 2014).

### 4- The impact of participating in extracurricular activities to EFL learners:

Participating in outdoor activities can benefit students by allowing them to experience a variety of events and activities. Additionally, these activities allow students to make friendships, exchange ideas, and communicate with their peers, which can enhance their vocabulary, speaking, and communication skills. Out-of-class practices can also enhance students' social interaction and improve their communicative, professional, and knowledge-based skills.

- Participating in extracurricular activities improves students' academic achievement. Johnston (2013) found that students' engagement in ECAs have a beneficial impact on their grade point average and enhances their likelihood of finishing their education.

- 
- Participating in extracurricular activities enhance students communication abilities, they can help second or foreign language learners find a variety of communication opportunities in the target language (Mahdi, 2015).
  - Involving in teams or clubs of extracurricular activities is essential for “providing access to the relationships and network that influence positive outcomes for students” (Shulruf, 2010, p. 595).
  - Singh and Mishra (2015) conducted a study that revealed a significant correlation between extracurricular activities (ECAs) and academic performance in both government and private schools. Specifically, they found that ECAs such as Yoga, horse riding, sports, dance, and music had a positive impact on students' academic achievements.
  - Participating in ECAs is associated with better grades, higher standardized test scores, increased educational attainment, improved attendance, and a stronger sense of self. (Singh and Mishra, 2015). These findings highlight the importance of promoting and encouraging students to engage in extracurricular activities as a means of enhancing their academic success.
  - ECAs can enhance learners speaking skill and rich their knowledge and vocabulary. Practicing out-of-class activities can help learners to improve their subject knowledge, professional development skills, and communication abilities (Malinovska, 2011).
  - Engaging in out-of-class activities may have positive impact on learners' mannerisms. Morrissey (2005) noted that participating in ECAs decrease learners' delinquency and dangerous behaviors.
  - ECAs should not take a part of students' homework and academic activities time otherwise they can effect on their academic achievement. Reeves (2008) noted that

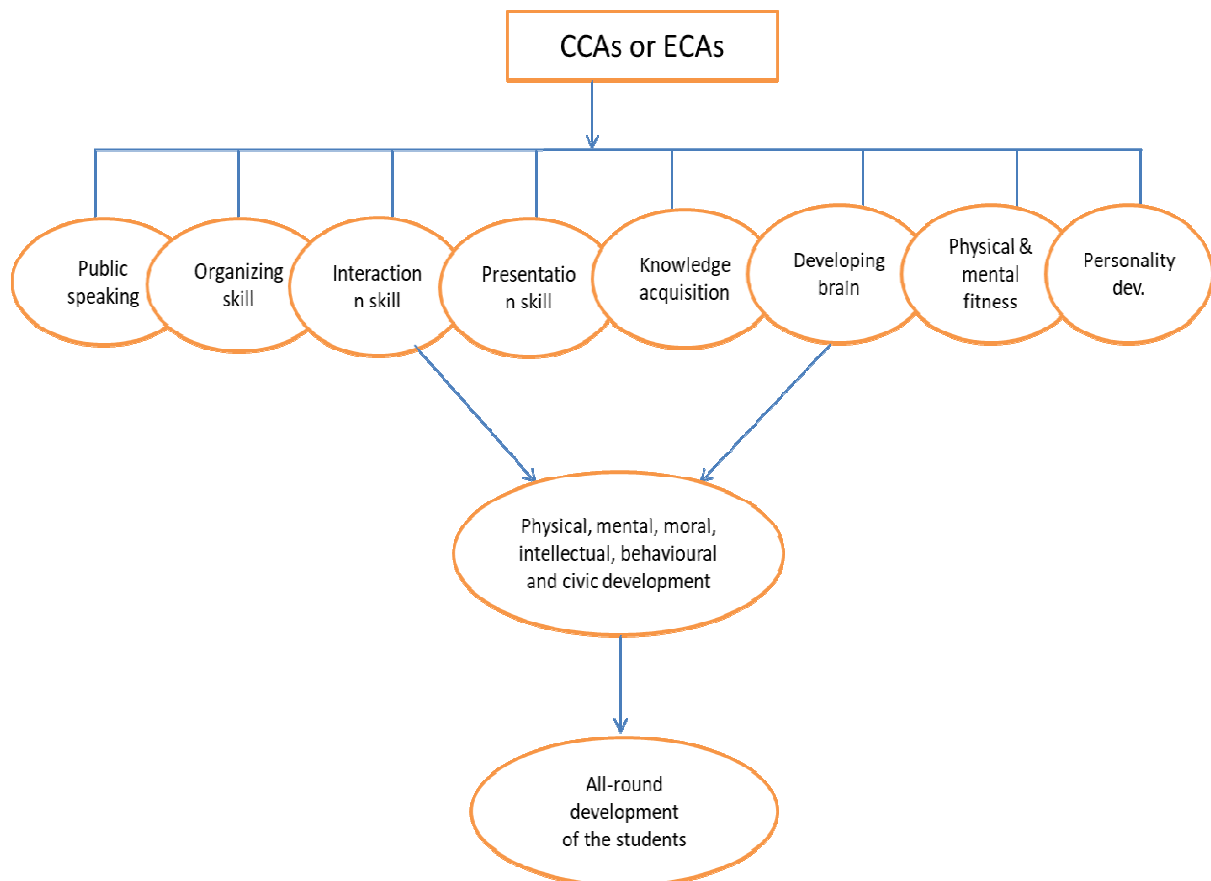
when students are engaged in numerous ECAs, parents and instructors may worry that learners can lose their academic concentration.

- Learners who practice ECAs should make a balance between their academic activities and the extra activities that they are interested in. Thompson (2008) stated that “The level of commitment is much more important than the specific activity”. (p. 10).

## 5- Benefits of participating in ECAs and CCAs on overall students' improvement

Figure 01:

### *Benefits of participating in ECAs and CCAs on overall students' improvement*



**Note.** Developing Co-Curricular Activities and Extra-Curricular Activities for All-Round Development. Siddiky (2019, p. 73)

The figure shows the benefits of participating in extracurricular and co-curricular activities and the over-all improvement of students. It indicates the positive impact of participating in ECAs and CCAs as public speaking, presentation skill, organizing skill, and social interaction skill. Additionally, engaging in these activities would enhance students' language acquisition, brain development, physical and mental fitness, and personality improvement.

## **6- Categories of extracurricular activities**

Extracurricular activities are voluntary practices. Learners can involve themselves in the activity or activities that they want and the ones that fit their needs, interests, and free time. Those tasks are divided into different categories, thus they can fit students' concerns. Eccles and Barber (1999) classified extracurricular activities into five categories: prosocial activities, team sports, performing arts, school involvement activities, and academic clubs.

### **6.1- Prosocial activities**

Learners can participate in a variety of social and cultural events that allow them to communicate with others, exchange ideas and enhance their speaking and communication skills. Additionally, they can know new information about different cultures and enrich their vocabulary.

### **6.2- Sports:**

Involving in team sports like football and volleyball can give the students the opportunity to use the language outside of the classroom, enrich their vocabulary, make friendship, and improve their leadership skills. Additionally, it raises their self-confidence. As Fox (1988) noted, practicing sports has numerous psychological advantages like developing self-confidence.

### **6.3- Performing arts:**

The performing arts offer a valuable opportunity for learners to cultivate their talents and enhance their skills. By forming clubs, students can collaborate with one another to improve

their abilities in various art forms, such as drama, music, and dance. These activities not only provide a platform for students to express themselves creatively, but also facilitate communication and idea exchange among peers. Additionally, performing in public can help students overcome their fear of public speaking, raise their self-esteem, and improves their academic achievement as Singh and Mishra (2015) noted ECAs such as Yoga, horse riding, sports, dance, and music had a positive impact on students' academic achievements.

#### **6.4- School involvement activities:**

Those are organizations and programs which encourage learners to communicate and foster their speaking skills and team work. Also allow them to participate in different events in school such as cleanliness programs and environmental awareness programs.

#### **6.5- Academic clubs:**

This organization typically focus on academic interests, that they offer students the engagement in their chosen field of study for example language clubs. Participating in those clubs provide opportunities for students to complete their educational pursuits, share knowledge, and discuss ideas (Eccles and Barber, 1999).

#### **7- Extracurricular activities and speaking skill.**

The engagement in outdoor activities provides EFL learners the opportunity to practice different speaking tasks using the target language (English) without the added pressure of grades. This allow them feel more comfortable while speaking and that hiding their anxiety level. Liu (2006) viewed that extra practices of speaking reduce learners' worries of speaking English. Furthermore, out-of-door activities enhance EFL learners speaking performance. Based on Freeman's (2017) studies, there is a positive correlation between students' participation in ECAs and their academic performance, particularly their grade point averages (GPA). ECAs have numerous benefits on EFL learners speaking performance.

### 1.3- Previous studies:

Many scholars make relevant studies to the effect of pre-speaking strategies on reducing EFL learners speaking anxiety. In addition to that, studies the effectiveness of different strategies in improving EFL learners speaking skill.

Djaith (2016) investigated a qualitative study entitled ‘ ‘ The Impact of the Learning Anxiety on EFL Learners’ Speaking Skill ’ ’ in which she used two data collection tools, a questionnaire and a classroom observation. The researcher found that most of English learners suffer from anxiety especially in speaking skill. Besides that, the results of this research revealed that there are many sources of learning like communication apprehension, test anxiety and fear of negative evaluation affect their learning process which leads to a low performance. The results also confirm the hypothesis set for this research that is if learners cope with their anxiety they will enhance their speaking skill.

Tadjouri (2016) in her study entitled “An Exploration into Speaking Anxiety and its Effects in the EFL Classrooms” relied on a number of sources and research instruments such as a questionnaire, a test, a classroom observation, and an interview in order to collect data about the issue of communication apprehension from different perspectives. The findings showed that all second year EFL students experienced a certain level of speaking anxiety. In this respect, students experienced speech anxiety owing to being in some situations and as a consequence of many personal and interpersonal causes. Additionally, females were more anxious to speak than male students so that it was confirmed that gender was a parameter that affected the level of speaking anxiety.

Singham and Adam, (2017), on their thesis article titled in: “An analysis of students’ anxiety in speaking”, which aimed to identify the factors that causes students’ speaking anxiety and how can students’ strategies overcome it, this qualitative research collected data



using interview and questionnaire found that the main factor caused students' speaking anxiety in the class room were: lack of familiarity of task, fear of making mistakes, low motivation, incomprehensible inputs, lack of confidence and the low English proficiency. And the student's strategies to overcome speaking anxiety were: peer seeking, preparation, relaxation, positive thinking and resignation.

Marlia (2018) submitted a study entitled "Reducing Students' Speaking Anxiety through Peer Group Activities". In her mixed method research design, she aimed at reducing students' speaking anxiety, enhancing their speaking skill, explore the relation between the student' speaking anxiety and their speaking skill finding out the factors causing students' speaking anxiety, its effects, the students' strategies to reduce their speaking anxiety and their perception about peer group activities. Thus, she used a questionnaire, speaking test, interview and observation as data collection tools. As a result, the research found that the use of peer group activities reduces the students' speaking anxiety and enhance their speaking skill. Also, it showed that there was negative correlation between students' speaking anxiety and students' speaking skill. In addition to that, research data showed that the two factors that causing students' speaking anxiety namely linguistic and non-linguistic factors. Moreover, the effects of speaking anxiety on students' speaking skill were facilitating effect which motivated the students to be better in speaking and debilitating effect which made the students blank, Stammer, afraid, nervous, and stumble. Besides that the rustles showed that the students were using preparation, avoiding eye contact, and getting help from peers, as strategies to reduce their speaking anxiety. Finally, the students' perceptions toward peer group activities were very helpful, good, interesting, and new activities in learning English.

In a study conducted by Alquraan (2020) entitled "the effect of using extracurricular activities on the 9<sup>th</sup> grade EFL students' speaking skill in Jordan" who focused on exploring whether teaching speaking via ECAs had a significant difference in aspects of speaking. The

researcher of this study relied on using pre/post test and a questionnaire to collect data. The findings of this study showed that the experimental group could develop speaking skill more than the control group. In addition to that, the experimental group students developed a lot in all aspects of speaking. However, the results of students in vocabulary were the lowest among other aspects of speaking. Finally, it is also revealed that using ECAs in learning/teaching were significant on experimental group speaking skill in English

In a study conducted by Alnaeem (2021) entitled “Involvement in Extracurricular Activities and Overcoming High Levels of Communication Apprehension among Saudi EFL Majors” used a questionnaire, a semi structured interview, and a personal report in order to examine students’ perspectives about their attitudes toward extracurricular activities. The results of this investigation revealed that the majority of participants had moderate levels of CA and that 100% of the participants agreed that participation in extracurricular activities helped them reduce CA and improve their communication skills. It is founded that extracurricular activities were more helpful than classroom activities in improving communication skills. This study is significant in that it shed the light on the importance of involvement in extracurricular activities and their role in improving EFL students’ communication skills and lowering CA levels.

Hayranto et al. (n.d) in their mixed methods research design entitled ‘reducing students’ speaking anxiety through outdoor English camping activity’ used a questionnaire, group interview, and observation in order to collect data. The results of this study revealed that the outdoor English camping activity influence to reduce the students speaking anxiety. Here are some examples of the influences that got from this activity; motivating the student’s self-confidence, supporting the students by nonstop speaking. All in all, the finding showed that the outdoor English camping activity was extremely important to apply by English foreign language teacher because it could reduce the students’ speaking anxiety.

As mentioned earlier, many studies put the emphasis on conducting research about exploring the factors that causes students' speaking anxiety, discovering strategies to reduce speaking anxiety. However, to the best of our knowledge, there is a lack of studies that focuses on conducting a research study related to the effectiveness of extracurricular activities on reducing speaking anxiety. Therefore, unlike the previous studies, the current study aims to investigate the impact of extracurricular activities on reducing Algerian EFL learners' speaking anxiety.

**Conclusion:**

Speaking anxiety is considered an obstacle that affects the learning process in general and students' oral performance specifically. This chapter identifies what foreign language speaking anxiety is and highlights the importance of speaking skills and their aspects. It also explains the types of foreign language speaking anxiety and identifies the major factors that contribute to speaking anxiety. Also, it demonstrates the indicators of speaking anxiety and its effects on EFL students. Additionally, it shows the history of extracurricular activities, definition, their importance, and advantages for EFL students. Finally, it provides number of previous studies that have a relation with speaking anxiety and extracurricular activities.

## **CHAPTER Two:**

### **Results and discussions**

**Chapter two:****Introduction:**

The present study aims to shed light on the effect of speaking anxiety on EFL learners' oral performance. Additionally, it aims to gather students' opinions on the effect of participating in extracurricular activities on improving their speaking performance and reducing their speaking anxiety. Students' points of view are crucial in collecting the necessary data and testing the previous hypotheses about practicing extracurricular activities. To investigate students' opinions and see the effect of speaking anxiety on their speaking skills, we used an observation and questionnaires for second-year EFL students. These are suitable tools to understand their opinions and attitudes.

**1. Research method:**

One of the main steps in conducting a research study is selecting the research method. In this present work, the researcher opted for a non-experimental research design. Data was gathered from several sources and using different methods. The investigator chose a mixed method approach that combines both qualitative and quantitative data collection and analysis. Collecting data from different and various sources allows the researcher to gather more information and provides different perspectives on answers and data.

**1.1. Sample population:**

We have choose second-year EFL students in the LMD program at the University of Mohamed Kheidher Biskra in the Faculty of Letters and Languages, specifically in the English Department, in Biskra, Algeria, where English is learned and taught as a foreign

language. The researcher chooses this context because it contains the needed participants, who are adult undergraduate EFL learners.

## **2. Data collecting tools:**

As long we are using a mixed-method approach to collect the required data, this research investigation collected data using both qualitative and quantitative data gathering tools. This study was designed to gather a range of data from students. A questionnaire was submitted to students in order to diagnose the effect of extracurricular activities on students' speaking anxiety that they face in the learning and speaking process and to explore their attitudes toward its impact on reducing speaking anxiety in studying EFL case of second-year students

The observation was intended to see the indicators of speaking anxiety on second-year students of English while presenting speaking tasks in the classroom and whether the presenters were engaged in any type of extracurricular activities to show its effects on reducing students' speaking anxiety and improving their speaking abilities.

The students' questionnaire objectives are to detect the factors that cause learners' speaking anxiety, its symptoms, and its effects. Also, to see the students' attitude towards participating in extracurricular activities, and to know whether it decreases their speaking anxiety and enhances their oral performance.

### **2.1. The students' questionnaire:**

The questionnaire is the main tool to gather information about students' attitudes towards the research variables.

### 2.1.1. The students profile:

The 36 students who answered the questionnaire were randomly chosen from the whole number of second-year LMD students of English at Mohamed Kheidher University of Biskra, Faculty of Letters and Languages, particularly at the English Department. This context contains the needed participants because they are still new to studying oral expression sessions, so they need more activities to participate in and to practice in order to express themselves in speaking skills and reduce their speaking obstacles.

For the observation, we have asked 16 presenters to answer a questionnaire after presenting their oral tasks.

### 2.1.2 Administration of the questionnaire:

The questionnaire has been administered to second year students of English at the university of Mohamed khiedher Biskra during 8 days from the 2<sup>nd</sup> June, 2022 to 10<sup>th</sup> June, 2022. The questionnaire was distributed online to make it easy for learners to answer in comfortable atmosphere and to have the freedom to answer honestly. We have been randomly give the questionnaire for (36) students' from second year students of English.

### 2.1.3. The questionnaire aims:

This questionnaire is designed for second-year students of English at the University of Mohamed Khiedher at Biskra. It is used as a tool to collect data about learners' level of speaking English, the main factors that cause their speaking anxiety, the indicators they notice while performing speaking tasks, and their attitude towards participating in extracurricular activities and its effects on their performance and on reducing their speaking anxiety. Also, the questionnaire is used to shed light on the idea of practicing activities outside of study time and its effect on the process of teaching and learning speaking.

#### **2.1.4. Description of the questionnaire:**

The questionnaire contains 16 questions that are ordered logically. They consist of two types of questions: close-ended questions that demand students to select the appropriate answer or answers or just to choose between "yes" and "no" in some questions, and open-ended questions that demand students to provide answers from their point of view (add other statements, express their ideas, and justify their answers).

The questionnaire is divided into three sections. Section one: general information; it contains one question which is about students' gender. Section two: Speaking anxiety in oral expression classes; contains six questions which are put to know whether students are motivated to perform orally, their experience with speaking anxiety, the indicators of speaking anxiety that appear on students while performing, and the effects of SA on students' speaking skill.

Section three: the practice of extracurricular activities, it contains nine questions which are put to know whether students practice ECAs or not, the type of ECAs they practice, and whether they enjoy practicing them individually, in pairs, or in groups Also, they seek to investigate the students' frequency of practicing ECAs, their point of view towards the effects of EAs on oral tasks and whether it improves their oral performance and reduces their speaking anxiety.

## **2.2. The observation**

The observation allows us to notice students' behavior in the classroom.



### **2.2.1. Aims of observation**

The observation aims to describe the effect of speaking anxiety on second-year students' speaking performance while presenting oral tasks in the classroom. It also aims to test the relationship between practicing EAs and the level of speaking anxiety.

The sample consisted of 16 presenters of second-year students who were observed while presenting oral performance on different topics in different session

### **2.2.2. Description of the observation**

The observation allows us to see the indicators of speaking anxiety that appear in students. It is divided into six aspects. Aspect one is the voice, which observes whether it is too fast, too slow, trembles, is emphatic, or hoarse. Aspect two is oral effect, which looks at the pauses they make, their linguistic gaps, and the repetition of the same word or sentence. Aspect three is mouth and throat, which observes whether they breathe normally or hardly breathe. Aspect four is facial expressions, which notices the anxious gestures students make with their faces, such as grimacing, rolling their eyes, or avoiding eye contact. Aspect five is arms and hands, which observes whether students are sweating, fidgeting, rigid, or squirming while performing orally. Aspect six is body movements, which monitors their body language and their anxious body movements, such as muscle tension, physical tremors, or tapping their fingers. Then they were asked whether they practice extracurricular activities or not. The second question was to know the different activities that each presenter practices outside of study time to determine the relationship between participation in EAs and the indicators.

### 2.3. Analysis of questionnaire results:

Section one: General Information.

Q1. Would you specify your gender, please?

**Figure 01:**

*Gender distribution*



The present questionnaire showed the participants' gender according to learners' number of female (25) with the percentage (69%) and male (11) with the percentage (31%), the females number are more than two times of the number of males.

#### **Section two: Speaking Anxiety in Oral Expression Classes.**

Q1: How motivated are you to perform Oral tasks?

Table 1

Students' motivation to perform oral tasks.

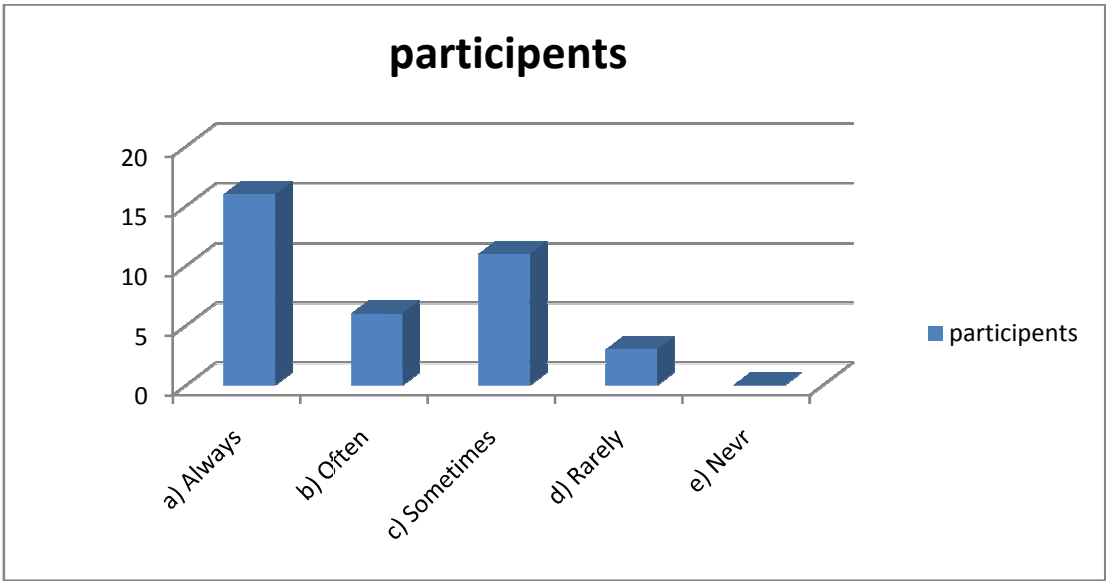
Options	Number	Percentage %
a) Highly motivated	24	67%
b) Somehow motivated	12	33%
c) Not motivated at all	00	00%

The table shows that 67% of participants were highly motivated to attend their oral expression sessions, and 33% of them were somewhat motivated, while no one of the students were not motivated at all. According to the results, the majority of the learners are motivated to perform orally, which means that they do not have a problem practicing speaking tasks in class.

Q.2.How often do you participate in Oral tasks?

Figure 02

Students' participation in oral tasks.

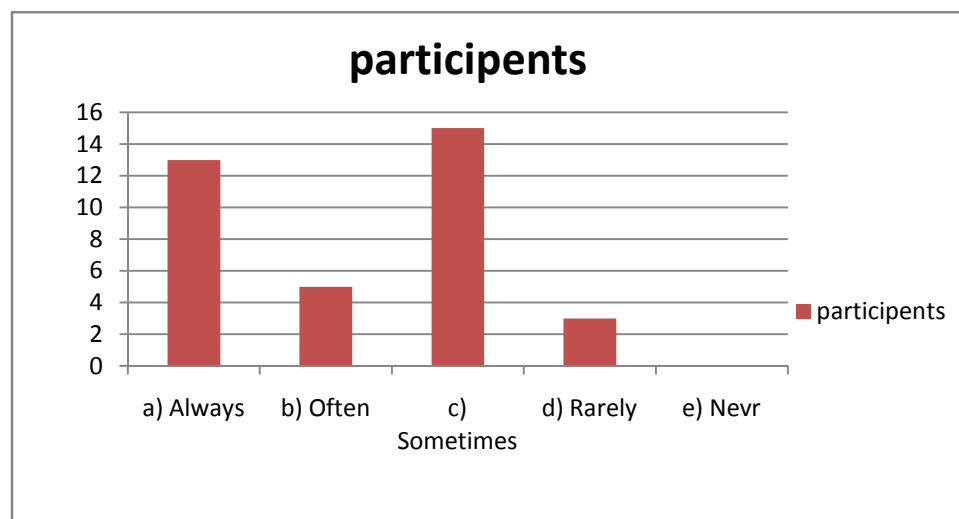


The figure shows the frequency of students' participation in their oral tasks. 44% of the students always participate, 17% often participate, 31% sometimes participate, and only 8% rarely participate. None of them chose "Never". The question results indicate that EFL students give importance to participation in oral tasks and the differences between the participation of students in performing oral speech.

Q.3.How often do you experience speaking anxiety?

**Figure 03**

*Students' experience with speaking anxiety.*



This figure shows the students' responses about their experience with speaking anxiety while performing oral tasks. 36% of the participants always experience speaking anxiety, 14% often experience it, 42% of the students have experienced anxiety in their speaking tasks sometimes, and only 8% of the learners experience it rarely. On the other hand, the percentage of students who never experience speaking anxiety was 0%. The results show that all the students have experienced speaking anxiety to different degrees. The answers of the question indicate that all students experience speaking anxiety, which is a factor that affects their speaking performance.

Q.4.When performing speaking tasks in class do you notice any of the following behavior in yourself?

**Table 2:**

*The indicators of speaking anxiety.*

Options	number	Percentage %
a) Shaking your body	10	28%
b) Trembling voice	10	28%
c) playing with hair or clothes	6	17%
d) Increasing your heart beat	15	42%
e) Stuttering or stammering	2	6%

The table shows that 28% of the participants notice that their body starts shaking when they are performing, while the number for the students whose voice trembles when performing is also 28%. 17% of the participants play with their hair and clothes, and 42% of the students feel that their heart rate increases. Additionally, 6% of them were stuttering or stammering when performing. The question aimed to look for the effect of anxiety on students' behavior.

The sub-question "Others" aimed to show other symptoms that students notice in themselves that are not mentioned in the questionnaire. Some students answered "all of them" and mentioned losing words, forgetting arguments and words, and feeling distracted. The results indicate that all students have noticed at least one SA indicator, and some students have picked more than one behavior. Others declared that they have all symptoms mentioned. Moreover, speaking anxiety has a clear effect on all students in different levels by different behaviors.

Q.5.What do you think causes your speaking anxiety in class?

**Table 3**

*The factors that cause students' speaking anxiety.*

Options	number	Percentage %
a) Fear of making mistakes	10	28%
b)Fear of not knowing vocabulary to express ideas	19	53%
c) Fear of judgment.	4	11%
e) fear of getting bad marks	3	8%

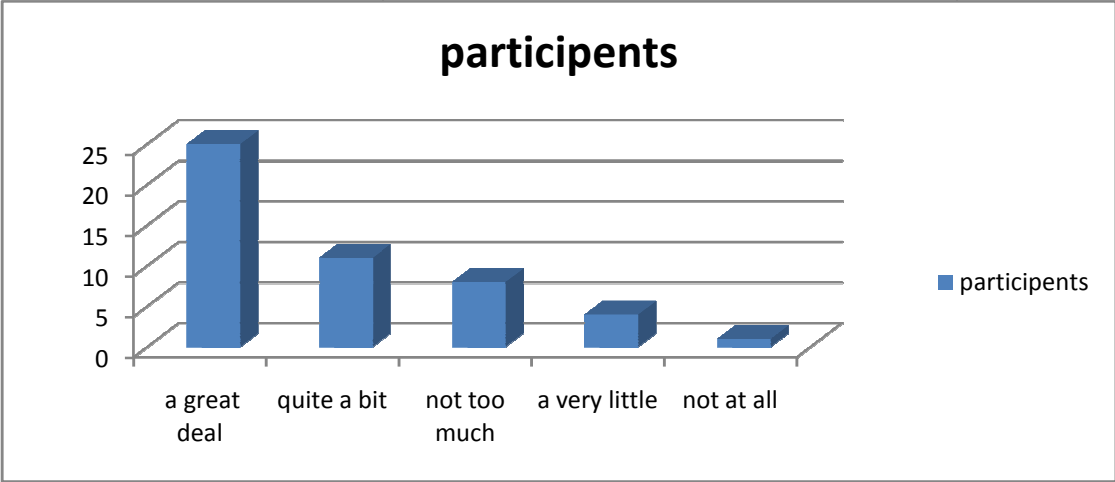
The table shows the factors that cause students' speaking anxiety while performing oral tasks. (28%) of the participants think that the fear of making mistakes is the main reason, while the majority of learners (53%) are afraid of not knowing vocabulary to express their ideas. 11% of students thought that their speaking anxiety was because of the fear of judgment; however, only (8%) of learners were afraid of getting a bad mark. The results show that the majority of learners see that the major factor that affects their speaking skill is a lack of vocabulary, which may be the reason they are not familiar with tasks or lack preparation.

The sub-question was designed to know other factors that cause students' speaking anxiety in their English classes, where the participants' answers were forgetting what they have prepared and people starting to laugh at them.

Q.7- To which extent do you think speaking anxiety negatively affect your oral performance?

**Figure 4**

*The negative effects of speaking anxiety on students' oral performance*



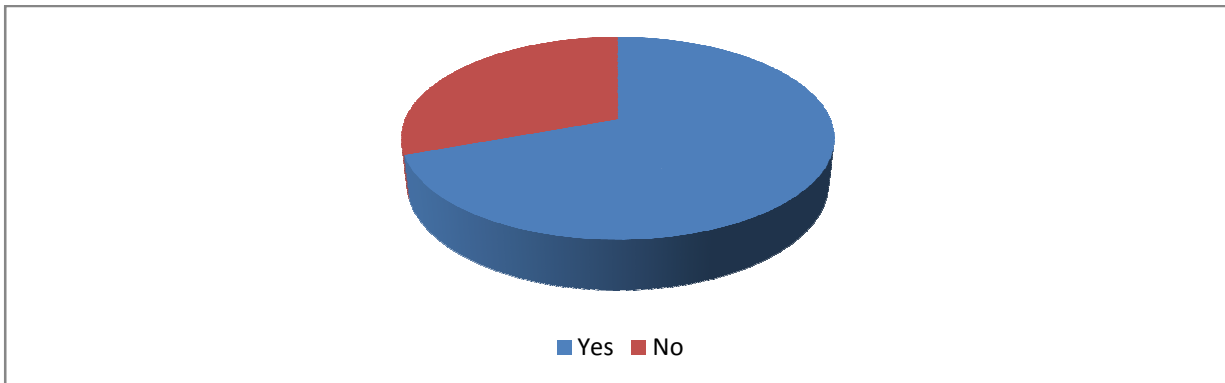
This figure shows the students' opinion about the negative effects of speaking anxiety on their speaking performance. The results show that 33% of the students see that speaking anxiety has great effects on their performance, 31% for students who see that effects quite a bit. However, it does not affect too much on 22% of participants, and it has very little effects on 11% of the students, and only 3% of them were not affected at all by speaking anxiety. The results indicate that speaking anxiety affected negatively on the majority of students on their oral performance with different percentages.

**Section three: the practice of Extracurricular Activities**

Q.1-Do you participate in any activities out of the study time?

**Figure 5**

*Students' participation of extracurricular activities.*

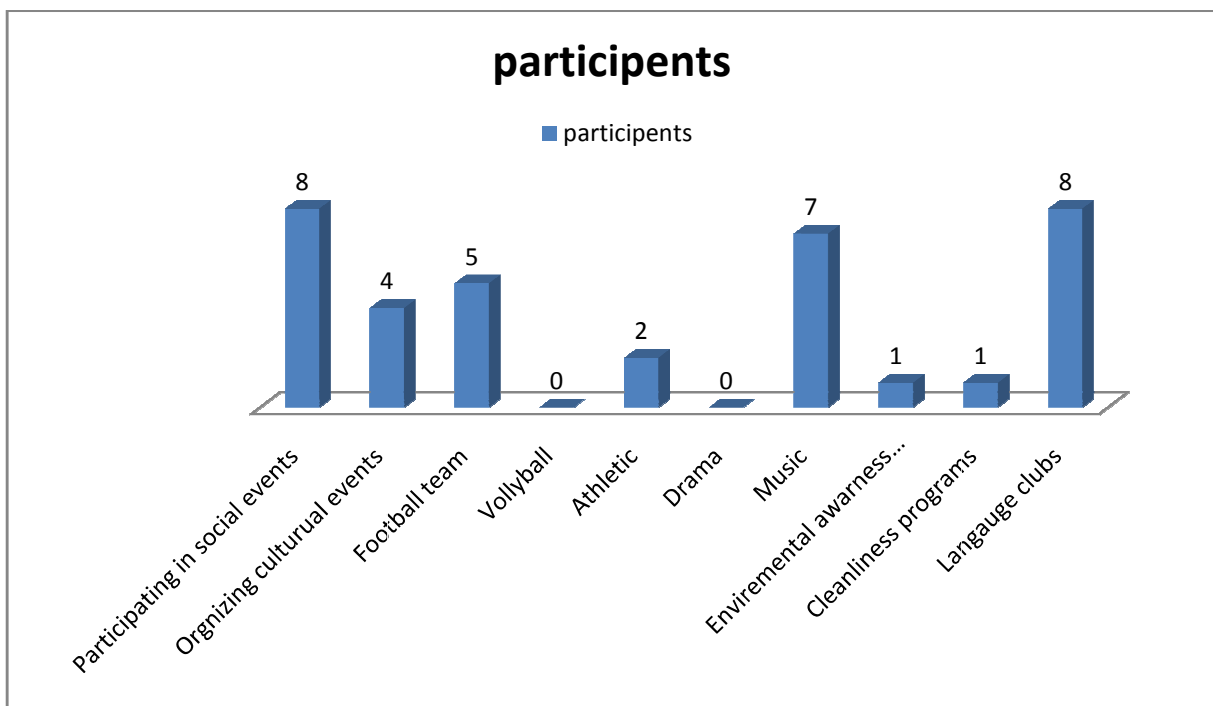


The results show that the majority of participants (69%) opted for "Yes", while 31% of the participants opted for "No". This means that most students spend their free time practicing extra activities.

Q.2- What type of extracurricular activities do you practice?

**Figure 6**

*Types of extracurricular activities students practice.*





**Others:**

- Drawing and reading.
- Face to face meetings.
- Practice speaking and perform orally with my friends.
- I don't.
- Nothing.

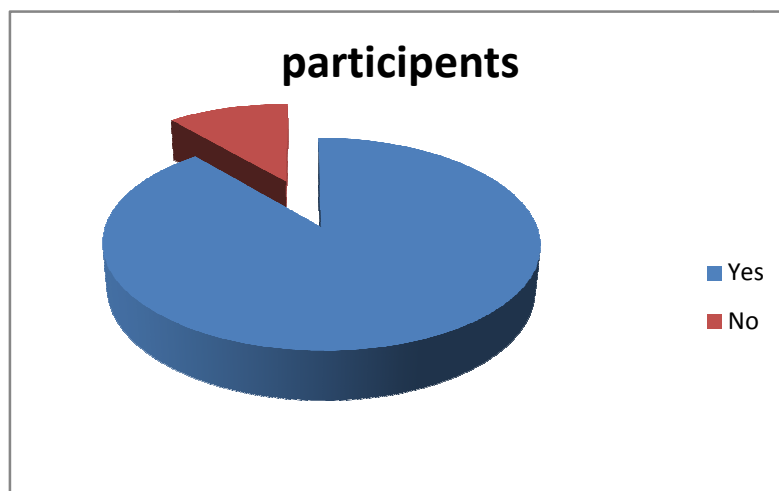
The figure above displays that 22% of participants declared that they participate in social events. The same numbers of students are engaged in language clubs. 11% of them organize cultural events, 14% play football, and 6% practice athletic sports. However, the participants do not practice volleyball or drama, and only 3% chose environmental awareness programs as drama. Additionally, 19% of participants are engaged in music.

The sub-question "others" aims to know other types of EAs that 2nd-year students practice. The answers show that the students practice a variety of activities outside of study time because they are free to choose the activities according to their interests.

Q.3-Do you enjoy practicing extracurricular activities?

**Figure 7**

*Students' pleasure of participating extracurricular activities.*

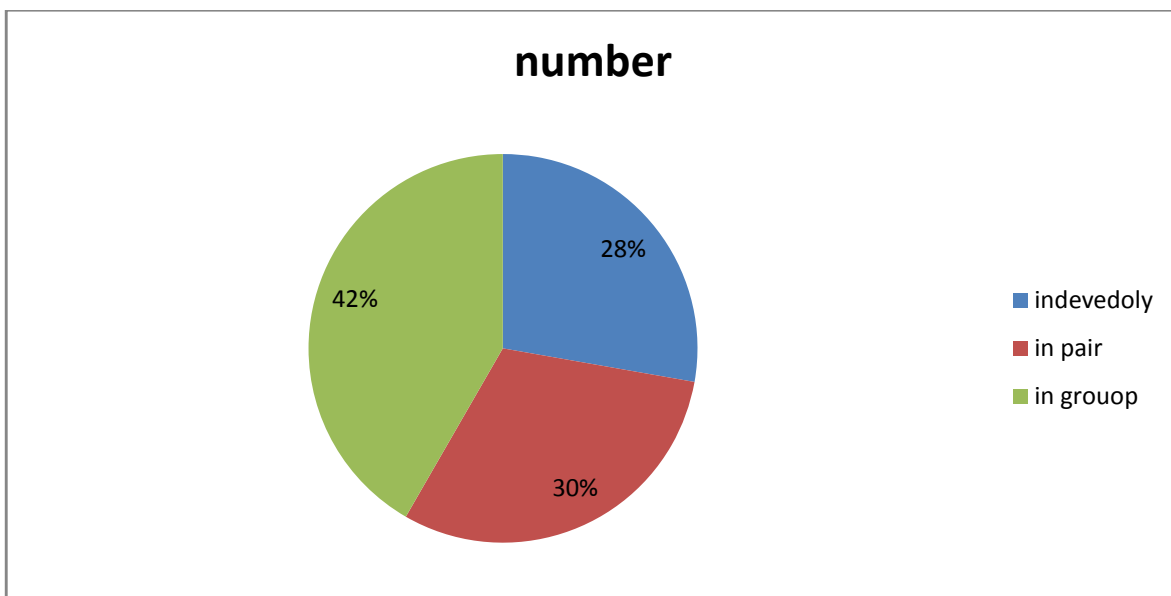


This figure shows students' pleasure of participating in EAs, where the majority of students (89%) declare that they enjoy practicing extracurricular activities, while only (11%) do not enjoy it. The results indicate that most students see participating in EAs as something they enjoy doing.

Q.4-Do you prefer to practice extracurricular activities?

**Figure 8**

*Students' preference in practicing extracurricular activities.*

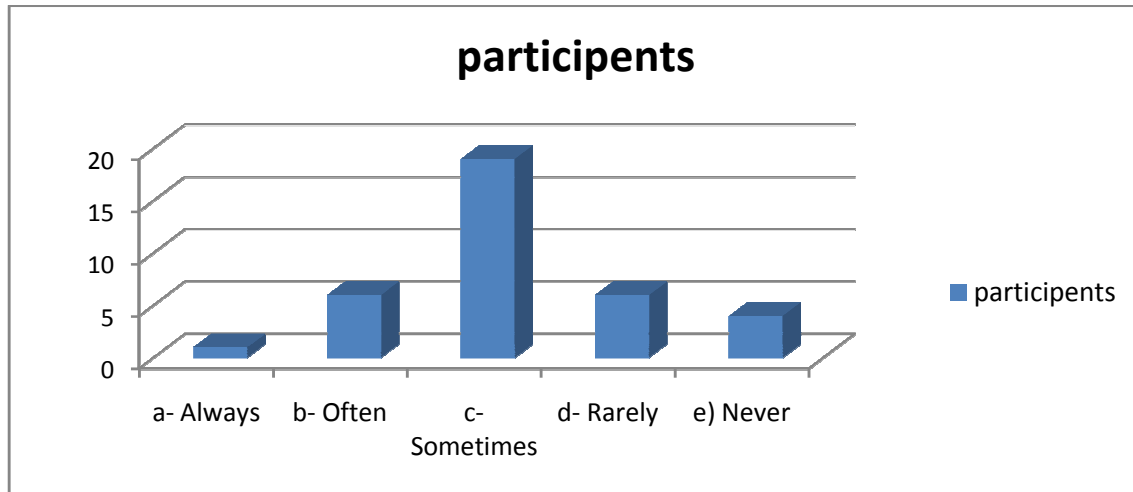


This figure shows students' preference of participating in ECAs. Where, 28% of the participants prefer to practice their activities alone, unlike 30% of the students who prefer to practice with a partner. 42% of them prefer to practice with group, for example they involve in art clubs, sport teams, and study groups. The results show the students' differences in practice extracurricular activities.

Q.5- How often do you practice extracurricular activities?

**Figure 9**

*Frequency of participating in extracurricular activities.*

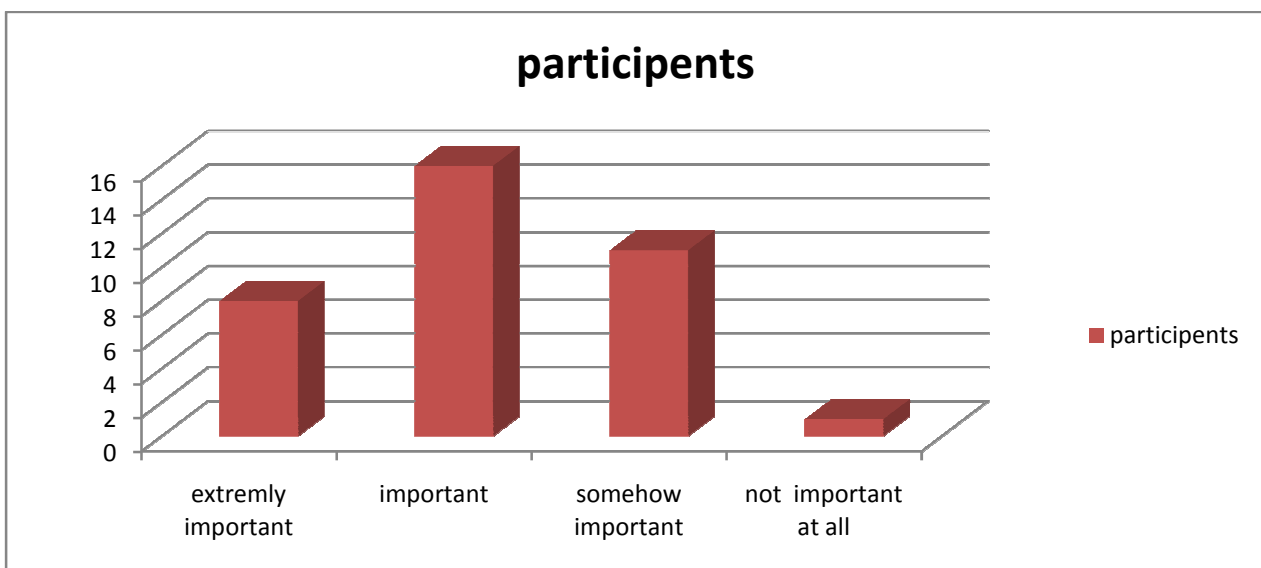


The figure shows that only 2% of students practice extracurricular activities "Always," 17% "Often" practice EAs, while the majority of them (53%) "Sometimes" practice EAs, and 17% of the participants practice "rarely," and 11% never practice it. The results indicate that the majority of students participate in EAs and give it importance.

Q.6 -Do you think the participation in extracurricular activities is important for oral expression tasks?

**Figure 10**

*The importance of practicing extracurricular activities.*

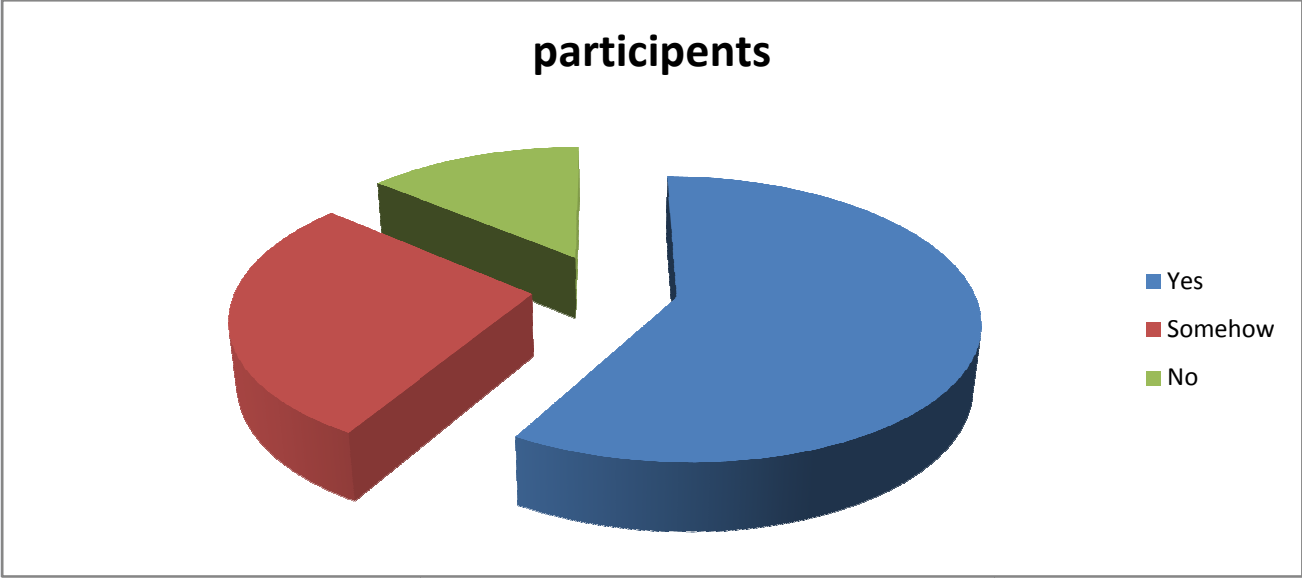


This question aims to investigate the importance of practicing EAs, where 22% see that it is "Extremely important" to participate in EAs, and 44% see that it is "Important" to practice, while 31% of the participants think that practicing EAs is "somewhat important." However, only 3% of the students see that they are "Not important at all" for their oral tasks. The result shows that the majority of participants agree that participation in EAs is a significant factor that influences students' oral performance.

Q.7. Does your participation in EAs activities helps you to perform better orally?

**Figure 11**

*The effect of practicing extracurricular activities on students' oral performance.*



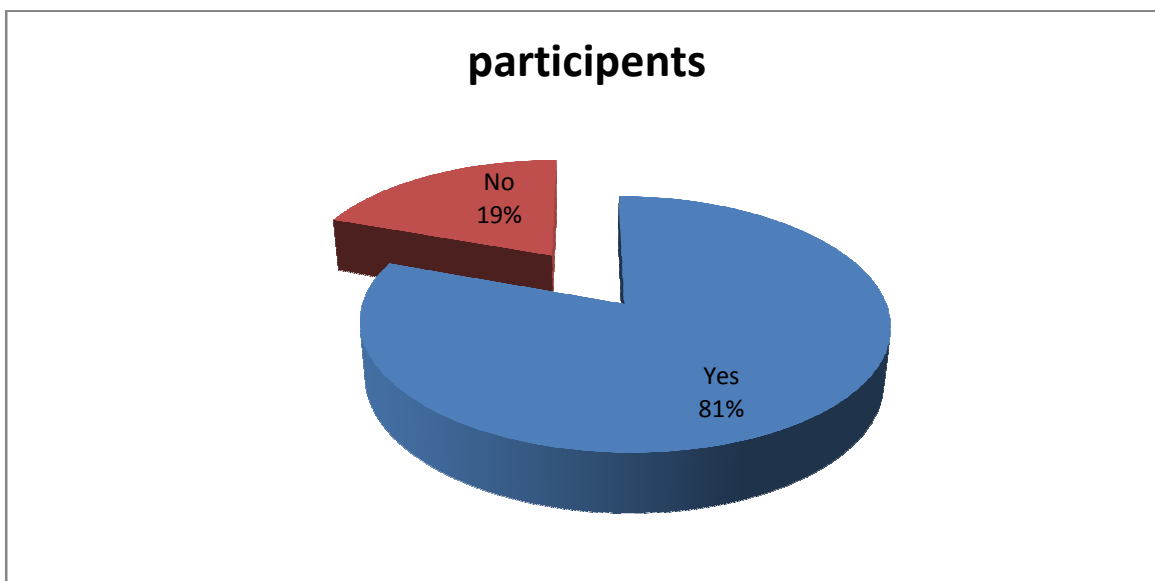
The question aims to determine whether participating in extracurricular activities helps students to perform better or not. 58% of students perform better when they practice EAs, and 28% see some improvement. However, 14% do not see any improvement. The results show that practicing EAs helps most participants to perform better.

The sub-question "please justify your answer" aims to know students' opinions about the effect of participating in EAs on their oral performance. Students justify their answers by saying that it helps them practice and improve their speaking skills, enriches their vocabulary, improves their pronunciation and fluency, increases their self-confidence, reduces their stress and anxiety, and improves their communication skills and teamwork. For those who answered "No," they think that EAs do not have any relation to oral performance or they do not have an idea about its effects.

Q.8. Do you think that the difficulties you have in speaking could be reduced by practicing more EAs activities?

**Figure 12**

*The effect of extracurricular activities on reducing speaking difficulties.*



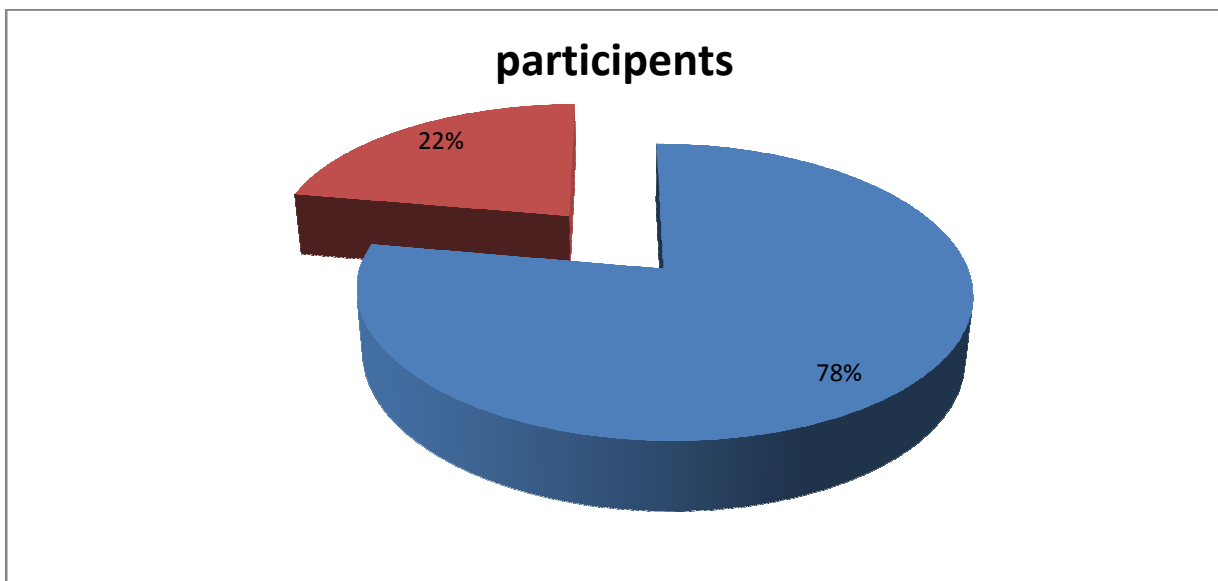
The figure shows that participating in extracurricular activities reduces speaking difficulties for 81% of students, while 19% were not affected. The results indicate that participation in EAs is an effective strategy to improve students' oral performance.

The sub-question "How" was asked to know students' opinions about the effect of extracurricular activities on reducing their speaking difficulties., Where the participants who choose "yes" see that frequent practice of EAs helps them to reduce their speaking difficulties by practicing a variety of speaking tasks with different people, which reduces their shyness, stress, anxiety, and helps them face the fears they feel while performing orally. Also, it increases their confidence and vocabulary, makes them feel comfortable, and improves their language, pronunciation, speaking, and communication skills. In addition, it helps them to correct their spelling mistakes. For those who said “No” they see that EAs is a different thing.

Q.9-Does the participation in extracurricular activities reduce your speaking anxiety?

**Figure 13**

*The effect of extracurricular activities on reducing learners' speaking anxiety.*



The question aims to show the effect of extracurricular activities (EAs) on reducing speaking anxiety. The majority of students (78%) agreed that EAs help them to reduce speaking anxiety, while 22% of the participants were not affected by the extracurricular

activities practices. The results show that participating in EAs helps most students to reduce speaking anxiety.

The sub-question "How" was put to know the students' opinions about how EAs help them to reduce speaking anxiety. The majority of the participants chose "yes" because of a variety of reasons. It helps them by frequent practice of speaking skills and facing an audience, which helps them to feel more comfortable and be at ease when speaking in public. Also, it improves their communication and social skills, enriches their vocabulary, and gives them more self-confidence, especially for the participants who practice sports. As Fox (1988) states, practicing sports has numerous psychological advantages like developing self-confidence. Moreover, participating in EAs helps students to control their stress and reduce anxiety, fears, and they become more fluent. While the learners who said "No" they do not practice EAs.

## 2.4. Observation analysis:

Aspect one: The voice.

**Table 4**

*The effects of speaking anxiety on students' voice*

Options	number	Percentage %
a) Too fast	1	6.25%
b) Too slow	1	6.25%
c) Tremble	6	37.5%
d) Unemphatic	3	18.75%
e) Hoarse	2	12.5%

This table shows the impact of speaking anxiety on students' voice. A small number of students speak too fast (6.25%) as much as those who speak too slowly, in order to hide their

anxiety. We can see that 37.5% of presenters have a trembling voice. 18.75% of presenters produce unemphatic words. 12.5% of students have hoarse voices. The results indicate that speaking anxiety influences students' voice in different aspects and levels.

**Aspect two:** Oral effects.

**Table 5**

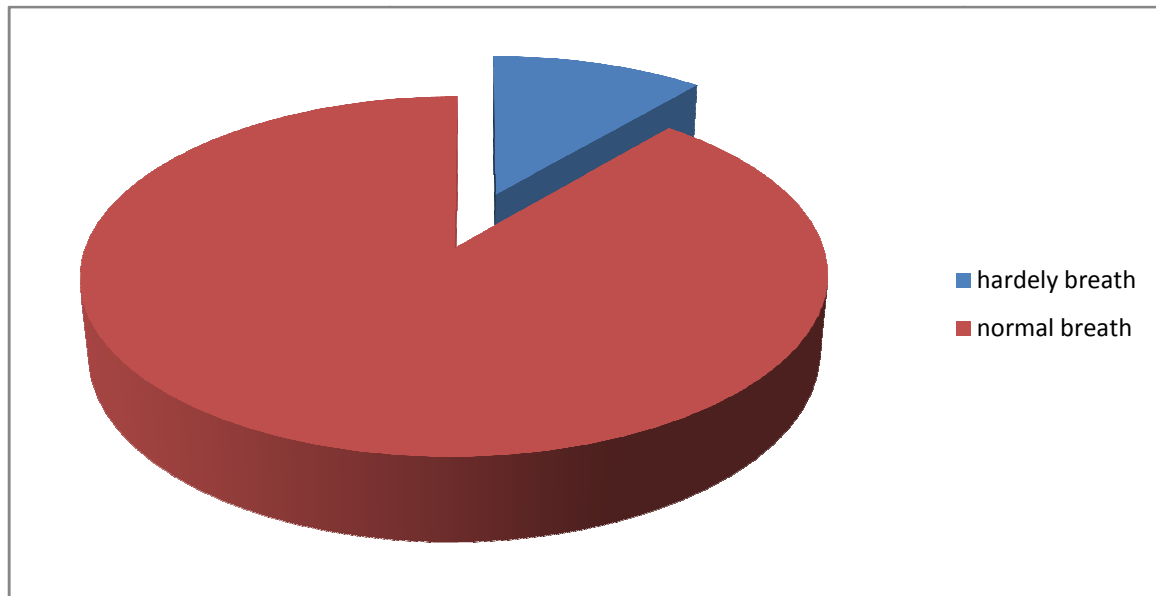
*The effects of speaking anxiety on students' oral performance*

Options	number	Percentage %
a) Pauses	13	81.25%
b) Linguistic gap	3	18.75%
c) Repetition	9	56.25%

This table shows the effects of SA on students' speaking tasks. The majority of participants (81.25%) make pauses when performing orally. (18.75%) of them produce incomplete sentences and make linguistic gaps. (56.25%) of students keep repeating same word or phrase numerous times. Participants who experience speaking anxiety may make pauses, linguistic gaps and repeating same part of speech again and again. Because, they forget what to say and feel districted as they declare on (Q 4 in the section 02) "loosing words, forgetting arguments and words, feeling distracted".

**Aspect three:** Mouth and throat.



**Figure 12***The effect of speaking anxiety on students' mouth and throat*

This figure shows the influence of speaking anxiety on presenters' mouth and throat. The majority of students (87.5%) breathe normally while performing oral tasks. Yet, (12.5%) of students hardly breathe; (2) presenters (one of them does not practice EAs) that is mean speaking anxiety may has great effects on some students which can influence their health.

Aspect four: Facial expression.

**Table 6***The effects of speaking anxiety on students' facial expression*

Options	number	Percentage %
a) Avoid eye contact	9	56.25%
b) Roll eye	2	12.5%
c) Anxious jesters by their face	2	12.5%
d) Grimace	5	31.5%

This table shows the influence of speaking anxiety on presenters' facial expressions. Large number of student (56.25%) avoids eye contact. (12.5%) of presenters roll their eyes maybe to avoid looking how others interact with them. (12.5%) of them make anxious jesters by their faces. (31.5%) of the presenters are grimace while performing their presentations. Speaking anxiety symptoms can appear on learners' face while practice in speaking tasks those jesters can help teachers to identify the students' who suffer from speaking anxiety.

Aspect five: Arms and hands.

**Table 7**

*The effects of speaking anxiety on students' arms and hands*

Options	number	Percentage %
a) Sweating	0	00%
b) Fidgeting	5	31.25%
c) Rigid	0	00%
d) Squirring	3	18.75%

This table shows the effects of SA on Sts arm and hand. The presenters we had observe do not sweating or rigid (0%). However, (31.5%) of the presenters are fidgeting. (18.75%) of them are squirming. The results indicates that all the presenters do not sweat or rigid when performing.

Aspect six: Body movements.

**Table 8***The effects of speaking anxiety on students' body movements*

Options	number	Percentage %
a) Muscle tension	2	12.5%
b) Physical tremors	1	6.25%
c) Tap the finger	4	25%

This table shows the influence of speaking anxiety on presenters' body language. (12.5%) of presenters suffer of muscle tension. Only (6.25%) of presenters have physical tremors. (25%) of them tap their fingers. In addition to that, the observation allows us to notice other behaviors appear on students' body as shaking their hands and legs, playing with their clothes as the participants declare in the questionnaire.

The results of the questions that we asked presenters after their oral performance show that (81.25%) of presenters are practicing ECAs. Students who practice sports (volleyball, athletic, football), performing arts (drama, music, dance) and who organize social and culture events have less speaking anxiety indicators than other presenters; as a result of practicing more speaking skill, performing in front of large number of audience, have high level of social skill, group work, and more self confidence.. Only (18.75%) of presenters do not participate in ECAs; (12.5%) of them show various anxiety behaviors. This can be due to the lack of practicing speaking skills outside of study time.

## Discussion of the Results

The primary objective of this research is to identify the challenges encountered by EFL students in developing their speaking skill, particularly speaking anxiety. Additionally, this study aims to determine the impact of practicing extracurricular activities on enhancing learners' speaking abilities and reducing their speaking anxiety. This chapter is designed to state the main findings in relation to the research questions.

The first research question; "what is the effect of speaking anxiety on EFL learners' speaking skill?" Its hypothesis is that speaking anxiety does not affect students' speaking performance. The analysis of the students' questionnaire and the observation show that learners experience speaking anxiety in different levels and frequents while performing oral tasks in the classroom, this can be due to their frequents of using the language out of classroom. The majority of students see that it effects negatively on their speaking performance this is in line with Marlia (2018) results that indicate the negative correlation between speaking anxiety and speaking performance level. Additionally, we have notice that all the learners experience speaking anxiety and more than 36% of them declared that they always experience speaking anxiety when speaking those students may be unconfident or they have poor vocabulary.

The students are afraid to speak in front of their classmates and teachers because they fear to forget the needed vocabulary, to be judge, to be evaluated, or to make mistakes. Moreover, Learners face numerous difficulties and they do not feel at their ease when practicing speaking skill. In addition to that, we have notice a significant impact of speaking anxiety on learners behavior when they are performing orally, for example they feel stressed, uncomfortable, forget what to say, make pauses and anxious gestures, also they have tremble and unclear voice which influence their oral performance negatively. According to the results founded we can say that the first hypothesis is confirmed.

The second research question; "Do extracurricular activities help students to reduce their speaking anxiety?" Its hypothesis is that extracurricular activities help students to improve

their speaking skill and reduce their speaking anxiety. The findings reveal that the majority of learners are involved in variety of activities out of their study time, they enjoy practicing these activities that they fit their interests with their mates or alone. Students are aware of the importance of EAs for their oral tasks; these practices take part of their free time. Therefore learners choose the activities they want to participate in the time they want to practice them.

Involving in outdoor practices help learners to increase different speaking obstacles and enhance their speaking skill, pronunciation, correcting their spelling mistakes, also they reduce their social anxiety and improve their communication skill, this is supports Lubna Alnaeem (2021) findings in her study that participating in ECAs improve students' communication skill and reduces their communication apprehension. Moreover, the majority of learners (79% of participants) declare that it helps them to lower their speaking anxiety and improve their speaking performance.

Practicing extracurricular activities give EFL learners the opportunity to practice a variety of speaking tasks, more self confidence; they allow them to communicate with other participants and to perform speech in public. According to the observation and questionnaire we have found that the most common EAs learners practice are: participating in language clubs, music, football, organizing cultural events, participating in social events, drama, volleyball, environmental awareness programs. Moreover, learners' who practice out-of-class activities, mainly sports, performing arts, organizing social events, and participating in language clubs show a high level of self confidence and a lower level of speaking anxiety indicators.

The findings also show the importance of participating in extracurricular activities on reducing speaking anxiety and improving learners' speaking performance. (81%) of students claimed that practicing out-of-class exercises reduces their speaking difficulties by allowing them face their fears and worries of speaking in front of people, they see that they improve their pronunciation and their communication skill by practicing in group, also they exchange

ideas and correct each other mistakes which reduces their shyness and stress. Therefore, we reject the null hypothesis.

To conclude, the research findings demonstrate the impacts of speaking anxiety on EFL learners' speaking performance. Moreover, it shows the effect of extracurricular activities on reducing learners' speaking anxiety, such as: improving their vocabulary, pronunciation, self confidence and making them feel comfortable when speaking. The result of analyzing research tools answers the prior research questions. It confirms the second hypothesis and rejects the null hypothesis.

### **Conclusion:**

This chapter analyses the field work of the research. It aims to discuss the impact of extracurricular activities on EFL learners' speaking skill, and their role to reduce students' speaking anxiety. The questionnaire indicates that all the students experience speaking anxiety. Moreover, the majority of participants are aware of the importance of participating ECAs. Additionally, the observation result shows the significant effects of involving in ECAs for their speaking performance. Therefore, the obtained findings answered the research questions.

# **General conclusion**

## **General conclusion**

Speaking is one of the essential skills, not only in the process of learning a language, it is also important in our daily life. The main purpose of this work is to investigate the impact of participating in extracurricular activities on reducing EFL learners' speaking anxiety. This present research indicates the effect of speaking anxiety on students' oral performance and the role of practicing extracurricular activities on reducing speaking anxiety and other speaking difficulties encountered by second year learners of the English language at the Department of Foreign Languages at Mohamed Kheider University of Biskra.

This research includes two chapters. In the first chapter, the first part represents the concept of speaking and speaking anxiety. Moreover, it illustrates the importance of speaking skill and the concept of speaking anxiety and its types, also it sheds light on the effect of speaking anxiety and the main factors that cause it and it goes through its indicators that appear on students' speaking performance. Whereas, the second part clarifies the history of extracurricular activities and its definition. It lights the importance of participating in these activities and their effects on reducing learners' speaking anxiety.

The second chapter presents a description of the research design, methodology and the used data gathering tools. Moreover, it includes the analysis of the obtained data, the results and discussions. It shows the effect of EAs on improving EFL learners' speaking skill and reducing their speaking anxiety, through identifying responses of second year English students at Biskra University and their attitude toward practicing EAs also observing their behavior and reaction while speaking to provide the needed data.

The findings of this work highlight the impacts of speaking anxiety on EFL learners speaking skill, where 100% of students claim that they experience moderate levels of



speaking anxiety which effects negatively on the speaking performance of the majority of them, as it can hinder their speaking and communication abilities in English as a foreign language. Additionally, it shows the significant impact of participating in extracurricular activities on reducing learners speaking anxiety and achieving better oral performance in EFL classroom 79% of participants agreed that participating in ECAs reduces their speaking anxiety.

## Limitations of the Study

This research had some specific limitations. The most essential ones are as follows:

- This study is limited to second-year LMD students in UMKB.
- The submission of the questionnaire was during vacation, and we shared it online. Not all second-year students had access to it.
- Due to time constraints, this study was limited to a small number of presenters. As a result, the study should have included more participants to obtain more credible results.
- This work is limited to speaking anxiety. Other researchers can find other obstacles to learning EFL or improving speaking skills.
- This study is limited to out-of-class activities, while other researchers can conduct studies on classroom activities.
- This research focuses on the impact of ECAs on students' oral performance, whereas they can have an influence on other skills.

## **Pedagogical recommendations**

This section suggests possible ways to reduce the students' difficulties in reading comprehension. Cultural texts enhance the comprehension of a reading text.

- Speaking anxiety effects learners' speaking performance in different levels. Thus, teachers should identify the differences between those students and help them to be more comfortable when speaking.
- Teachers need to encourage students to improve speaking skill by practicing different speaking tasks in and outside the classroom.
- The students can choose to practice extracurricular activities that they are interested in to be more confident and comfortable when speaking.
- Learners' can enhance their communicative skills by practicing extracurricular activities particularly the activities that require working in group.
- There are some particular exercises and strategies learners can practice in order to reduce their speaking obstacles.

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**Appendices****Appendix01: The students' questionnaire****Students' Questionnaire**

Dear students,

You are kindly requested to complete this questionnaire which aims to shed the light on the impact of speaking anxiety on students' speaking skill and to raise awareness about the effects of the use of extracurricular activities on reducing students speaking anxiety to achieve better oral performance in EFL classroom. Your responses will help us to collect the data needed in our research. Therefore, your collaboration is highly appreciated. The information you provide will be anonymous and will be used for research purposes only.

**Extracurricular activities:** are the activities that learners practice out of the classroom regular time which is not related to the curricular, it can be academic or non-academic. (Bartukus,et al, 2012)

Read the following questions and tick (√) the right answer or provide one whenever necessary.

**Section one: General Information**

1. Gender:

a- male                       b- Female

**Section two: Speaking Anxiety:**

1: How motivated are you to perform Oral tasks?

a- Highly motivated

b- Somehow motivated

c- Not motivated at all

3- How often do you participate in oral tasks in the class?

a- Always       b- Often



c- Sometimes  d- Rarely  c-never

4. How often do you experience speaking anxiety?

a- Always  b- Often

c- Sometimes  d- Rarely  c- Never

5. When performing speaking tasks in class do you notice any of the following behavior in yourself?

a- Shaking your body

B-jiggling your hands, legs or feet

c- Playing with hair or clothing

d- Touching object nervously

e- Stuttering or stammering

Other:.....  
.....

6-What do you think causes your speaking anxiety in class?

a) -fear of making mistakes

b) -fear of not knowing vocabulary to express ideas

c) -fear of judgment

d) -fear of getting bad marks

Others:.....  
.....

7- To which extent do you think speaking anxiety negatively affect your performance in Oral Expression class?

a-A great deal  b- Quite a bit  c-Not too much

d-Very little  e-not at all

**Section three: the practice of Extracurricular Activities**

1-Do you participate in extracurricular activities?

Yes  No

2- What type of extracurricular activities do you practice?

a) Participating in social events

b) Organizing cultural events

c) Football team

d) Volleyball

e) Athletic

f) Drama

g) Music

h) Environmental awareness programs

i) Cleanliness programs

j) Language clubs

Others:.....  
 .....

3-Do you enjoy practicing extracurricular activities?

a- Yes  b-No

4-Do you prefer to practice extracurricular activities?

a- Individually

b- With a partner

c- With group

5- How often do you practice extracurricular activities?

a- Always

b- b- often

c- c- sometimes

d- d- rarely

e- c-never

6 -Do you think the participation in extracurricular activities is important for oral expression tasks?

a- Extremely important

b- Important

c- Somewhat important

d- Not at all important

7- Does your participation in EAs activities helps you to perform better orally?

a- Yes  b-Somehow  c-No

Please ,justify your answer

.....  
.....

8- Do you think that the difficulties you have in speaking could be reduced by practicing more EAs activities?

Yes  No

How?.....  
.....

9- Does the participation in extracurricular activities reduce your speaking anxiety?

Yes  No

How?.....  
.....



**Appendix 03: Observation questionnaire.**

**Extracurricular activities:** are the activities that learners practice out of the classroom regular time which is not related to the curricular, it can be academic or non-academic. (Bartukus,et al, 2012)

Do you participate in extracurricular activities?

Yes  No

If yes what type of extracurricular activities do you practice?

1. Prosocial activities

Participating in social events.

Organizing cultural events.

2. Sports

Football team

Volleyball

Athletic

3. Performing arts

Drama

Music

Dance

4. School environment activities

Environmental awareness programs

Cleanliness programs

5. Academic clubs

Language clubs

Organize study group

Would you mention other activity or activities that you practice?

.....  
 .....

## المخلص

التعبير الشفهي قد يكون مهمة صعبة لمتعلمي اللغة ، وغالبًا ما يؤدي إلى قلق التحدث. للتغلب على هذه العقبة ، يمكن للمتعلمين المشاركة في مختلف الأنشطة اللاصفية خارج الفصل الدراسي. تقدم الدراسة الحالية لمحة عامة عن تأثير قلق التحدث على أداء التحدث باللغة الإنجليزية كلغة أجنبية. كما تفحص أهمية الانخراط في الأنشطة اللاصفية للحد من هذا القلق. تهدف هذه الدراسة إلى معرفة تأثير الأنشطة اللاصفية على قلق التحدث بين متعلمي اللغة الإنجليزية كلغة أجنبية. المشاركون في هذه الدراسة طلاب في السنة الثانية في قسم تعليم اللغة الإنجليزية في الآداب واللغات. لتحقيق هذه الأهداف قمنا بجمع البيانات من خلال استبيان إلكتروني تم تسليمه لطلاب السنة الثانية لتقييم مستوى قلقهم من التحدث ومواقفهم تجاه المشاركة في الأنشطة اللاصفية. إضافة إلى ذلك، تم تسجيل ملاحظات باستخدام قائمة مراقبة لمقدمي التعبير الشفهي في السنة الثانية الذين تناولوا مواضيع مختلفة. وقد أظهرت النتائج أن 100% من الطلاب عانوا من مستويات متفاوتة من قلق التحدث، مع موافقة الغالبية على أنه أثر سلبيًا على أدائهم الشفهي. علاوة على ذلك، أقر 97% من المشاركين بأهمية الانخراط في الأنشطة اللاصفية لمهارة التعبير الشفهي، واتفق الغالبية على أن مثل هذه الأنشطة تساعد في تقليل قلق التحدث لديهم وتعزيز مهارات التحدث لديهم بشكل عام، تلقي هذه الدراسة الضوء على أهمية الأنشطة اللاصفية في تقليل قلق التحدث بين متعلمي اللغة الإنجليزية كلغة أجنبية. هذه النتائج قد يكون لها آثار كبيرة على المعلمين وصانعي السياسات الذين يسعون إلى تحسين الكفاءة الشفوية لطلاب اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: متعلمي اللغة الإنجليزية كلغة أجنبية ، الأنشطة اللاصفية، القلق من التحدث ، الأداء الشفهي.