

The Effect of Extra-curricular Activities on the Development of Saudi Secondary-School EFL Students' Oral Performance in Al-Namas Province as perceived by EFL Teachers

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Abstract: The study purpose was to determine the impact of extra-curricular activities on the improvement of EFL students' oral performance in Saudi secondary-schools, Al-Namas Province as perceived by EFL Teachers. In addition, identify the significant relationship at level ($\alpha \leq 0.05$) between the effect of extra-curricular activities adapted in Saudi secondary schools, and the oral performance of the students by the EFL teachers perspective. The study depended on a qualitative approach. The study population was EFL teachers working at secondary-school in Al-Namas Province, Saudi Arabia, and the researcher selected a random sample with size (50) of EFL teachers from secondary-schools. Research results was as follow: there is a positive correlation between the effect of extra-curricular activities adapted in Saudi secondary schools, and the oral performance of the students from the perspective of EFL teachers; there is no statistically significant differences in the correspondent of the sample at level ($\alpha = 0.05$) in the effect of extra-curricular activities on the development of Saudi secondary-school ELF students' oral performance due to Qualification; Extra-curricular activities help students increase their vocabulary. the study provided many recommendations: school management must organize programme's for extra-curricular activities inside school; school management be supposed to use high academic performance condition for allowing students to participate in extra-curricular activities; and students should be free to decide which curricular activities to participate in.

Keywords: Extra-curricular Activities, English, Secondary-School, Education.

تأثير الأنشطة اللاصفية على تطوير أداء متعلمي اللغة الإنجليزية كلفة أجنبية للمرحلة الثانوية في محافظة النماص من وجهة نظر معلمي اللغة الإنجليزية كلفة أجنبية

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المخلص: هدفت الدراسة إلى التعرف على تأثير النشاطات الإطرائية على تحسين الأداء الشفهي في تعلم اللغة الإنجليزية لطلاب المرحلة الثانوية، محافظة النماص بالمملكة العربية السعودية من وجهة نظر المعلمين، كما هدفت الدراسة إلى التعرف على العلاقات الإحصائية عند مستوى الدلالة ($0.05 \geq 0$) بين أثر النشاطات الإطرائية، والأداء الشفهي لطلاب المرحلة الثانوية. اعتمدت الدراسة على المنهج الوصفي، كما تكون مجتمع الدراسة من جميع معلمي اللغة الإنجليزية في المرحلة الثانوية في محافظة النماص بالمملكة العربية السعودية، وكانت عينة الدراسة عبارة عن (50) معلم للغة الإنجليزية تم اختيارهم عشوائياً. بعد أن تم ادخال البيانات إلى برنامج التحليل الإحصائي (SPSS)، تم التوصل إلى نتائج الدراسة. توصلت الدراسة إلى عدّة نتائج من أهمها: وجود ارتباط إيجابي بين مستوى تطبيق النشاطات الإطرائية في المدارس الثانوية وتحسين الأداء الشفهي لطلاب المرحلة الثانوية بالمملكة العربية السعودية؛ لم توجد

فروقات ذات دلالة إحصائية لاستجابات العينة عند $(0.05 \geq \alpha)$ لتأثير النشاطات الإطرائية على تحسين الأداء الشفهي في تعلم اللغة الإنجليزية لطلاب المرحلة الثانوية تعزى إلى المؤهل العلمي؛ كما توصلت النتائج إلى أن النشاطات الإطرائية تساعد الطلاب في تحسين واكتساب المفردات الجديدة. لخصت الدراسة عدد من التوصيات ذات الصلة بموضوع البحث من ضمنها: ينبغي على إدارة المدرسة تنظيم برامج خاصة للنشاطات الإطرائية داخل المدرسة؛ ينبغي على إدارة المدرسة وضع شروط أكاديمية تسمح للطلاب بالمشاركة في النشاطات الإطرائية؛ كما أوصت الدراسة بضرورة ممارسة الطلاب حرية اتخاذ القرار المقدمة من خلال النشاطات الإطرائية والمشاركة فيها.

الكلمات المفتاحية: الأنشطة اللاصفية، اللغة الإنجليزية، المرحلة الثانوية، تعليم.

Introduction

Many foreign language learners (EFL) study a foreign language wishing to become fluent and accurate, including using a range of sophisticated structures and vocabulary. Yet second language acquisition (SLA) specialists are still unsure of what makes up the myriad factors that contribute to second language (L2) proficiency, in order to and develop oral fluency and accuracy (proficiency), a lot of researchers focused on the impact of extracurricular activities on students' performance in class and other skills important for everyday life (Tchibozo, 2007; Campbell, 1973), these activities have become an inseparable part of the context of second language teaching and learning in secondary schools environments in all the world. In the second part of the 20th century, many researchers focused on comparing second language learning in formal and informal environments (Krashen, 1981). Oates and Hawley in (1983) suggested involving the local native speakers of the target language in introducing extra-curricular activities, for example, he applied meetings, recorded interviews, role playing, evening gathering of people, skits, individual introductions, magazines and language occasions.

In particular, it was observed that ECAs eliminate the chances of dropping out of school for some categories of students (Mahoney and Cairns, 2000). The findings proved that the extra-curricular activities were just as necessary for building academic and social skills as the regular classes (Eccles, 2003; Marsh and Kleitman, 2002). Which are very essential for the success of English as a Foreign Language (EFL) communication. In addition, there are different opinions of what is considered an extra-curricular activity. Some examples of activities beyond the school day may include pro-social activities such as parties, sport and arts activities, and in-school interactions may include intramurals activities, and students unions.

Research Problem

The extracurricular activities helped the students in the Oral approach and situational Language teaching, which originated in the 1920s-1930s in the works of British linguists Palmer and Hornby. Applying this method, both lexical and grammatical materials were specifically chosen for the lessons and the language items were first presented orally, and later – in the written form; only the target language was spoken in the classroom; new language material was presented in situational context; lesson planning was emphasized, and different techniques were used to present and exercise the lesson. (Nunan, 2004)

ECA get along well with this methodology, as ECA activities can be organized to follow the material studied in class.

Wilson (2009) emphasizes that challenges of communities and schools within a limited opportunities of extracurricular activities for the students are facing often bullying, violence, and a rising dropout rate. These issues are common in much of the schools today and could possibly be reduced by more participation in activities that help a student bond and identify with the school community.

Therefore, this research achievement is pointed towards find out the effect of extra-curricular activities on the development the oral performance for Saudi Secondary-School EFL Students at AL-Namas Province as perceived by EFL Teachers, which could help in advance the specialists for developing new learning strategies.

Research Questions

The following research questions were posed to guide the study:

1. What is the level of extra-curricular activities practiced at Saudi secondary schools, Al-Namas Province, by the EFL teachers' perspective?
2. What is the degree at which EFL students performing orally at their classes in Saudi secondary schools, Al-Namas Province, by the perspective of EFL Teachers?
3. What is the impact of extra-curricular activities practiced at Saudi secondary schools on improving oral performance of Saudi secondary students at Al-Namas Province?

Research Hypothesis

There are two main hypotheses for this research:

1. There is a statistical relation between extra-curricular activities and the improvement of the oral performance of Saudi secondary students at Al-Namas Province.
2. Is there a significant relationship at level ($\alpha \leq 0.05$) between the effect of extra-curricular activities adapted in Saudi secondary schools, and the oral performance of the students from the perspective of EFL teachers?

Research Importance

This study is significant in that it is going to discuss the role of extracurricular activities in foreign language learning, particularly in oral performance at secondary schools in Saudi Arabia. While understanding the effects of being involved in these activities, it is important to know how these activities are influencing educational and career pathways beyond secondary school. Having this knowledge may allow counselors and other educators to promote participation and to support and encourage student involvement.

By engaging in extracurricular activities, students may be required to maintain good grades in order to meet eligibility to participate in sports or cheerleading, which it may motivate students to do their best academically in order to participate in the activity. In addition, competing in oral activities, might help a student gain confidence, and being involved in a youth group or may help them in developing character and connect with the community. Very little research is available on extracurricular activities in language education, hence the study would add new concepts and educational value regarding to current topic, specially the Saudi Arabia libraries.

Research objectives:

The main goal of the study was to determine the impact of extra-curricular activities on the improvement of EFL students' oral performance in Saudi secondary-schools, Al-Namas Province as perceived by EFL Teachers. Moreover, the objectives of the study was identified as follows:

1. Identify the level of extra-curricular activities practiced at Saudi secondary schools, Al-Namas Province, by the perspective of EFL teachers.
2. Determine the degree that EFL students performing orally in their classes at Saudi secondary schools, Al-Namas Province, by the perspective of EFL Teachers.
3. Determine the impact of extra-curricular activities practiced at Saudi secondary schools on improving oral performance of Saudi secondary students at Al-Namas Province
4. Identify the significant relationship at level ($\alpha \leq 0.05$) between the effect of extra-curricular activities adapted in Saudi secondary schools, and the oral performance of the students by the EFL teachers perspective.

Outlines of the study:

- Area of the study: Secondary-schools at Al-Namas Province, Saudi Arabia.
- Time: during the year of 2015.
- Target population: EFL teachers working at secondary-school in Al-Namas Province, Saudi Arabia.
- Sample size: A number of (50) EFL teachers will be selected from secondary-schools at Al-Namas Province, Saudi Arabia. The sample size was selected based on the margin of error is 5% and confidence level is 95%. It is expected that the number of the EFL teachers of the selected schools is (200) teacher at most.
- Sampling: It expected to use random selection method to collect the sample.

Research Terms:

- Extra-curricular Activities: it refers to learners' activities that fall outside the normal curriculum of educational organization, which provide a regular course of classroom instruction that conducted with some instructor's participation (Campbell, 1973).

- EFL Students: Students whose study English as a Foreign Language.
- Oral Performance: it refers to the pattern of using a specific speech functions by the non-native speaker (Christina, 2001).

Research Methodology:

- The questionnaire would be designed and submitted by an expert committee to collect and gather the data from the sample randomly.
- SPSS statistical analysis program would be used to modify, and analyze the data collected from the questionnaire and study the relations between variables.

Literature Review

Speaking

Definition of speaking

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

The Importance of Speaking

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary and grammar and then improving their writing skill. By speaking, learners could declare their personal feelings, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is significant outside the classroom, many companies and organizations look for people who speak English very well for the purpose of communicating with other individuals. So, people who speak foreign languages have more opportunities to get jobs in such companies. Baker and Westrup (2003: 05) support that "a student who can speak English well may have greater chance for advancing in their education, of finding jobs and gaining promotion."

The traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation

Method is one example, Richards and Rodgers (2001) mention that reading and writing are the essential skills to be focused on, however, speaking and listening skill have little or no attention by the people.

Oral communication skills in adult ESL Instruction

Outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing (Rivers, 1981). Inside the classroom, speaking and listening are the most often used skills (Brown, 1994). They are recognized as critical for functioning in an English language framework, by both teachers and learners. These skills are also justified instructional starting points when learners have low literacy levels (in English or their native language) or limited formal teaching, or when they belong to different language backgrounds with a non-Roman script or a predominantly oral tradition. Further, with the drive to incorporate workforce readiness skills into adult ESL guidance, practice time is devoted to speaking skills as, negotiating, reporting, explaining, and problem solving skill.

Speakers need to know that the control of conversation may be negotiated through the agenda management, which covers the participants' right to choose the topic and how to develop it and through the business of handing turn taking. The development of the negotiations skills is very important for L2 learners, so they should be practiced in communicative tasks. Activities which involve spontaneous pairs practice or group work, and simulations and role play should be focused on to develop fluency in the learners' speaking.

The two main types of talk: "interactional" and "transactional". Interactional speaking is concerned with keeping social relationships, assumes shared knowledge between the speaker and the listener, and it is mainly listener-oriented. A talk that is mainly transactional deals with the conveying of information; it is a message oriented and often involves more specific vocabulary. The message must be spelt out clearly since the speaker assumes that much less information is shared with the listener.

Characteristics of Speaking Performance

Within the Communicative Approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001: 157) mention that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context", and this is a clear point since the emphasis of Communicative Language Teaching (CLT) is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency being the main characteristic of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much hesitation; otherwise the

communication will break down because listeners will lose their interest. One can say, it is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, using stress and intonation, i.e. doing all of these quickly. Hughes (2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, rate and effort in addition to link the ideas together in a coherent way. Speech rate and speech continuity are the key indicators of coherence.

2. Accuracy

Most L2 teachers nowadays emphasize the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Ellis and Barkhuizen 2005) define accuracy as referring "to how well the target language is produced in relation to the rule system of the target language." so, learners must concentrate on a number of things in their production of the spoken language, mainly, pronunciation, vocabulary, and the grammatical structure.

3. Pronunciation

English language has been long considered by either native speakers or non-native speakers as a difficult language because of its pronunciation. Learners, then who want to develop their speaking skill in English should practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one.

4. Grammar

According to (Hughes, 2002), the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005) lists the following features of spoken grammar. First, the clause is the basic unit of construction and clauses are usually added (co-ordinate). Also, direct speech is favored, a lot of ellipsis and many question tags as well.

5. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking. Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they sometimes use words incorrectly like in the case of synonyms which do

not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances.

Extra-curricular Activities

Definition of Extra-curricular Activities

Organized student activities linked with school and usually carrying no academic credit in order to enhance the social, academic and language skills of the students.

Types of Extra-curricular Activities

1. Role Play

Students usually find role playing enjoyable, for example, they might be given the role of an angry father awaiting the late return of his middle school son from football game. Another student could be given the role of the son. Therefore, students have to prepare a dialogue for their presentation. Because role play imitates real life, the range of language functions that might be used expands considerably. The role relationships among students call for practicing and developing sociolinguistic competence to use the language skills that are appropriate to the situation and to the characters.

Role play went through a period of relative unpopularity; yet this pity since it has distinct advantages. Role play can be a direct interactive method. It is an authentic technique for language use in interactive contexts to train students for specific interactive skills of arguing, information, persuading, discussing, or complaining ...etc. It promotes spontaneous oral exchanges between participants instead of reciting already memorized stretches. Indeed, as Dickson (1981: 382) puts it: "Learners say what they want to say and not what someone has told them to say."

2. Problem Solving

Barker and Gaut (2002: 160) defined problem solving as follow: "A problem solving group is a group of people who work together to solve a problem by collecting information about the problem, reviewing that information, and making a decision based on their findings". The label has been applied to put together a range of activities which require the learners to find solutions to problems of different kinds. (Nunan, 1989) discovered that problem solving tasks prompted more interaction than debating tasks.

The problem tasks range from the imaginary to the more realistic. The latter involves processes which have some kind of realistic application in which the students become involved in an effort to achieve a goal. In problem solving, students are involved in pooling information to solve a problem

through oral expression and negotiation of meaning. For instance, the teacher describes the task to the students: 'you are stranded on a desert island a long way from anyplace. There is a fresh water well on the island, and there are apple trees and coconut. The climate is moderate. Make a list of eight to twelve things which you think are necessary for survival.

3. Group Work

Despite the need for whole-class teaching and individual work, or 'seat work' in language classroom, the use of group work has been emphasized as another interactional dynamics of language classroom. A group work is a classroom situation where students are working within smaller units or groups. Through interacting with each other in groups, students can be given the opportunity to oral exchange. Indeed, it is through this type of tasks that researchers many believe aspects of both linguistic and communicative competence are improved (Bright & McGregor, 1970).

Oral interaction, in group, is based on a real attempt to find a collective solution to problems. Group work is a meaningful activity because the students need to focus on meaningful negotiation and information exchange. For this reason, students should be familiar with the discussion topic. The main concern of the teacher is, of course to get the students to talk and to stimulate their interest and imagination.

4. Discussion and debate

Discussion is any exchange of ideas and opinions either on a class basis with the teacher's role as a mediator and to some extent as participator, or within the context of a group, with the students talking among themselves. It may last for just a few minutes or it may continue for a whole lesson (in case of advanced learners who have a good command of foreign language). It may be an end in itself; a technique for developing oral expression through exchange of ideas, opinions, arguments and points of views. We can say that this technique is student-directed and teacher-guided discussion (Byrne, 1976).

While discussion has many advantages, some benefits for L2 learners include: increased comprehension levels; opportunities to improve listening skills and develop spoken language proficiency; increased participation of quiet and shy students and more time for teacher observation of students learning.

Benefits of engaging in Extra-curricular Activities

Fredricks and Eccles (2006) found that activity participation can be linked to positive academic results, including enhanced grades, exam scores, more school engagement, and increased educational aspirations. While on the other hand, Eccles (2003) have noted possible negative consequences of some types of extracurricular activities. If a coach is degrading to the team, or if members of the club ignore others, or just over-interactions with every spare second scheduled in multiple activities, students may

find there are negative consequences for participation. Either way, it is important to know why students should get involved in positive activities and how to avoid the negative impact of over-participation.

According to Gardner, Roth and Brooks-Gunn (2008), participation in organized activities during high school is positively associated with educational, civic, and to some extent, occupational success in young adulthood. Morrissey (2005) stated that there is an established Lillie between adolescents' extracurricular activities and educational attainment as adults in occupational choice and income. Morrissey also noted a reduction in delinquency and less engagement in risky behaviors. These factors explain why students should balance their lives with academics and activities as participating in these well-rounded activities may impact their success in the future.

Out-of-school (OTS) time can be critical for the development of competencies that will carry into adulthood (Little, 2005). Yet, if students do not interact, they may not gain the benefits that extracurricular activities or out-of-school programs offer. The study by Gardner, Roth, and Brooks-Gunn (2008) also indicated that it is important to look at the intensity and level of involvement the student has with the activity. Level of participation may make a difference in how much a student is affected by being involved.

Previous Related Studies

1. Pearson study, (2004). "The Idiosyncrasies of Out-Of-Class Language Learning: A Study of Mainland Chinese Students Studying English at Tertiary Level in New Zealand"

The study aimed to document and verify what learners do outside of the classroom and examine the impact of these activities on their language learning. Participants were (106) students enrolled in a university course. The researcher used qualitative approach to analyze the data, by utilizing English for Academic Purposes, and combined it with a questionnaire distributed to all 106 students in the same course, in the questionnaire, the researcher used 11 predetermined spare time activities in English plus a final open category. findings showed that his informants were most frequently involved in the following five spare time language activities in English (in rank order): (1) listening to/watching news on radio or TV; (2) studying in the library, reading books, magazines, or newspapers; (4) watching TV programs, videos, or movies; and (5) listening to music or the radio. Results also declared that different informants rated out-of-class language learning more highly as regards both enjoyment and learning than their formal classroom-based learning. The study recommended that there that there should be more studies in the future about this issue, because these extra activities is important as formal class.

2. Sundqvist study, (2009). "The Impact of Spare Time Activities on Students' English Language Skills"

The study main objective was to explain the relationship between learners "Spare time English" and their language skills, with a focus on oral proficiency and vocabulary. The sample consists of (80) students, (44) girls and (36) boys. The study used both quantitative and qualitative approaches to analyze the data, Data for extramural English (which below will be referred to as EE) were collected with the help

of a questionnaire and two one-week language diaries, the questionnaire aimed to measure the total amount of EE as well as the amount of EE students spent on specific EE activities, and see its impact of their English language, and the information provided in the diaries were analyzed through the statistical software SPSS. The results showed that spending time on extramural activities in English had a positive effect on students' oral proficiency and vocabulary, also learners who spent time on such activities benefited from doing so in terms of improved oral proficiency and vocabulary. In addition, study recommended that extramural English functions as a pathway to progress in English, and schools should care about such activities.

3. Reva study, (2012). "The Role of Extracurricular Activities in Foreign Language Learning in University Settings"

The study aimed to investigate the role of extracurricular activities in language learning in university settings in Canada and Russia. The participants was (133) students and language instructors in University of Saskatchewan. The researcher used quantitative and qualitative methods in the study, by conducting questionnaires that focus of the extracurricular activities, Data collected from questionnaires entries (multiple choice, Lickert scale, yes/no questions were entered on and analyzed with the help of computer software program SPSS, To investigate associations between the variables, a Spearman correlation was chosen due to skewness of the data and chi square test. The results showed that language-related ECA have a positive impact on all the aspects of students' language acquisition, also the degree of instructors' participation in these activities is high both in Russia and Canada, and the importance of ECA is confirmed by their impact evaluations by students and by language instructors in both countries. The study recommended that Making extracurricular activities mandatory and not giving students a chance to choose activities will likely lower students' motivation towards language learning.

4. Rokni and Ataee study, (2014). "The Effect of Movie Subtitles on EFL Learners' Oral Performance"

The study aimed to examine the effects of watching English movies with and without subtitles on EFL student's speaking ability. The participants were (38) intermediate Iranian learners of English. The study followed qualitative approach in analyzing the data, the sample were divided into two groups, namely experimental and control. Each group consisted of 19 learners. A speaking pretest was administered to measure their speaking ability. The participants in the experimental group enjoyed the treatment in which they watched an English movie with subtitles while the control group watched the same movie without subtitles. The learners watched the movie in 20 sessions, each for about 15 minutes. At the end of the study, all subjects took the speaking posttest. By utilizing an independent t-test. The findings showed that the experimental group who watched the movie with subtitles showed a considerable improvement in their speaking ability in comparison with the control group who watched the movie without subtitles. The study recommended that the results of this research can be used by those involved in the field of language teaching.

Methodology

Data Collection Methodology:

Research methodology depend on the analysis of data on the use of descriptive analysis, which depends on the poll and use the main program (SPSS).

Population and sample size:

The population of this research included EFL teachers working at secondary school in Al-Namas Province, Saudi Arabia, since the Schools with size 200 teachers. We select random sample with size (50) teachers selected from secondary schools at Al-Namas Province, Saudi Arabia, and questionnaires were distributed to the research sample. In addition, all questionnaires are received, and the following tables illustrated the properties of the samples.

Questionnaire content

The questionnaire was provided with a covering letter explaining the purpose of the study, the way of responding, the aim of the research and the security of the information in order to encourage a high response. The questionnaire included multiple choice question: which used widely in the questionnaire, The variety in these questions aims first to meet the research objectives, and to collect all the necessary data that can support the discussion, results and recommendations in the sections in the questionnaire will verify the objectives in this research related to the effect of extra-curricular activities on the development of Saudi secondary-school Elf students' oral performance as the following:

First part: the first part of the questionnaire is demographic information that provide the general characteristic of targeted sample which contains (5) questions.

second part: is related to the effect of extra-curricular activities on the development of Saudi secondary-school Elf students' oral performance . These fields are as the following:

Firstly: School management role in organizing extra-curricular activities consist from (10) items

Secondly: Students interaction with extra-curricular activities consist from (8) items.

Thirdly: Extra-curricular effect on students consist from (8) items

Thus, the total number of the questions was (26). The respondent can answer the questionnaire item follows lekart scale by assigning it with a number from 1 to 5 indicating his/her acceptance degree of this item, where (5) represents the highest acceptance degree about an item and (1) represents the lowest acceptance degree.

Pilot Study

A pilot study for the questionnaire was conducted before collecting the results of the sample. It provides a trial run for the questionnaire, which involves testing the wordings of question, identifying

ambiguous questions, testing the techniques that used to collect data, and measuring the effectiveness of standard invitation to respondents.

Validity of the Research

We can define the validity of an instrument as a determination of the extent to which the instrument actually reflects the abstract construct being examined. "Validity refers to the degree to which an instrument measures what it is supposed to be measuring". High validity is the absence of systematic errors in the measuring instrument. When an instrument is valid; it truly reflects the concept it is supposed to measure. Achieving good validity required the care in the research design and sample selection. The amended questionnaire was by the supervisor and three expertise in the tendering and bidding environments to evaluate the procedure of questions and the method of analyzing the results. The expertise agreed that the questionnaire was valid and suitable enough to measure the purpose that the questionnaire designed for.

Content Validity of the Questionnaire

Content validity test was conducted by consulting two groups of experts. The first was requested to evaluate and identify whether the questions agreed with the scope of the items and the extent to which these items reflect the concept of the research problem. The other was requested to evaluate that the instrument used is valid statistically and that the questionnaire was designed well enough to provide relations and tests between variables. The two groups of experts did agree that the questionnaire was valid and suitable enough to measure the concept of interest with some amendments.

Statistical Validity of the Questionnaire

To insure the validity of the questionnaire, two statistical tests should be applied. The first test is Criterion-related validity test (Pearson test) which measure the correlation coefficient between each item in the field and the whole field. The second test is structure validity test (Pearson test) that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one filed and all the fields of the questionnaire that have the same level of similar scale.

Criterion Related Validity:

Internal consistency:

Internal consistency of the questionnaire is measured by a scouting sample, which consisted of twenty-five questionnaires, through measuring the correlation coefficients between each paragraph in one field and the whole filed. the correlation coefficient and p-value for each field items. As show in the

table the p- Values are less than 0.05 or 0.01,so the correlation coefficients of this field are significant at $\alpha = 0.01$ or $\alpha = 0.05$, so it can be said that the paragraphs of this field are consistent and valid to be measure what it was set for.

Structure Validity of the Questionnaire

Structure validity is the second statistical test that used to test the validity of the questionnaire structure by testing the validity of each field and the validity of the whole questionnaire. It measures the correlation coefficient between one filed and all the fields of the questionnaire that have the same level of liker scale.

As shown in table No. (1), the significance values are less than 0.01, so the correlation coefficients of all the fields are significant at $\alpha = 0.01$, so it can be said that the fields are valid to be measured what it was set for to achieve the main aim of the study

Table No. (1) Structure Validity of the Questionnaire

Number	section	Pearson correlation coefficient	p-value
1	First: School management role in organizing extra	0.841	0.000
2	Second: Students interaction with extra	0.923	0.000
3	Third: Extra-curricular effect on students	0.862	0.000

Reliability of the Research

Half-Split Method

This method depends on finding Pearson correlation coefficient between the means of odd rank questions and even rank questions of each field of the questionnaire. Then, correcting the Pearson correlation coefficients can be done by using Spearman Brown correlation coefficient of correction. The corrected correlation coefficient (consistency coefficient) is computed according to the following equation:

Consistency coefficient = $2r/(r+1)$, where r is the Pearson correlation coefficient. The normal range of corrected correlation coefficient $2r/(r+1)$ is between 0.0 and + 1.0 As shown in Table No.(2), and the general reliability for all items equal 0.9052, and the significant (α) is less than 0.05 so all the corrected correlation coefficients are significance at $\alpha = 0.05$. It can be said that according to the Half Split method, the dispute causes group are reliable.

Table (2) Split-Half Coefficient method

section	person- correlation	Spearman- Brown Coefficient	Sig. (2-Tailed)
First: School management role in organizing extra	0.7829	0.8783	0.000
Second: Students interaction with extra	0.8435	0.9151	0.000
Third: Extra-curricular effect on students	0.8057	0.8924	0.000
All sections	0.8268	0.9052	0.000

Cronbach's Coefficient Alpha

This method is used to measure the reliability of the questionnaire between each field and the mean of the whole fields of the questionnaire. The normal range of Cronbach's coefficient alpha value between 0.0 and + 1.0, and the higher values reflects a higher degree of internal consistency. As shown in Table No. (3) The Cronbach's coefficient alpha was calculated. The general reliability for all items equal 0.9278. This range is considered high; the result ensures the reliability of the questionnaire.

Table (3) For Reliability Cronbach's Alpha

section	No. of Items	Cronbach's Alpha
First: School management role in organizing extra	10	0.8957
Second: Students interaction with extra	8	0.9325
Third: Extra-curricular effect on students	8	0.9097
All sections	26	0.9278

Statistical Manipulation:

To achieve the research goal, researcher used the statistical package for the Social Science (SPSS) for Manipulating and analyzing the data.

Statistical methods are as follows:

- 1- Frequencies and Percentile
- 2- Alpha- Cronbach Test for measuring reliability of the items of the questionnaires
- 3- Person correlation coefficients for measuring validity of the items of the questionnaires.

- 4- Spearman –Brown Coefficient
- 5- One sample t test
- 6- Independent sample t test
- 7- One way ANOVA test for the difference between means three samples or more
- 8- Scheffe test for Multiple Comparisons

Data Analysis and Discussion

4.1 One Sample K-S Test

One Sample K-S test will be used to identify if the data follow normal distribution or not, this test is considered necessary in case testing hypotheses as most parametric Test stipulate data to be normality distributed and this test used when the size of the sample are greater than 50.

Results test as shown in table (4), clarifies that the calculated p-value is greater than the significant level, which is equal 0.05 (p-value. > 0.05), this in turn denotes that data follows normal distribution, and so parametric Tests must be used.

Table (4) One Sample K-S

section	items No.	Statistic	P-value
First: School management role in organizing extra	10	0.960	0.093
Second: Students interaction with extra	8	0.554	0.918
Third: Extra-curricular effect on students	8	0.630	0.822
All sections	26	0.400	0.997

Discussion and hypotheses test

In the following tables, we use a one sample t test to test if the opinion of the respondent in the content of the sentences are positive (weight mean greater than "60.0%" and the p-value less than 0.05) or the opinion of the respondent in the content of the sentences are neutral (p- value is greater than 0.05). Alternatively, the opinion of the respondent in the content of the sentences are negative (weight mean less than "60.0%" and the p-value less than 0.05).

Results & Recommendations

Introduction

This chapter provides a summary of the most important results of the research, some recommendations in light of these results and study limitations, with hops that the research achieved its purpose the effect of extra-curricular activities on the development of Saudi secondary-school EFL students' oral performance and in identifying other variables and better practices for future researches related to career development .

Research results

- 1- There is a positive correlation between the effect of extra-curricular activities adapted in Saudi secondary schools, and the oral performance of the students from the perspective of EFL teachers.
- 2- There is no statistically significant differences at level $\alpha = 0.05$ about the effect of extra-curricular activities on the development of Saudi secondary-school Elf students' oral performance due to Age and from Scheffe Tests for Multiple Comparisons table No.() show that the difference is between "More than 45 years old", and "From 25 to 35 years old" in favor of "More than 45 years old", also there is difference between " From 35 to 45 years old.", and "From 25 to 35 years old" in favor of "From 35 to 45 years old".
- 3- There is a statistically significant differences at level $\alpha = 0.05$ about the effect of extra-curricular activities on the development of Saudi secondary-school Elf students' oral performance due to Work experience. And from Scheffe Tests for Multiple Comparisons table No.() show that the difference is between " More than 10 year", and "Less than 5 years" in favor of "More than 10 year".
- 4- There is no statistically significant differences in the correspondent of the sample at level $\alpha = 0.05$ in about the effect of extra-curricular activities on the development of Saudi secondary-school Elf students' oral performance due to Qualification
- 5- There is a statistically significant differences in the correspondent of the sample at level $\alpha = 0.05$ in about the effect of extra-curricular activities on the development of Saudi secondary-school Elf students' oral performance due to organizing any extra-curricular activity, and the difference in favor of "no organizing any extra-curricular activity".
- 6- Extra-curricular activities help students increase their vocabulary.
- 7- Participating in extra-curricular activities helps students improve their oral skills.

Research Recommendations

- 1- School management must organize programme's for extra-curricular activities inside school.
- 2- school management be supposed to use high academic performance a condition for allowing students to participate in extra-curricular activities

- 3- The school have necessity a suitable environment for extra-curricular activities.
- 4- Students should be free to decide which curricular activities to participate in.
- 5- The school be required to interested in informing students about how these activities are applied
- 6- Every year the school aims must improve and renew the extra-curricular activities plan
- 7- Students have to recognize extra-curricular activities as a method for self-actualizing.
- 8- Students should give the priority for extra-curricular activities over attending the curricular classes.
- 9- Students stick to extra-curricular activities that they participate in
- 10- Students aim to measure their progress through extra-curricular activities.
- 11- Students be obliged to try to practice extra-curricular activities outside the school to improve these skills.

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