

THE EFFECTS OF LANGUAGE ORIENTED EXTRA-CURRICULAR  
ACTIVITIES ON 7th GRADE STUDENTS' PRODUCTIVE SKILLS AND  
ATTITUDES TOWARDS ENGLISH LANGUAGE

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BEGÜM ERÇAKIR KOZAN

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submitted by BEGÜM ERÇAKIR KOZAN in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Educational Sciences, Curriculum and Instruction, the Graduate School of Social Sciences of Middle East Technical University** by,

Prof. Dr. Sadettin KİRAZCI  
Dean  
Graduate School of Social Sciences

Prof. Dr. Zeynep SÜMER  
Head of Department  
Department of Educational Sciences

Assoc. Prof. Dr. Pervin Oya TANERİ  
Supervisor  
Department of Educational Sciences

**Examining Committee Members:**

Prof. Dr. Cennet ENGİN (Head of the Examining Committee)  
Middle East Technical University  
Department of Educational Sciences

Assoc. Prof. Dr. Pervin Oya TANERİ (Supervisor)  
Middle East Technical University  
Department of Educational Sciences

Prof. Dr. Gürcü KOÇ  
Gazi University  
Department of Educational Sciences

Assoc. Prof. Dr. Yeşim ÇAPA AYDIN  
Middle East Technical University  
Department of Educational Sciences

Assoc. Prof. Dr. Gülçin TAN ŞİŞMAN  
Hacettepe University  
Department of Educational Sciences



**I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.**

**Name, Last name :Begüm ERÇAKIR KOZAN**

**Signature :**

## ABSTRACT

### THE EFFECTS OF LANGUAGE ORIENTED EXTRA-CURRICULAR ACTIVITIES ON 7th GRADE STUDENTS' PRODUCTIVE SKILLS AND ATTITUDES TOWARDS ENGLISH LANGUAGE

ERÇAKIR KOZAN, Begüm

Ph.D., Department of Educational Sciences, Curriculum and Instruction

Supervisor: Assoc. Prof. Pervin Oya TANERİ

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This study aims to examine the impact of language-oriented extra-curricular activities (ECAs) on the productive language skills (speaking and writing) and attitudes towards English of 7th grade students in a public middle school in Ankara. The study employed a true experimental design with four groups, following Solomon's model. The study involved 80 randomly assigned students who participated in a range of language-oriented ECAs developed and implemented by the researcher. Quantitative data are gathered through readiness tests, pre- and post-achievement tests and attitude scales. Mann-Whitney U Test and Wilcoxon Signed-Rank Tests were used to analyze quantitative data. The results demonstrate that participation in language-oriented ECAs significantly enhances students' productive language skills and fosters positive attitudes towards English. The study has indicated that ECAs not only positively influence language skills but also improve students' attitudes toward English lessons. These findings contribute to a growing body of research supporting the effectiveness of ECAs in language education and provide valuable insights for future research and practice.

**Keywords:** Attitudes, ECAs, English Language Learning, Productive Skills, Solomon.

## ÖZ

### DİL ODAKLI PROGRAM DIŐI ETKİNLİKLERİN 7. SINIF ÖĐRENCİLERİNİN ÜRETKEN BECERİLERİ VE İNGİLİZCEYE YÖNELİK TUTUMLARI ÜZERİNE ETKİSİ

ERÇAKIR KOZAN, Begüm

Doktora, Eğitim Bilimleri, Eğitim Programları ve Öğretim Anabilim Dalı

Tez Yöneticisi: Doç. Dr. Pervin Oya TANERİ

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Bu çalışma, Ankara'daki bir devlet ortaokulunda dil odaklı program dışı etkinliklerin 7. sınıf öğrencilerinin üretken dil becerileri (konuşma ve yazma) ile İngilizceye yönelik tutumları üzerindeki etkisini incelemeyi amaçlamaktadır. Çalışma, Solomon modeli doğrultusunda dört gruplu gerçek deneysel bir tasarım kullanmıştır. Araştırmaya, araştırmacı tarafından geliştirilen ve uygulanan bir dizi dil odaklı program dışı etkinliklere katılan, rastgele atanmış 80 öğrenci katılmıştır. Veriler hazırbulunuşluk testleri, ön test ve son test başarı testleri ve tutum ölçekleri ile toplanmıştır. Toplanan veriler Mann-Whitney U Testi ve Wilcoxon İşaretli Sıralar Testi kullanılarak analiz edilmiştir. Sonuçlar, dil odaklı program dışı etkinliklere katılımın öğrencilerin üretken dil becerilerini önemli ölçüde geliştirdiğini ve İngilizceye yönelik olumlu tutumlar geliştirdiğini göstermektedir. Çalışma, bu etkinliklerin sadece dil becerilerini olumlu yönde etkilemek ile kalmayıp, aynı zamanda öğrencilerin dersle ilgili tutumlarını da geliştirdiğini göstermiştir. Bu bulgular, dil eğitimi alanında dil odaklı program dışı etkinliklerin etkinliğini destekleyen literatüre



katkı saęlamakta ve gelecekteki arařtırmalar ve uygulamalar için deęerli bilgiler sunmaktadır.

**Anahtar Kelimeler:** İngilizce Öğretimi, Program Dıřı Etkinlikler, Tutum, Üretken Beceriler, Solomon

*To My Lovely Son, Yağız KOZAN*

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# CHAPTER 1

## INTRODUCTION

This chapter provides a comprehensive overview, detailing the background information, purpose, and significance of the study. Furthermore, key terms and concepts are thoroughly defined and contextualized through references to relevant literature.

### 1.1. Background of the Study

Speaking and understanding a second language offers many benefits and opportunities. These include enhanced social interactions, personal career development, and cognitive growth (Jasim, 2021). Learning a second language can also be beneficial for those integrating into a new education system (Hanus, 2016), especially in cases of forced migration. Additionally, studies suggest that it may contribute to cognitive health and potentially reduce the risk of memory disorders (Alladi et al., 2013; Bak et al., 2014). Research by Athanasopoulos et al. (2015) indicates that learning a second language increases brain activity, which may lead to the development of new abilities like problem-solving.

People are assessed based on their education, experience, knowledge, and various language skills (e.g., grammar, vocabulary) when learning a foreign language (Ellis, 2015). Learning a foreign language can enhance people's awareness of the world around them by fostering a deeper understanding of diverse national cultures (Ahmad et al., 2021). This can lead to being more compassionate towards others, meeting new acquaintances and developing new perspectives (Thabit & Jasim, 2015). Therefore, people may pass up all of the chances and advantages listed above if they do not continue to develop their talents and keep up their second language (Bentz et al., 2018).

Learning a new language is just one aspect of adjusting to and integrating into a new community, nation, and educational system (Hanus, 2016). Students also face challenges adapting to a school setting where their original language is not spoken and where they must learn rapidly to succeed in everyday life. These challenges can include navigating divergent cultural values, such as greetings or classroom participation styles, as well as adapting to new social norms and altered behavioral and academic expectations (Hanus, 2016). For example, students may find it difficult to understand teachers' lectures or participate in discussions due to language barriers. However, various strategies such as school support programs, extra-curricular activities, cultural competency workshops or student mentoring programs can help facilitate this integration process.

English dominates various fields like commerce, research, technology, and education worldwide (Christine, 2017; Dağtan & Cabaroğlu, 2021; Rumsey, 2024). Approximately 2.5 billion people use English worldwide, with only 400 million of them speaking it as their mother tongue. In contrast, around 1.6 billion people have acquired English as a second or foreign language. (Prior, 2023; Talbot, 2023). Proficiency in a second language not only increases employment opportunities (Rumsey, 2024), but also facilitates genuine cross-cultural connections. Individuals seeking better job opportunities, competitive advantages or career advancement should consider learning a second language (Raewf & Mahmood, 2021). The increasing internationalization of organizations and businesses stimulates the demand for multilingual employees (Stein-Smith, 2017). In general, employees who are proficient in a second language often benefit from salary increases and promotion opportunities.

Proficiency in English yields multifaceted benefits, transcending mere communication. Beyond facilitating education and employment access, it fosters social mobility and global connections. The ability to express oneself effectively in English is often associated with higher levels of skill in various fields. Countries like Türkiye, with its unique geopolitical position and desire for international

cooperation, recognize the importance of a common language like English (Kırkgöz, 2007a).

English dominates business meetings, agreements, conferences, and literature (British Council, 2020). Türkiye's developmental initiatives in tourism, trade, industry, and technology underscore the importance of English proficiency (Tılfarlıoğlu & Öztürk, 2007).

English proficiency extends beyond career opportunities, playing a crucial role during emergencies and natural disasters. For instance, the COVID-19 pandemic emerged in 2020 has highlighted the need for clear, cross-border communication, and effective English skills can be lifesaving (Kırkgöz, 2007a). Similarly, countries in high earthquake risk zones, like Türkiye situated within the Alpine-Himalayan belt, benefit from English proficiency due to its role in facilitating communication with international aid and rescue teams (Çekim et al., 2023), because reducing the risk of a cascading disaster requires effective information and communication tactics (Alexander & Pescaroli, 2019). This linguistic competence enables effective communication with individuals from diverse countries worldwide due to 59% of the internet's language being English, as well (Statista, 2024). By this way, they can collaborate with them without wasting time to find a translator to maintain the communication during an urgent time such as a devastating earthquake. These factors elevate English's importance as a significant part of school curriculum and the need for it especially now that different cultures and communities are engaging with one another in one way or another. Therefore, being competent in a foreign language is among the main concerns of a Turkish student in order to keep up with the swift changes of world in the future and stay in touch with people from other nations because internationalization requires that almost every professional needs to be able to speak a foreign language competently to have a prosperity in the market, among which English occupies a great share (Rizqi-Ciptoaji, 2021). Furthermore, in an interconnected world, English competence remains fundamental for students navigating the global job market. Given the reasons outlined above, integrating English language proficiency into educational programs

is essential, especially in countries such as Türkiye fostering international collaboration.

The 21st century demands that students develop critical skills like communication, problem-solving, creativity, and collaboration to thrive (Partnership for 21st Century Skills). Fostering these skills requires diverse learning environments beyond traditional classroom instruction (Göloğlu-Demir, 2021). This is particularly true for English language learning, where varied activities and approaches are essential for students to achieve lasting proficiency. Recognizing that children spend a significant portion of their time outside of school, it's crucial to consider both in-school and out-of-school experiences. These combined environments significantly impact how students learn and interact, making them crucial for effective English language acquisition. English language-oriented extracurricular activities (ECAs) can be valuable examples of such out-of-school experiences, providing opportunities for students to develop critical skills, communicate effectively, and achieve lasting proficiency.

The Turkish foreign language curriculum, English, has undergone three significant reforms over time (in 1997, 2005, 2012, and 2018) to align with educational improvements. These reforms aimed to enhance language teaching and learning in Türkiye. However, despite these efforts, research findings suggest persistent challenges for Turkish students in effective communication (Çakır, 2006; Solak & Bayar, 2015; Özmat & Senemoğlu, 2021; Öztoprak, 2024; Yıldız, 2016). The nature of these challenges, whether related to grammar, vocabulary, fluency, or cultural understanding, is an important area for further exploration.

Türkiye was ranked as having low English language proficiency in the Global Ranking of Countries and Regions 2023 (Education First, 2023). Despite efforts outlined by the Ministry of National Education (MoNE), students continue to struggle with productive language skills needed for effective communication (Çakır, 2006). Studies on curriculum evaluation and researches indicate that teaching and studying a foreign language in Turkey face a number of challenges, as a result,

students may not equipped with language skills effectively (Ağçam & Babanoğlu, 2018; Demir-Ayaz et. al, 2019; Demirpolat, 2015; Erdem, 2016; Gürel & Demirhan-İşcan,2020).

Middle school emerges as a critical phase for enhancing fundamental language skills—reading, writing, speaking, and listening—which form the basis for advanced language competencies. Learning English during these formative years not only establishes a strong foundation but also facilitates comprehension of complex language concepts and promotes effective communication across various contexts. To support this learning journey, students require regular exposure to the target language outside traditional classroom settings, complemented by activities aligned with the core curriculum (Zirman, 2023). Central to this process are language teachers, who play a pivotal role in guiding students towards proficiency in both written and oral communication (Brown & Lee, 2015; Ly, 2024). Efforts are ongoing to enhance teaching methodologies aimed at bolstering students' communication skills (Çakır, 2006). However, Şahin (2018) stated that rather than encouraging students to become proficient communicators in a foreign language, the language teachers in the current educational system places a greater emphasis on teaching them about that language. Language teachers do not employ any additional tasks; instead, they rely on the ones in the book, using examples that they draw on the board and they explain the grammar rules (Kozikoğlu, 2014). This method ignores the innate ability of humans to acquire languages as well as the ultimate purpose of language learning, which is effective communication. Because of this, children are forced to study grammar rules and perform unfamiliar tasks, which creates a recurrent cycle that makes learning a new language difficult. As a result, by the time they complete secondary school, students frequently discover that they are unable to communicate even the most fundamental concepts in the foreign language (Şahin, 2018). After discussing the difficulties, a number of supportive elements that improve English language learning in Türkiye have been carefully investigated by Yaman (2018) and asserted that these include the well-prepared English curricula, the development of technology, the profusion of easily accessible materials, the widespread use of

English in day-to-day life, and the expansion of global initiatives providing exchange programs.

In Türkiye, there is ongoing debate about whether ECAs impact students' academic achievement. The General Directorate of Teacher Training and Development and the Ministry of National Education (MoNE) recognize the benefits of integrating ECAs alongside regular curricular activities. The 'English Together' project launched in 2020 designed to enhance professional development of English language teachers. One of the core aspects of this Project is to make teachers plan, organize, implement and evaluate language oriented ECAs in public schools. By 2024, the initiative hopes to establish a continuous and sustainable professional development model for English instructors across the country. The "English Together" project's emphasis on innovative teaching techniques and developing dynamic learning settings is what links it to extracurricular activities, or ECAs. Educators are urged to provide extracurricular activities and resources that help students study in a more engaging and entertaining way. This strategy is in line with MoNE's overarching objectives, which include enhancing learning outcomes and creating a more dynamic and inclusive learning environment. Furthermore, as important elements of Türkiye's Education Vision 2023, the project matches MoNE's current aims of improving teacher development and English language instruction. The project improves students' general involvement in learning and the improvement of their language abilities by integrating ECAs into the curriculum (British Council, IATEFL). Within the scope of this project, a professional development training set which consists of 10 chapters regarding language teaching and learning in and outside the classroom was prepared by experienced language teachers trained in this project. The significance of the value and priority placed on ECAs is evident from the fact that the second chapter of this training set is dedicated to language oriented ECAs. This chapter gives information about how to structure an ECAs, challenges of implementing it and possible solutions as well as assessment strategies (Erçakır-Kozan, 2020). This chapter also offers sample ECAs for language classes. It is available on the ÖBA website and can be accessed by all language teachers. By the help of this online source, language teachers can benefit and vary their language teaching ways.



Additionally, in the 2023-24 academic year, MoNE modified language exams to assess all four language skills separately. The new exam revisions for the 2023–24 school year further demonstrate MoNE's dedication to bringing assessments into line with contemporary teaching approaches, which in turn supports the use of ECAs and innovative instructional strategies in the classroom. Through active engagement and real-world application, this all-encompassing method guarantees that students not only acquire the language but also acquire critical abilities. This also indicates the current prioritization of language learning and skill development by MoNE.

The constraints of traditional language exams, which previously did not examine all four language abilities fully, have been addressed by the Turkish education system in recent years. This is a good development since it makes it possible to evaluate learners' language proficiency in a more comprehensive manner. Teachers can obtain a more accurate understanding of their students' competency and give more insightful criticism by assessing students' speaking, listening, reading, and writing abilities. When taking exams in a traditional format, students who perform exceptionally well in one area of language, like speaking, may not always show their full potential. For example, in real-world situations, like social media or other casual settings, a student with excellent speaking abilities but lower exam scores may nonetheless show outstanding mastery of English. If these students believe they are unable to use the language in an authentic way through typical classroom activities, they may first display apathy towards them. Through the consideration of extracurricular learning and the integration of tests evaluating all four language skills, teachers will be better equipped to identify and assist these learners. This method supports Andreeva's (1958) claim that fostering both social and intellectual reasons for learning is one of the objectives of language-oriented ECAs. Therefore, by acknowledging and appreciating varied language use and proficiency, a more inclusive assessment approach not only rewards students who excel in particular areas but also improves general engagement and motivation.

The value of extracurricular activities (ECAs) in improving education is becoming more widely acknowledged, especially when it comes to language learning. ECAs

offer students opportunities for authentic learning experiences that can ignite and maintain their curiosity and engagement. They are defined as extracurricular activities that serve to enrich educational experiences (Millard, 1930) and take place outside of the standard curriculum (Hornby, 1995).

Teachers were initially apprehensive to incorporate ECAs into the curriculum since there was a significant focus on adhering to a planned curriculum with well-defined academic aims. The idea that instructional emphasis should only come from scheduled curriculum activities formed the foundation of this criticism. But as time has gone on, studies have shown how beneficial ECAs may be. Research indicates that ECAs have a critical role in the development of important abilities as internal motivation, leadership, and communication (Shannon, 2006; Yıldız, 2016). By providing students with real-world experiences, these activities frequently increase their engagement and help them feel more prepared for life beyond school (Yıldız, 2016).

For example, studies have shown that engaging in ECAs associated with physical activities and sports has a positive developmental impact on children, improving their laterality and postural control (Gil-Madrona et al., 2021). Additionally, it has been discovered that ECAs predict students' overall performance, suggesting that evaluations of students' success should take into account both their extracurricular and core curriculum accomplishments (Ramalingam & Ilakkiya, 2021).

Integrating ECAs can close the gap between traditional academic evaluations and real-world language applications, especially in light of the Turkish education system's recent shift towards a more comprehensive approach in language assessment. By providing a variety of learning opportunities, this method not only accommodates students with varying language proficiency levels but also increases motivation and engagement.

ECAs have historically gotten little support, funding, and professional development since they were thought to be non-essential (Odhiambo et al., 2020). According to

Onstein and Hunkins (2009), a paradigm shift can be achieved by modifying the attitudes and perceptions of stakeholders, which will address this reluctance to change. Research in Turkey has shown that teaching English presents a number of important problems. Studies state that problems including poor curricula, an excessive focus on rote memorization, and a deficiency of interesting, real-world speaking exercises are some of the reasons why students struggle with speaking (Ağçam & Babanoğlu, 2018; Demir-Ayaz et. al, 2019; Demirpolat, 2015; Erdem, 2016; Gürel & Demirhan- İşcan,2020, Ocak et. al., 2013). These issues are made worse by overcrowded classrooms and low self-esteem among the students. Teachers can overcome these problems and improve language learning by incorporating ECAs that encourage active engagement and offer chances for real-world language use. As a result, implementing ECAs may be a useful strategy for improving the current shortcomings in the English language curriculum, classrooms, teaching and learning strategies implemented in Turkish public schools.

Research shows that language-oriented ECAs can be a powerful tool for language learning (Amara, 2021; Reva, 2017; Şahin-Kızıl, 2007; Yıldız, 2015, 2016). They can complement classroom instruction and support students to develop productive skills such as speaking and writing. Moreover, ECAs can promote positive attitudes towards the target language (Amara, 2021; Reva, 2017; Şahin-Kızıl, 2007; Yıldız, 2015, 2016). However, the effectiveness of ECAs may vary depending on the specific activities offered and the learning environment. Future research could explore different types of ECAs aimed at developing productive skills and positive language attitudes.

## **1.2. Purpose of the Study**

Traditional classroom methods often focus on developing writing and speaking skills, but research suggests limitations in fostering student motivation and authentic language use. This study investigates the effectiveness of language-oriented extracurricular activities (ECAs) in improving productive language skills and attitudes towards English in 7th graders.

There are various discrepancies in how learners are motivated, how their attitudes are shaped towards language learning, and how their skills are enhanced with different language learning activities. For example, while some learners are motivated by in-class activities, some learners enjoy doing activities outside of the classroom. Besides, learners' attitudes towards learning a foreign language are mostly determined by their previous experiences and being aware of the reason why they need to speak a foreign language and how they can use it authentically before they start a job, in other words, before growing up. Apart from learners, teachers also have some concerns with respect to using different teaching and learning approaches and techniques in their teaching and web tools because they may not be knowledgeable about the effectiveness of consequences of using such techniques or tools. Hence, this study aims to document how being involved in language oriented ECAs can affect attitudes and productive language skills of 7<sup>th</sup> grade students.

The following research questions were addressed in line with the purpose of the study:

Research Question 1: What is the effect of Extracurricular activities (ECAs) on 7<sup>th</sup> grade students' writing achievement?

1. 1. Is there a significant effect of ECAs on 7th-grade students' writing achievement, as compared to a control group?

Hypotheses:

- 1.1.1. Ho: There is no significant difference in 7th-grade students' writing achievement between those in the experimental group who engaged in ECAs (EG with pretest) and those in the control group who did not (CG with pretest)
- 1.1.2. Ho: There is no significant difference in 7th-grade students' writing achievement between those in the experimental group who engaged in ECAs (EG without pretest) and those in the control group who did not (CG without pretest)

1. 2. Is there a significant effect of ECAs on 7th-grade students' writing achievement, regardless of the influence of a pre-test?

Hypothesis:

Ho: There is no significant difference in 7th-grade students' writing achievement between those in the experimental group with pretest and those in the experimental group without pretest.

- 1.3. Does engaging in ECAs significantly affect 7th-grade students' writing scores from pre-test to post-test?

Hypotheses:

1.3.1. Ho: There is no significant difference in 7th-grade students' writing achievement between the pre-test and post-test of the experimental group who engaged in ECAs (EG with pretest)

1.3.2. Ho: There is no significant difference in 7th-grade students' writing achievement between the pre-test and post-test of the control group who did not engage in ECAs (CG with pretest)

Research Question 2: What is the effect of ECAs on 7<sup>th</sup> grade students' speaking achievement?

- 2.1. Is there a significant effect of ECAs on 7th-grade students' speaking achievement, as compared to a control group?

Hypotheses:

2.1.1. Ho: There is no significant difference in 7th-grade students' speaking achievement between those in the experimental group who engaged in ECAs (EG with pretest) and those in the control group who did not (CG with pretest)

2.1.2. Ho: There is no significant difference in 7th-grade students' speaking achievement between those in the experimental group who engaged in ECAs (EG without pretest) and those in the control group who did not (CG without pretest)

2.2. Is there a significant effect of ECAs on 7th-grade students' speaking achievement, regardless of the influence of a pre-test?

Hypothesis:

2.2.1. Ho: There is no significant difference in 7th-grade students' speaking achievement between those in the experimental group with pretest and those in the experimental group without pretest.

2.3. Does engaging in ECAs significantly affect 7th-grade students' speaking scores from pre-test to post-test?

Hypotheses:

2.3.1. Ho: There is no significant difference in 7th-grade students' writing achievement between the pre-test and post-test of the experimental group who engaged in ECAs (EG with pretest)

2.3.2. Ho: There is no significant difference in 7th-grade students' writing achievement between the pre-test and post-test of the control group who did not engage in ECAs (CG with pretest)

Research Question 3: What is the effect of ECAs on 7<sup>th</sup> grade students' attitude towards English?

3.1. : Is there a significant effect of ECAs on 7th-grade students' attitude towards English, as compared to a control group?

Hypotheses:

3.1.1. Ho: There is no significant difference in 7th-grade students' attitude towards English between those in the experimental group who engaged in ECAs (EG with pretest) and those in the control group who did not (CG with pretest)

3.1.2. Ho: There is no significant difference in 7th-grade students' attitude towards English between those in the experimental group who engaged in ECAs (EG without pretest) and those in the control group who did not (CG without pretest)

3.2. Is there a significant effect of ECAs on 7th-grade students' attitude towards

English, regardless of the influence of a pre-test?

Hypothesis:

3.2.1. Ho: There is no significant difference in 7th-grade students' attitude towards English between those in the experimental group with pretest and those in the experimental group without pretest.

3.3. Does engaging in ECAs significantly affect 7th-grade students' attitude scores from pre-test to post-test?

Hypotheses:

3.3.1. Ho: There is no significant difference in 7th-grade students' attitude towards English between the pre-test and post-test of the experimental group who engaged in ECAs (EG with pretest)

3.3.2. Ho: There is no significant difference in 7th-grade students' attitude towards English between the pre-test and post-test of the control group who did not engage in ECAs (CG with pretest)

### **1.3. Significance of the Study**

This study holds substantial significance across various dimensions. This study addresses a critical need. Despite formal English instruction since elementary school, Turkish students even in ELT departments score low particularly in productive skills like speaking (British Council & TEPAV, 2014; Dağtan & Cabaroğlu, 2021; Education First, 2015). Classroom activities often emphasize listening and reading, limiting opportunities for authentic speaking practice (Amara, 2021; Hyland, 2004; Muñoz, 2012; Reva, 2017; Şahin-Kızıl, 2007; Yıldız, 2015, 2016). This research explores the potential of language-oriented ECAs to address this challenge. ECAs provide a platform for students to practice English in real-world contexts, potentially leading to improvement in productive skills (Maden, 2012).

Recognizing the educational value of ECAs and the Ministry of National Education's (MoNE) focus on language learning innovation, this study explores the effectiveness of specifically designed, language-oriented ECAs in improving 7th graders'

productive English skills and fostering positive attitudes. The ability to communicate fluently and accurately in a foreign language holds immense advantages across academic, professional, and everyday contexts. ECAs have emerged as a prominent consideration, aiming to improve productive skills, boost student motivation, and cultivate positive attitudes toward English. By augmenting existing language programs with targeted ECAs, particularly in 7th-grade classrooms, enhanced language skills and attitudes among students are anticipated (Pearson, 2004). This study's findings aim to inform stakeholders like teachers, school administrators, project coordinators, curriculum developers, and policymakers about the potential of ECAs in terms of enhancing students' productive skills (speaking and writing) in English, which are often underdeveloped in traditional classroom settings (Hyland, 2004), fostering positive attitudes towards English language learning, potentially leading to increased motivation and engagement, providing valuable insights for integrating ECAs into existing language learning programs in Turkish middle schools.

This study's findings hold significant implications for instructional practices, development and curriculum evaluation. Key stakeholders can benefit from the results in the following ways:

**Curriculum Developers:** When shaping curricula, consider incorporating language-oriented ECAs to target productive skills and enhance both academic achievement and student attitudes.

**Language Teachers:** The study's findings on the impact of ECAs on student attitudes can inform their teaching practices. Effective ECA-based instruction, both inside and outside the classroom, can facilitate language proficiency. They can adapt their classroom teaching to incorporate these techniques.

This study holds significant value in advancing the field of curriculum and instruction by exploring the impact of language-oriented extracurricular activities (ECAs) on the development of productive language skills, such as speaking and



writing. The findings contribute to filling existing gaps in formal language education, which often prioritizes theoretical knowledge and receptive skills over practical language use.

First, the study highlights how traditional curricula may neglect opportunities for active language production, leading to limited development in students' productive skills. By examining ECAs, the research emphasizes the importance of integrating practical, communicative activities into formal instruction. These findings can guide curriculum designers to adopt more interactive, student-centered methods, allowing for greater focus on real-life language use.

Additionally, the research underscores the value of motivation and engagement in language learning. ECAs provide a flexible, low-pressure environment where students feel encouraged to experiment with the language, leading to improved fluency and confidence (Dörnyei, 2001). This insight can inform future curriculum designs by promoting learner-centered, interest-driven activities that foster greater engagement and language use.

Moreover, the study highlights the role of personalized learning opportunities in addressing diverse learning styles. ECAs cater to individual interests and needs, promoting collaboration, critical thinking, and creativity skills essential for language use but often overlooked in formal education. Incorporating these elements into official curricula can enhance the holistic development of language learners (Durlak et al., 2011)

By demonstrating the effectiveness of language-oriented ECAs, the study contributes to discussions on how informal learning environments can complement formal instruction and better equip students with the productive language skills necessary for real-life communication (Shepherd, 2004).

This study also offers a unique perspective as the researcher, an English language teacher actively involved in implementing ECAs, provides in-depth insights gained

through student interaction. Extensive interaction with students during the implementation process allowed for in-depth insights. A key strength lies in examining the interplay of three variables: ECAs, attitudes, and language skills. This focus is distinctive as very limited research has addressed these aspects simultaneously. Furthermore, the study employs a novel methodological approach. While ECAs are used in various domains (Ertaş et. al., 2011; Mutlu-Kaya, 2020), research specifically examining language-oriented ECAs in Türkiye remains scarce (Yalçın, 2016, 2018). Additionally, very limited studies employing randomized Solomon's 4-group design to analyze the combined effects of ECAs on attitudes and language skills have been identified in the literature, even though ECAs extend beyond English language learning (Çakır, 2006; Yıldız, 2016; Alnaeem, 2021).

Recognizing that students spend time in structured extracurricular activities, parents, counselors, and responsible adults need awareness. Determining the long-lasting effects of ECAs helps families make informed choices, dispelling the notion that such activities detract from academic progress. Additionally, understanding how ECAs influence attitudes toward language learning is crucial for successful language skills and future career paths.

The results of the study extend beyond the classroom, informing parents, counselors and educators about the long-term benefits of ECAs. It challenges the notion that ECAs negatively impact academic progress and potentially influence future career paths by highlighting their role in improving motivation and language skills.

The study's findings also underscore the need for further research on implementing language-oriented ECAs in middle school education settings. This research contributes to national efforts to improve language teaching and learning in Turkey by providing insights and recommendations specifically for enhancing the use of ECAs.

#### **1.4. Definition of the Terms**

This study uses the following definitions:

Attitude: “A psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (Eagly & Chaiken, 2007, p.598)

Extra-curricular Activities (ECAs): Activities organized by the school that occur outside of regular classes and are not part of the graded curriculum. They provide opportunities for students to develop skills beyond academics (Ebie, 2008.).

Productive Skills: In language learning, productive skills refer to the abilities to use a language to communicate your own thoughts and ideas through speaking and writing. This is contrasted with receptive skills, which involve understanding spoken and written language (listening and reading).

## CHAPTER 2

### LITERATURE REVIEW

This chapter reviews the literature on theoretical frameworks, English curriculum reforms, productive language skills, attitudes towards language learning and research on extracurricular activities (ECAs) in general and in language learning contexts. The focus is on how ECAs can be used to develop learners' productive language skills (speaking and writing) and promote positive attitudes towards learning English.

#### **2.1. Theoretical Framework**

##### **2.1.1. School Engagement Theory: A Framework for Supporting Extra-Curricular Activities**

The concept of school engagement as a possible cure for declining academic achievement and motivation has drawn increasing attention. Recent research has concentrated on enhancing productive abilities and attitudes toward language learning through ECAs (Reva, 2017; Yıldız, 2015,2016). The purpose of this study is to investigate how ECAs, by creating a more constructive and productive learning environment, can improve students' performance and engagement in language learning. Numerous studies have been conducted over the years to examine different approaches to solve academic problems and boost motivation. One interesting alternative that has been highlighted is the potential of specifically designed language ECAs.

Various theoretical, practical, and economic considerations lend support to the growing interest in school engagement. A succinct definition of school engagement can be found in academic literature. "Students' involvement in academic and social activities, which includes their emotional, behavioral, and cognitive commitment to

learning" (p. 60) is what Fredricks, Blumenfeld, and Paris (2004) define as school engagement. This concept highlights the complexity of engagement and its significance in raising students' motivation and academic achievement. This study covers how ECAs might improve these dimensions of participation in language learning situations by concentrating on this concept.

School engagement theory suggests that there is a strong link between student engagement and academic achievement (Fredricks et al., 2004). Students who are engaged in their learning are more motivated, actively participate and achieve more. This theory provides a framework for understanding how ECAs designed to be interesting and engaging can foster positive attitudes towards language learning and enhance the development of productive skills (Fredricks & Eccles, 2002). These findings are especially concerning given the argument that the modern, rapidly evolving global economy calls for skilled individuals with the ability to analyze and synthesize new information, think critically, and solve issues. Even though attendance is required, it is crucial for young people to make a commitment to learning if they are to take advantage of everything that schools have to offer and develop the skills they will need to succeed in the modern workforce. At this point, it is possible to address how school-oriented extra-curricular activities (ECAs) held at the end of a school day, which are planned, organized, and carried out by taking students' interests, desires, and abilities into account, and in which students can participate on a voluntary basis, can make students more engaged in school, lessons and consequently learning. While traditional schooling plays a role, voluntary, well-designed ECAs that cater to student interests can be a powerful tool. These activities offer a platform for deeper engagement beyond the classroom, potentially fostering a love of learning and the development of essential skills.

Fredricks et al. (2004) highlight the multifaceted nature of engagement, delineating three key dimensions: behavioral, emotional, and cognitive. Behavioral engagement, linked to participation, encompasses involvement in academic and extracurricular activities, and is seen as crucial for academic success and reducing dropout rates. Emotional engagement focuses on students' positive and negative reactions to

teachers, peers, academics, and the school environment, potentially impacting their motivation and effort. Finally, cognitive engagement, based on the concept of investment, involves students' willingness to exert effort and engage with challenging concepts to acquire new skills.

While some scholars raise concerns about the multiplicity of definitions associated with "engagement" (e.g., Fredricks et al., 2004), this study contends that it serves as a valuable framework for understanding the impact of ECAs. The three dimensions outlined by Fredricks et al. (2004) – behavioral, emotional, and cognitive – align with research on student behavior, attitudes/interests, and self-regulated learning (Boekarts et al., 2000; Eccles et al., 1983; Karweit, 1989). This convergence suggests that ECAs, designed to foster active participation, positive learning environments, and deeper engagement with the subject matter, have the potential to positively impact all three dimensions of school engagement. Furthermore, the concept of engagement as a "meta-construct" encompassing these interrelated elements (Guthrie & Anderson, 1999; Guthrie & Wigfield, 2000) aligns well with the holistic approach.

Examining student engagement through the lens of behavior, emotion, and cognition offers a more comprehensive understanding than focusing on individual components (Fredricks et al., 2004). While these aspects (behavioral, emotional, and cognitive) can be distinguished for research purposes, they function dynamically and interdependently within students. Previous research has extensively explored each component separately. However, viewing engagement as a multidimensional construct necessitates examining the interconnected causes and effects of behavior, emotion, and cognition simultaneously to understand their additive or interactive effects on student learning (Fredricks et al., 2004).

Student engagement is increasingly recognized as a dynamic concept, shaped by individual interactions with the learning context (Connell, 1990; Finn & Rock, 1997). Opportunities for participation, building relationships, and intellectual pursuits – both within classrooms and through voluntary extracurricular activities

(ECAs) – can serve as social and academic pathways to fostering engagement. Research suggests that interventions like ECAs, designed to promote participation and deeper engagement with the subject matter, can potentially improve learning outcomes and reduce dropout rates. For instance, Guthrie and Wigfield (2000) contend that the effect of curriculum and instructional innovations on attainment is mediated by engagement. As another example, Albayrak and Şener (2021) conducted a study in order to analyze the university students' motivation level towards English based on their participation in extracurricular activities. The students' motivation for English and their involvement in extracurricular activities differed significantly, according to the results, with the students who participated in these activities showing a higher degree of motivation. It is also established that students' attitudes about studying English were much improved by their involvement in extracurricular activities. Nevertheless, it was shown that the students' motivation, education level, and gender did not significantly correlate with their participation in extracurricular activities.

Behavioral engagement is a multifaceted construct encompassing several aspects. According to Finn (1989), Finn et al. (1995), and Finn & Rock (1997), it includes both a lack of disruptive behaviors (e.g., skipping school) and positive conduct (e.g., following classroom rules). A second dimension, emphasized by Birch and Ladd (1997), Skinner & Belmont (1993), and others, focuses on involvement in learning tasks through effort, persistence, and participation in class discussions. Finally, participation in school-related activities, such as athletics or student government, is considered a third aspect of behavioral engagement (Finn, 1993; Finn et al., 1995).

The definitions of behavioral engagement often overlook the difference between different types of participation, such as in-class activities versus extracurricular activities (ECAs) (Finn, 1993; Finn et al., 1995). One exception is Finn's (1989) definition, which highlights student initiative as a key aspect. His framework suggests that activities requiring higher levels of initiative, such as participating in ECAs or student government, may reflect a deeper level of engagement compared to simply following instructions. This aligns with research on classroom involvement

typologies, which differentiates between autonomous participation (self-directed learning behaviors) and cooperative participation (adherence to classroom rules) (Birch & Ladd, 1997; Buhs & Ladd, 2001). This distinction is important because ECAs, by their nature, often encourage autonomous participation and student initiative, potentially fostering a more engaged learning environment.

### **2.1.2. Multifaceted Engagement**

School Engagement Theory suggests that extracurricular activities (ECAs) can significantly enhance both productive language skills and attitudes towards learning English (this study's focus). ECAs provide opportunities for active participation, language practice, and skill development in settings beyond the classroom. This theory identifies three interrelated dimensions of engagement: behavioral, emotional, and cognitive (Fredricks et al., 2004). Behavioral engagement focuses on participation in activities and following rules (Finn, 1993). ECAs, designed to be engaging, can encourage students to participate actively in language practice and skill development activities.

Emotional engagement refers to students' feelings and attitudes towards language learning (e.g., interest, enjoyment) (Connell & Wellborn, 1991). Emotional engagement refers to students' affective responses within the classroom context. These responses include curiosity, boredom, enjoyment, sadness, and worry. Emotional involvement extends to feelings toward instructors and the educational institution itself. Identification with the school—feeling valued and belonging—is a key aspect (Finn, 1989; Volk, 1997). Well-designed ECAs can create a positive and supportive learning environment, fostering enjoyment, curiosity, and a sense of accomplishment in language learning. Interestingly, these emotions align with constructs studied in attitudes and motivation research. While motivation and engagement are often used interchangeably, engagement research tends to be less complex than motivational studies. Engagement definitions lack the nuanced distinctions found in motivational literature. For instance, personal and situational interests are not clearly differentiated in engagement research. The concept of



“flow,” introduced by Csikszentmihalyi (1988), describes a state of total involvement in a task. During flow, individuals become unaware of time and place due to intense engagement. Flow represents a pinnacle of emotional involvement and investment in an activity. ECAs foster positive emotions related to language learning. Students experience enjoyment, motivation, and a sense of accomplishment during language-oriented activities.

Cognitive engagement emphasizes students' investment in learning, effort, and the use of learning strategies (Newmann et al., 1992). Cognitive engagement refers to the psychological commitment required for understanding and mastering explicitly taught knowledge and skills in schools (Wehlage et al., 1989, p. 17). This concept aligns with motivation-related constructs: Intrinsic Motivation: Students intrinsically value education and strive for mastery and knowledge within classroom settings (Harter, 1981). Learning Goals: Students focus on understanding material, grasping concepts, and completing challenging assignments (Ames, 1992; Dweck & Leggett, 1988). Motivation to Learn: Driven learners persevere despite adversity and embrace challenges (Brophy, 1987). Strategic learners employ metacognitive strategies to regulate their mental processes during tasks (Pintrich & De Groot, 1990; Zimmerman, 1990). Techniques include elaboration, summarization, and rehearsal to retain and comprehend information (Corno & Madinach, 1983; Weinstein & Mayer, 1986). Deep strategies involve connecting ideas effectively, grasping concepts fully, and investing more mental effort. Volition refers to psychological control processes that protect concentration and effort despite distractions (Corno, 1993). It emphasizes cognitive or psychological effort. Distinguishing between behavioral effort (completing tasks) and mastery effort (focused on learning) is crucial. ECAs that encourage deeper engagement with the language beyond the curriculum can motivate students to put in effort and develop effective learning strategies. By fostering all three dimensions of engagement, ECAs can potentially create a positive learning environment that supports the development of productive language skills and positive attitudes towards English language learning.

Definitions of cognitive engagement draw from distinct literary sources. Some emphasize psychological cost, while others focus on strategic learning and cognition. Students can simultaneously be highly invested and strategic, or they may prioritize strategies for grades without intrinsic motivation. Cognitive engagement becomes more meaningful when researchers combine definitions of psychological investment from motivational literature with the specificity of cognitive processes from self-regulated learning research.

Recognizing these nuances is essential for effective educational approaches. Scholars like Connell and Wellborn (1991) emphasize adaptability in problem-solving and diligence. Newmann et al. (1992) describe cognitive engagement as investing effort to master knowledge and skills. It encompasses strategic thinking, coping with setbacks, and a deep commitment to academic work. ECAs stimulate cognitive processes, reinforcing language learning. Students apply language knowledge, problem-solve, and think critically during ECAs.

In summary, the effect of curriculum and instructional innovations on achievement is mediated by age. A comprehensive approach to engagement suggests investigating the ways in which attempts to modify the context impact each of the three forms of interaction and figuring out whether modifications to one or more components mediate outcomes. It is hoped that studying engagement as multifaceted and as an interaction between the individual and the environment will improve the ability to comprehend the complexities of children's in-school and out-of-school experiences and to create more targeted and sophisticated solutions. Overall, ECAs have the potential to address the limitations of traditional classroom learning by promoting all three dimensions of engagement, potentially leading to improved productive language skills and more positive attitudes towards learning English.

## **2.2. Curriculum**

Curriculum theories offer diverse perspectives on shaping learning experiences. But, their overarching objective—which they each have in their own unique way—is the

same: to promote learning. Various viewpoints on the definition of the curriculum have been formulated for decades. It should not be challenging to explain why there is no one universal and comprehensive curriculum theory and at the end the definite definition when individual world views, the people they affect, the century they live in, their experiences, their priorities and the philosophical approaches and theories they are inclined to accept are taken into consideration.

For example, to Fenwick English, 'curriculum is nothing if not a system' (Null, 2011, p.45). In his words, "The function of curriculum is to shape the work of teachers by focusing and connecting it as a kind of work plan in schools. It doesn't matter who 'develops' it, whether imposed top down or constructed 'bottom up,' the function of curriculum is to shape the work of classroom teachers." "Curriculum is any document or plan that exists in a school or school system that defines the work of teachers, at least to the extent of identifying the content to be taught to children and the methods to be used in the process" (as cited in Null, 2011, p.76).

Some scholars define the curriculum as a personal journey. System and authority are not of special importance to them; instead, they would rather focus on the distinctive qualities of each student and the process of creating personal meaning, which they see as the purpose of curriculum. According to this viewpoint, every curriculum must engage pupils on a profoundly personal level. A curriculum is pointless without that, if not outright dangerous. This point of view is supported by existentialists. Since it appeals to the individualistic character that many Americans have, an existentialist curriculum tends to be well-liked in the United States. Existentialists like Greene (1984) contend that unless students make their own educational decisions, they will never completely develop as humans. Personal preference is crucial. Curriculum is a personal, not a collective, endeavor. Greene (1984) seldom, if ever, goes into great detail when talking about curricula; instead, she favors using words that let her maintain a high degree of abstraction. She states, for instance, that if we are to teach mindfulness and critical understanding in its varied manifestations, we need to somehow help the young to rediscover themselves, to restore what can be described as a lost spontaneity. By that, she means to assist people in regaining awareness of

their original surroundings, sense of horizon, and sense of the future. Despite the numerous issues she observes in the world, Greene (1984) shares the existentialists' optimism that people may recreate themselves in a good way, including Kohn. Jean-Jacques Rousseau, a French philosopher, and Greene have a similar understanding of human nature. When he claimed in his novel *Emile* that children are born flawless and society corrupts them, French philosopher Jean-Jacques Rousseau made a similar statement about Greene's interpretation of human nature. According to Greene (1984), if educators can help children achieve their original, ideal state at birth, they (i.e., the educators and the students) can improve society. The current condition of education and curriculum surrounds excellent kids with dishonest institutions. Children need to be protected from bad institutions so they can be purified by the effect of a pristine environment in order to regain their sense of creativity. (Null, 2011).

Another scholar whose method embraces every aspect of existentialist education is Reggio Emilia. Students are always encouraged to follow their own interests and pick what they want to learn, and teachers always pay close attention to the developmental phases of the pupils. At "Reggio" schools, the idea of experience is equally vital. Students are seen as potential-filled bundles that are profoundly molded by their senses of touch, sensation, hearing, smell, and taste. Instructors strive to design tasks and build settings that arouse each of these senses. In contrast to other existentialist beliefs, Reggio schools place a more emphasis on parent collaboration. In the educational process, parents are seen as collaborators who guide their children's learning experiences at home, just like instructors do at school. The ways that kids communicate with one another via language are another distinguishing feature of Reggio schools. Of course, speech and writing are the two main ways that students communicate, but Reggio schools also acknowledge that some kids would rather communicate in other ways. As a result, youngsters are urged to express themselves in whichever way they see fit, such as via music, puppetry, role playing, theater, and painting. These diverse forms of communication are seen as "symbolic languages," allowing pupils to express themselves in a way that suits them and their creativity (Greene, 1984).

Existentialist curriculum theories (Greene, 1984; Eisner, 2004) emphasize student choice, personal meaning-making, and diverse forms of expression. These align well with principles of engagement (Fredricks et al., 2004) by promoting student autonomy and fostering emotional connection with learning. For instance, ECAs designed around student interests and allowing multiple modes of communication (drama, art, music) could address all three dimensions of engagement (behavioral, emotional, cognitive) in language learning (Greene, 1984). Eisner (2004) further emphasizes the importance of "multiliteracy," encouraging students to demonstrate their learning through various media that resonate with their individual strengths. This variety can enhance engagement by catering to different learning preferences and motivating students to find meaningful ways to express themselves in the target language.

Eisner's (2004) concept of multiliteracy aligns well with the existentialist emphasis on individual expression in language learning ECAs. Multiliteracy encourages students to demonstrate their understanding through various media like art, drama, or music, catering to their unique preferences and strengths. This variety can enhance engagement and promote the development of diverse language skills (speaking, writing, visual communication).

Since existentialist education emphasizes creativity, personal meaning creation, and self-expression, artists are frequently drawn to it. Existentialists favor individualized education. They place a focus on curriculum as lived experience rather than objectified subject matter, a model of moral virtue, or the technical abilities required to do a job. Psychoanalytic existentialists see life to be one enormous curriculum-making process. They argue that each of us creates our own curriculum. Our decisions shape who we are and the opportunities we open up. By recognizing the "inner aspirations" of learners and providing opportunities for personal meaning-making, existentialist approaches can foster intrinsic motivation and positive attitudes towards language learning. This intrinsic motivation is essential for sustained engagement and language acquisition in ECAs.

Renowned for his contributions to critical consciousness, Paulo Freire is a key figure in critical pedagogy, especially through his impactful book *Pedagogy of the Oppressed*. Pedagogy, or the art of teaching, was Freire's main area of interest instead of curriculum material. His ground-breaking strategy promoted critical consciousness and active engagement in political processes with the goal of empowering neglected populations. Freire placed more emphasis on how education may empower people to confront and change oppressive systems than on what particular subjects should be taught. While Freire's work does not specifically address extracurricular activities (ECAs) or curriculum design, his concepts of critical consciousness may have use in the design of ECAs for language learners. Inspired by Freire's ideas, critical language learning goes beyond conventional grammar and vocabulary to motivate students to interact with and use language to examine power relations and social issues. This viewpoint can improve how ECAs are made to encourage participants' deeper participation and thought, especially when it comes to helping them gain a critical knowledge of language-based social settings and personal identity. Freire's theory of critical consciousness could be incorporated into ECA design to assist students in developing a more sophisticated understanding of the socio-political ramifications of their language use in addition to improving their language proficiency. According to Freire, education may be a vehicle for social change and empowerment. This integration has the potential to enhance the significance and transformative impact of language learning experiences.

Some people find a radical curriculum appealing because, in contrast to the systematic or existentialist approach, it provides a social and moral vision of how society should be. Radical curriculum developers can also benefit from understanding the null curriculum. Though distinct, the notion is comparable to that of the hidden curriculum. Pragmatic curriculum theory (Null, 2011) emphasizes solving problems through practical experiences. This aligns well with the goal of promoting engagement in language learning ECAs. By focusing on students' immediate needs and interests, pragmatic approaches can design ECAs that are relevant and meaningful. For instance, an ECA designed around solving real-world

problems using the target language could motivate students and enhance their communication skills.

Pragmatists emphasize the practical outcomes of education, which connects to the goal of developing language skills in ECAs. Curriculum is designed based on identifying student needs and the specific context of the school. This can lead to engaging ECAs that cater to diverse learning styles and interests. Pragmatic curriculum considers the needs of the community, which could involve focusing on communication skills relevant to students' future aspirations. By focusing on solving problems and meeting students' immediate needs, pragmatic approaches can foster engagement and promote communication skills development in language learning.

Some see education as a means of resolving issues. Those who advocate for it are frequently problem-solvers who seek a curriculum that aids pupils in discovering what functions in a particular setting. Pragmatic curriculum developers don't talk about overarching objectives or general values. In order to solve issues by empirical techniques, they choose to concentrate on the urgent requirements of a person or community. Practical curriculum designers want their ideas to have an impact. William James, a key figure in the founding of the uniquely American philosophical school known as pragmatism, once said that a new thought "makes itself true" or "gets itself categorized as true" by the way it functions (James, 1948, p.150).

Pragmatic curriculum designers don't want anything to do with curriculum making if the question of ultimate aims is assumed. On the other hand, if developing curricula is the process of determining what makes for good education, then pragmatists participate in this activity every single day. According to the second viewpoint, in order to create effective curricula, educators must first understand the environment of each unique school in order to identify the subjects, competencies, and experiences that will turn that institution into a powerful agent of social change. The topics, abilities, and experiences must vary because situations change. As a result, developing curricula becomes a haphazard, uneven process whose outcomes can only

be assessed after the fact by examining how a curriculum has affected students (Null, 2011).

### **2.3. Brief History of English Language Curriculum Reform**

In Türkiye, the only foreign language offered as a must-course right now is English. In spite of the languages such as French or German which are offered as elective courses in few schools, English continues to dominate over all academic levels in Türkiye. A historical overview of English curriculum reforms in Türkiye must be presented so that the procedures, implementations, modifications and improvements can be comprehended better.

It is accepted that the introduction of the English language as a course in the Turkish education system dates back to the Tanzimat Period (1839-1876) which indicates the beginning of the Westernization movements in the education system. The Early Republican Era (1923-1997) comes after this Tanzimat Period. The period that began with the 1997 Education Reform which brought significant changes and advancements in the educational system, in particular the teaching of English in Türkiye, is regarded as the third significant turning point in the history of English teaching in Türkiye (Sarıçoban & Sarıçoban, 2012).

To start with the Tanzimat Period, this period indicates the beginning of the Westernization movements. French dominance was apparent as a consequence of utilizing French materials and teachers while teaching sciences.

The first curriculum reform was launched in 1997. The compulsory primary education lasts 8 years instead of 5 as a result of this reform (Sarıçoban & Sarıçoban, 2012). English lessons were made mandatory starting in the fourth grade and pupils began learning the language at earlier ages as a result of an eight-year unified curriculum (Kırkgöz, 2008) This curriculum was the first to explore the idea of a communicative approach in English language Teaching but unfortunately, it also brought many flows and improper implementations with it (Kırkgöz, 2005). The



1997 reform emphasized oral communication. It encouraged students to engage in dialogues, role-plays, and discussions. While writing was part of the curriculum, it was often formulaic (e.g., essays on predefined topics). However, there was limited focus on creative writing or authentic tasks. In 2005, additional changes were introduced to align ELT with European Union (EU) standards. The goal was to harmonize instruction and improve language proficiency. The 2005 reform continued to emphasize speaking skills. It introduced more interactive activities, such as group projects, presentations, and debates. The focus shifted toward functional writing (e.g., emails, letters, reports). Students practiced writing for real-world purposes. The most recent reform, initiated in 2012, was implemented in the 2013–2014 academic year. It aimed to further enhance ELT. This reform aimed for authentic communication. Students engaged in real-life scenarios, such as interviews, negotiations, and storytelling. The 2012 reform emphasized genre-based writing (e.g., narratives, opinion pieces, summaries). Students learned to adapt their writing style to different contexts. These reforms aimed to elevate students' English language skills, making them more proficient in listening, speaking, reading, and writing. By emphasizing English, Türkiye aimed to prepare students for global communication and collaboration. The reforms sought to enhance productive language skills (speaking and writing) by emphasizing communicative competence and real-world language use. In other words, the reforms gradually shifted from rote memorization and formulaic tasks to more authentic, communicative language use. The goal was to equip students with practical skills for real-world situations. These changes reflect Türkiye's commitment to providing quality language education and fostering global citizens.

The new curricula require instructors to switch from a teacher-centered traditional approach to a student-centered one, which causes a gap between their current practices and the suggestions of the reform (Kırkgöz, 2008). However, because the educators continued to employ the traditional approaches to teaching English that they were used to, the expected impact on instructors was not realized. There are various studies (Bulut Özek & Pektaş, 2016; Çetintaş, 2010; Haznedar, 2010; Kelahmetoğlu & Kaya, 2017; Kızıltepe, 2000, 2003; Sarı, 2012; Soner, 2007; Ulum

& Uzum, 2020) conducted in Türkiye which bring to light that particularly in Türkiye's public schools, old techniques of teaching foreign languages are still used, and in this setting, a lack of practice leads to several additional issues. Additional studies conducted by outside organizations (British Council & TEPAV, 2014; Education First, 2015) highlight the drawbacks of Türkiye's traditional educational approach for pupils, as seen by their comparatively poor global English proficiency. Considering all of these studies, it is important to assess the efficacy of extracurricular activities as a substitute for traditional English instruction and incorporate them into Türkiye's foreign language curriculum since the aforementioned traditional methods of instruction do not significantly alter students' levels of competency or motivation. However, extracurricular activities in Turkish schools are limited in number and type, although teachers recognize their importance despite some challenges. These activities contribute positively to the well-rounded development of students (Kocayiğit & Ekinçi,2020).

The studies conducted on the language teaching methods showed that traditional teaching methods (such as lectures,rote memorization) have some limitations (Renau, 2017). Students often play a passive role, receiving information without active engagement. These methods may not emphasize practical application or real-world skills. One-size-fits-all approaches may not cater to diverse learning styles and needs. The aforementioned constraints have compelled scholars, policy makers, curriculum designers and instructors to adopt substitute techniques. At this point, ECAs can be utilized because they occur outside regular classroom hours and provide opportunities for active learning, skill development, and social interaction. Students engage in various activities like sports, arts, language clubs, and community service. ECAs can complement traditional methods by fostering creativity, critical thinking, and teamwork. Different from the traditional methods, ECAs can contribute to effective curriculum design by holistic development, active learning strategies, balancing academics and ECAs and social interaction (Munir & Zaheer, 2021). Integrating ECAs allows a holistic approach to education, addressing cognitive, emotional, and social aspects ( Hawkins, 2010; Dworkin et. al, 2003; Jensen, 2006). ECAs promote active learning, problem-solving, and practical skills (Denson et al.,

2015). Students learn time management and resourcefulness. ECAs foster social connections, essential for personal growth. ECAs enrich the educational experience, creating well-rounded learners (Holloway, 2000).

These reforms aimed to elevate students' English language skills and prepare them for global communication. While the shift towards a more communicative approach is positive, studies highlight the continued prevalence of traditional teaching methods in classrooms (Bulut-Özek & Pektaş, 2016). This gap between policy and practice necessitates exploring alternative methods like ECAs to complement classroom instruction and promote active language learning.

#### **2.4. The Power of Writing: Strengthening Language Skills and Cognitive Development**

Since the dawn of written communication, the significance of writing as a medium for interaction and expression has steadily increased. In the contemporary educational landscape, writing holds a critical role, especially in language learning. Students, often lacking exposure to the target language outside the classroom, rely heavily on writing to practice and internalize their new language skills (Reichelt, 2001). This limited exposure to a target language outside the classroom can hinder students' progress. Writing emerges as a powerful tool in this scenario, enabling students to practice and solidify their language skills. This study explores how integrating writing into language instruction fosters both language development and cognitive growth.

To thrive in the global economy, students must develop critical thinking, creativity, teamwork, and effective communication (Partnership for 21st Century Skills, 2011). Among these, writing is indispensable in learning a foreign language. Wolff (2000) asserts that writing is "probably the most efficient L2 learning tool we have" (p.1). The advantages of integrating writing into language instruction are profound and multifaceted.

Writing plays a pivotal role in reinforcing language skills. Likewise, oral communication plays a critical role in various contexts, both personal and professional in terms of effective interaction, immediate feedback, nonverbal cues, networking and relationship building. In spite of the benefits of oral communication, writing skills are still of significance in many aspects. For instance, Research highlights the multifaceted benefits of writing in language learning. Raimes (1983) emphasizes that writing reinforces vocabulary, grammar, and idioms, while Kern (2003) points out how writing cultivates critical thinking by requiring students to organize and articulate ideas effectively. Furthermore, writing offers a unique advantage over oral communication. Unlike spontaneous speech, writing allows students to refine their thoughts and reduce anxiety, potentially leading to more creative and nuanced expression. Chastain (1988) reinforces this notion, positioning writing as a fundamental communication skill and a valuable tool for language acquisition.

Beyond language development, writing fosters cognitive growth. Ferris (1997) argues that writing enhances higher-order thinking skills such as problem-solving and critical analysis. Through the act of writing, students manipulate, organize, and express their thoughts in a structured manner, leading to a deeper engagement with the learning material. For instance, writing tasks that require summarizing target language texts or crafting persuasive arguments can significantly improve these cognitive abilities.

Like in one's native language, learning to write in a foreign language is a difficult and time-consuming process. An important factor influencing students' motivation and performance in foreign language learning is the need or desire to acquire this skill. Even when they comprehend the material, students who feel they are unable to articulate their ideas in writing may take a bad attitude about learning a language. The fact that students frequently find it difficult to follow the guidelines set out by writing assignments is another factor contributing to their lack of accomplishment. Writing proficiency in one's own tongue as well as a foreign language is a challenging ability to learn, according to research in this field.

While students often hold positive attitudes towards writing, research suggests they may struggle with creative writing tasks like descriptive or narrative pieces. This passage explores how integrating literature into the curriculum can nurture creativity and enhance writing skills. To illustrate, Al-Sobhi et al. (2018) conducted a research study whose aim is to reveal the attitudes of Arab secondary school students toward English spelling and writing. The findings of the study indicated that Arab ESL secondary school students have a high positive attitude toward English spelling and writing. Students cannot hold the same degree of attitudes towards the activities or purposes of a skill. Of the purposes in writing in English; school use, social use, official use and creativity, their attitudes toward social use of English were the highest while their attitudes towards creative writing were the lowest (Al-Sobhi, et al, 2018). A significant positive relationship between the students' attitude toward spelling and writing was also found according to the study results. The results also indicated that incorporating literature into curriculum can enhance creativity by stories and literary activities. Exposure to diverse literary genres offers several benefits for developing creative writing abilities. Reading stories exposes students to different writing styles and descriptive techniques. Analyzing literary devices in poems or short stories sharpens students' critical thinking skills, essential for crafting original ideas in their own writing. Furthermore, engaging with literature fosters a love for language and storytelling, motivating students to express themselves creatively. There are also benefits of literature-driven creativity such as motivation, critical thinking and voice and style. Engaging with literature fosters a love for language and storytelling, motivating students to write creatively. Analyzing literary techniques sharpens critical thinking skills, which are essential for effective writing. Exposure to diverse authors helps students find their unique voice and writing style. In summary, integrating English literature—stories, poems, and literary activities—into the curriculum can nurture creativity, address instructional writing challenges, and empower students to express themselves more effectively (Al-Sobhi, et al, 2018). For example, Students often struggle with generating original ideas. However, literature discussions inspire brainstorming sessions, sparking creativity and overcoming writer's block. Coherent and well-structured writing can be challenging for students. Yet, exposure to literature teaches effective storytelling techniques,

improving writing quality during drafting and revising. Grammar, style, and clarity issues may arise. Nevertheless, literary analysis sharpens attention to detail, helping students edit for coherence and effective communication. Students may lack motivation to write. However, engaging with literature fosters a love for language, encourages unique voice development, and strengthens overall expression. In summary, literature-driven creativity addresses instructional writing challenges, empowering students to communicate effectively and think critically.

Despite its benefits, teaching writing in school settings presents significant challenges. Despite these advantages, teaching creative writing in large classroom settings can be challenging. Kickmeier et. al. (2008) highlights the need for individualized feedback and ample resources, which may be limited. Here's where language-oriented extracurricular activities (ECAs) emerge as a valuable supplement to classroom instruction.

Consequently, integrating writing into language education offers a powerful approach to enhance both language learning and cognitive development. Educators can benefit from this knowledge by incorporating a variety of writing activities that encourage learners to practice, reflect and develop language skills in a meaningful way.

## **2.5. The Importance of Speaking Skills**

In recent educational contexts, speaking skills have garnered significant attention due to their crucial role in effective communication. The ability to speak fluently and accurately in a foreign language is a fundamental goal for language learners, as it directly impacts their capacity to interact in diverse social and professional settings.

### **2.5.1. The Role of the Communicative Approach**

Within the framework of the Communicative Approach (CLT), fluency and accuracy are considered complementary aspects necessary for accomplishing language tasks

(Richards & Rodgers, 2001). This approach emphasizes the importance of meaningful communication and the practical use of language. Speaking skills are intertwined with other language skills. The act of speaking allows for practical application of learned grammar, vocabulary, and listening comprehension. Conversely, engaging in conversations improves listening skills and fluency.

### *Challenges Faced by Learners When Practicing in Speaking*

Practicing speaking in a foreign language involves more than just acquiring knowledge about the language. Echevarria et al. (2008) emphasize that there is a critical difference between knowing how things should be done and actually having the ability to do them. Learners, even those who understand the language system, often encounter difficulties when practicing speaking. These challenges can be categorized into several key areas:

*Anxiety:* Speaking in a foreign language can be anxiety-provoking, which can significantly hinder performance. This anxiety (Horwitz et al., 1986) can manifest as nervousness, hesitation, and fear of making mistakes, leading to reduced fluency.

*Lack of Confidence:* Many learners lack confidence in their speaking abilities due to a fear of being judged negatively (MacIntyre & Gardner, 1994). This can result in reluctance to participate in speaking activities and missed opportunities for practice. Building confidence through positive reinforcement and creating a supportive learning environment can encourage participation.

*Limited Practice Opportunities:* Classroom settings may not always provide enough interactive speaking practice (Nation & Newton, 2009). Outside the classroom, learners may lack access to environments where they can use the language regularly. Increased opportunities for discussions, role-playing, and peer interaction can address this challenge.



**Figure 2. 1.** Challenges Faced by Learners while Speaking

*Inhibition:* Learners might feel inhibited to speak due to fear of embarrassment (Ur, 1996). This can be more pronounced in large classes. Creating a positive classroom climate where mistakes are seen as learning opportunities can help reduce inhibition.

*Lack of Topical Knowledge:* Struggling with the topic of discussion can hinder speaking ability (Brown, 2007). This can be addressed by providing students with background knowledge and vocabulary related to discussion topics.

*Mother-Tongue Use:* In multilingual classrooms, students might revert to their mother tongue, especially when they are struggling to express themselves in the foreign language. This can hinder their practice and development of speaking skills in the target language (Harmer, 2007). While overreliance on the mother tongue can hinder progress, using it strategically can be constructive in certain situations. For instance, a teacher might use the mother tongue to clarify instructions initially before transitioning entirely to the target language



### 2.5.2. Teacher's Role in Fostering Speaking Skills

Teachers play a critical role in equipping learners to overcome challenges and develop effective English-speaking skills. Parrot (1993) emphasizes creating opportunities for in-class and out-of-class speaking practice. This can be achieved through a supportive environment that reduces anxiety and encourages participation. Interactive activities like role-plays, group discussions, and language games enhance speaking abilities while promoting critical thinking and spontaneous language use. Technology can further supplement practice through online discussions or language learning apps.

To address specific challenges, educators can implement a variety of strategies:

*Role-Plays and Simulations:* Engaging students in role-plays and simulations can create realistic scenarios for practicing language use. These activities can help reduce inhibition and provide a safe environment for students to experiment with language (Harmer, 2007).

*Group Discussions and Debates:* Encouraging group discussions and debates on various topics can enhance students' topical knowledge and provide opportunities for extended speaking practice. These activities also promote critical thinking and spontaneous language use (Brown, 2007).

*Peer Feedback Sessions:* Implementing peer feedback sessions can foster a collaborative learning environment. Students can provide constructive feedback to each other, which helps in identifying areas for improvement and building confidence (Ur, 1996).

*Use of Authentic Materials and Technological Tools:* Incorporating authentic materials such as videos, podcasts, and news articles can expose students to real-life language use. This exposure helps in improving listening skills and provides context for speaking activities (Richards & Rodgers, 2001). It is crucial to have

communication tools like video chat, instant messaging, and forums and to use a variety of technical devices for fostering speaking skills (Şahin, 2023).

*Language Games and Activities:* Utilizing language games and interactive activities can make speaking practice enjoyable and less stressful. Games like "Taboo," "Charades," and "20 Questions" encourage spontaneous language use and can help reduce anxiety (Thornbury, 2005).

*Fluency-Building Exercises:* Activities such as timed speaking tasks, storytelling, and impromptu speeches can help students practice speaking without focusing excessively on accuracy. These exercises can improve students' fluency and confidence over time (Nation & Newton, 2009).

*Structured Speaking Tasks:* Providing structured speaking tasks with clear guidelines and objectives can help students focus on specific language points. Tasks such as presentations, interviews, and guided dialogues can enhance both fluency and accuracy (Harmer, 2007). By integrating these strategies into their teaching practices, educators can create a supportive and engaging learning environment that addresses the various challenges students face in developing their speaking skills.



**Figure 2. 2.** Sample Strategies Used to Address Challenges while Speaking.

Effective implementation of these strategies requires differentiation to cater to individual learning styles and confidence levels. Ongoing assessment is critical to monitor progress and tailor activities accordingly. By creating a supportive and engaging learning environment that integrates these strategies, teachers can empower students to become confident and effective English speakers.

## **2.6. The Concept of Attitudes and Their Influence on Learning**

In educational settings, student attitudes play a critical role in shaping learning outcomes. Just as attitudes influence behavior in general, a student's disposition towards a subject significantly impacts their willingness to engage, participate, and ultimately succeed. Understanding the concept of attitude is therefore essential for educators wishing to foster positive learning environments.

Attitudes are multifaceted constructs encompassing emotional, behavioral, and cognitive components. Thurstone (1931) pioneered attitude research by highlighting the emotional aspect, defining attitude as a "feeling towards or against a psychological object." Allport (1935) expanded this definition to include behavioral and intellectual components, describing attitude as "the inclination to think, feel, and behave in a given way toward a certain person or thing." From a functional perspective, Gardner (1985) viewed attitude as "a response of an individual to a particular object or idea based on beliefs and thinking."

The connection between attitudes and learning is well-established. Students with positive attitudes towards a subject are more likely to be engaged, participate actively, and persist through challenges. They demonstrate a willingness to learn, explore new concepts, and take risks necessary for growth. Conversely, negative attitudes can manifest as aversion to participation, lack of motivation, and difficulty concentrating.

By understanding the multifaceted nature of attitudes and their influence on learning, educators can develop strategies to foster positive

learning environments that motivate and support students in their educational journey.

### **2.6.1. Research on Attitudes in Türkiye**

Numerous studies have developed and modified attitude scales for research in Türkiye (Çelebi, 2009; Çimen, 2011; Göloğlu-Demir 2021; Hancı-Yanar, 2008; Ok & Kaya, 2022; Tuncer, Berkant & Doğan, 2014; Tuncer & Doğan, 2016; Tunç Özgür, 2003; Yanar-Nilay, 2012) . For example, Göloğlu-Demir (2021) developed an attitude scale to measure students' attitudes towards out-of-school learning activities. Hancı-Yanar (2008) created an attitude scale for measuring students' attitudes towards foreign languages in her thesis. Tuncer and Doğan (2016) adapted Aiken's (1979) scale, originally used to measure Iranian students' attitudes towards Mathematics and Science, for a different context. Ok and Kaya (2022) developed an instrument focused on the attitudes of middle school students towards English, distinguishing their study from others by its specific focus on English learning at this educational level. Collectively, these studies cover a wide spectrum of research on attitudes, focusing particularly on attitudes towards language, education, and technology.

A wealth of research has explored student attitudes in Türkiye across various domains. Studies have shown that positive attitudes towards English language learning are linked to higher proficiency (Çelebi, 2009; Çimen, 2011). Similarly, research on technology integration in schools (Tuncer et al., 2014, 2015) highlights the importance of assessing students' attitudes towards technology to predict successful implementation. Methodologically, İnceoğlu (2000) contributes theoretical insights into attitude formation and applications, underscoring the interdisciplinary nature of attitude research.

Educational research, exemplified by Hancı-Yanar (2008) and Ok & Kaya (2022), focuses on developing and validating attitude scales specific to foreign language learning. These studies demonstrate a methodological approach to understanding

students' perceptions and preferences in educational settings, crucial for curriculum design and instructional strategies.

The collective findings highlight the multidimensional nature of attitudes and their implications for social psychology, education, and technology. Integrating these perspectives can inform policies and interventions aimed at promoting positive attitudes and enhancing learning outcomes in diverse contexts. The curriculum can be tailored to be more engaging and relevant by understanding students' attitudes towards different subjects in Curriculum Development. If researchers demonstrate a positive attitude towards technology-enhanced learning (Çelik & Kasapoğlu, 2014; Demir & Yurdakul, 2015), educators can incorporate more digital tools and resources into their teaching strategies. Teacher training programs can emphasize the importance of cultivating positive attitudes in students by conducting research on attitudes. Specific strategies that promote a growth mindset, resilience, and a positive attitude towards learning can be taught to teachers (Yavuz & Reha, 2014). Policies that promote a more inclusive educational environment can be shaped by findings on attitudes towards diversity and inclusion. The development of programs that promote empathy, respect, and cooperation among students from different backgrounds is included (Batu & Bilgin, 2006; Sucuoğlu & Kargin, 2006). The development of initiatives that engage parents more effectively in their children's education can be achieved by understanding their attitudes towards education. Schools can create a supportive learning environment at home by organizing workshops and seminars that align parents' attitudes with educational goals (Gürbültürk & Şad, 2010; Yaman & Yaman, 2014).

Research on attitudes towards assessment can help build more effective and motivational ways of assessment. For instance, alternate assessment strategies like project-based learning and formative evaluation might be investigated if students feel anxious about traditional tests. (Atılğan et al., 2014; Bal & Demir, 2015). Research findings can be utilized by policymakers to design and implement policies that promote positive attitudes towards education at a national level. This might lead to the funding of anti-bullying campaigns, mental health programs in

schools, and projects to remove socioeconomic barriers to education (Korkmaz, 2013).

In conclusion, these studies provide a comprehensive overview of attitudes and their significance across different areas. These sources offer a strong basis for comprehending the ways in which research findings regarding attitudes might be utilized to enhance instructional strategies in many settings. They underscore the need for continued research into attitude formation, measurement, and application to foster positive social change and educational advancement.

### **2.6.2. The Importance of Attitude towards Foreign Language Learning**

Attitudes are pivotal in language acquisition, influencing both motivation and proficiency levels across diverse educational contexts (Peric & Radic, 2021; Smith, 1971). Research consistently shows a strong link between positive attitudes and higher levels of language proficiency (Ganschow et al., 1994; Visser, 2008). These studies suggest that students with positive attitudes are more likely to be engaged, motivated, and successful in their language learning journey (Oroujlou & Vahedi, 2011).

#### *Impact of Attitudes on Language Learning*

Students may initially have negative perceptions about learning a new language, but these attitudes can evolve into positive ones as they experience the benefits of proficiency (Peric & Radic, 2021). Understanding this dynamic process is critical for educators, as it influences how they design and deliver language instruction (Brown, 2007).

For instance, research by Kaya (2018) shows a connection between curriculum design and student attitudes. The results show that students' motivation and engagement are highly influenced by the way the curriculum is designed and implemented. Curriculum components that were participatory, pertinent, and in line

with students' interests and long-term objectives were linked to positive attitudes. On the other hand, poor teaching strategies and a failure to meet the needs of the pupils resulted in demotivation and unfavorable attitudes. The study highlights that in order to promote good attitudes toward learning English, a helpful and stimulating learning environment is necessary. The cognitive, emotional, and behavioral dimensions of attitudes, as outlined by Kara (2009), shape learners' interactions with language tasks and their receptivity to language learning experiences, further emphasizing the nuanced nature of attitude formation. By prioritizing positive attitudes, educators can set students on the path to successful and fulfilling language learning experiences.

### *Cognitive Component*

The cognitive component of attitude refers to a learner's beliefs, thoughts, and ideas about the language they are studying. This includes perceptions of the language's complexity, utility, and cultural significance. Positive cognitive attitudes involve viewing the language as valuable, interesting, and essential for communication and cultural understanding. For instance, if a learner perceives a language as practical for career advancement or travel opportunities, they are likely to be motivated to invest more effort in learning it.

Internal motivation is stimulated by positive cognitive attitudes (Dörnyei, 2005). Learners who recognize the value in the language are more likely to adopt deeper learning techniques, which improve overall performance. Examples of these tactics include looking for difficult assignments or delving into cultural intricacies. Over time, language learners who have favorable cognitive attitudes typically become more proficient in the language. They use a growth mentality to learning, seeing problems as chances for personal development instead of barriers. Proactive learning results in more efficient language learning and retention.

However, learners can also hold negative cognitive beliefs that hinder progress. These might include finding the language too difficult or having anxieties about

speaking it. Teachers can play a crucial role in addressing these negative beliefs by providing evidence of students' progress and highlighting their achievements.

### *Emotional Component*

The emotional component of attitude refers to a learner's feelings and affective responses towards the language. This includes likes, dislikes, enjoyment, frustration, anxiety, or confidence associated with language learning including personal experiences, previous successes or failures, and perceptions of competence in using the language. According to Dörnyei and Ushioda (2011), positive emotional attitudes that make language learning enjoyable and meaningful, such as pleasure and confidence, generate intrinsic drive. On the other hand, unfavorable feelings like boredom or fear can stifle motivation, resulting in lower involvement and perseverance. Positive emotional intelligence increases a learner's capacity to overcome obstacles, look for more practice opportunities, and engage fully in language-related activities. Because of their ability to bounce back from setbacks and obstacles with a positive attitude, their emotional resilience helps to boost learning results.

Teachers play a vital role in fostering positive emotional learning environments. This can be achieved by creating a low-anxiety classroom that emphasizes encouragement and positive reinforcement. By focusing on achievements and providing opportunities for controlled practice, teachers can help students build confidence and manage negative emotions like anxiety. Teaching stress-reduction techniques can further support students' emotional well-being in the language learning process.

By addressing both the cognitive and emotional components of attitude, educators can equip students with the motivation and positive outlook necessary to become successful language learners.



### *Behavioral Component*

The behavioral component of attitude refers to the learner's actions and responses in language learning contexts. This includes their participation in class, willingness to communicate in the target language, and approach to language tasks and assignments. Behavioral attitudes are influenced by both cognitive beliefs and emotional responses, shaping how learners interact with the language in real-world situations.

Proactive engagement with language learning activities, such as offering to talk in the target language or looking for chances for language practice, is a key component of positive behavioral attitudes (Dörnyei & Ushioda, 2011). This active participation boosts motivation by giving students a feeling of progress and success. Positive behavioral attitudes in learners often translate into persistent practice and application of language skills in real-world situations, which leads to higher levels of language competence. Their proactive approach improves communicative competence, understanding, and fluency, which results in better language learning outcomes.

### *Integrative Insights*

The interplay between the cognitive, emotional, and behavioral components of language learning attitudes is dynamic and interconnected. Positive beliefs about the language's value (cognitive) can help students bounce back from setbacks (emotional), while enjoyable learning experiences (emotional) motivate students to practice more (behavioral). These components work together in a motivational cycle that fuels language learning progress.

In conclusion, understanding and cultivating positive attitudes across all three components (cognitive, emotional, behavioral) is essential for language learning success. Educators can leverage these insights to design effective instruction that challenges students intellectually (cognitive), creates a positive learning environment

(emotional), and provides opportunities for students to use the language communicatively (behavioral). For instance, teachers can plan lessons that are both thought-provoking and engaging, allowing students to grapple with new concepts while enjoying the process of learning. By addressing all facets of language learning attitudes, educators can empower students to become motivated, successful language learners.

### *Educational Implications and Perspectives*

Educators' awareness of students' attitudes towards language is pivotal for effective pedagogical practices (Horwitz, 1988; Kovac & Mrcic, 2017). Horwitz (1988) emphasizes that understanding students' perceptions allows teachers to tailor instructional strategies that address negative attitudes and enhance motivation. Teachers can provide opportunities for early success experiences by setting achievable goals, reinforcing with immediate positive feedback and scaffolded learning (Yeager et al., 2019). Teachers also can highlight the relevance of the language to students' lives by personalized learning, cultural connections and real-world applications (Gu & Benson, 2017). Using Cooperative Learning Strategies such as group projects, peer tutoring and interactive activities can be utilized for creating a fun and supportive environment taking into consideration student-centered teaching (Slavin, 2015; Wang & Eccles, 2013). Teachers may effectively counteract negative attitudes and promote a more pleasant, engaging, and productive learning environment by including these tactics into their lessons. This aligns with Ellis's (1994) view that attitudes are not solely about language itself but also encompass perceptions of classroom environments and instructional methods, influencing overall learning satisfaction and outcomes. Long-term benefits of students' good attitudes go well beyond language acquisition and affect their whole academic path. Students with positive attitudes are more resilient and persistent (Duckworth et al., 2007), which enhances their capacity to overcome obstacles in both their academic and personal lives. By encouraging passion and a growth mentality, which improves engagement and deepens learning, they improve academic achievement (Hattie, 2009). Additionally, these mindsets foster more general social-emotional

abilities like collaboration and empathy, which are crucial for managing relationships and a variety of contexts (Brackett & Rivers, 2014; Fredricks et al., 2004). Additionally, they foster a culture of lifelong learning and job preparedness by highlighting traits that employers greatly respect, such initiative and flexibility (National Research Council, 2012).

All things considered, positive attitudes build resilience, motivation, social-emotional competencies, and a lifetime love of learning, all of which serve as solid cornerstones for students' entire educational journeys. These qualities not only help kids do better academically but also set them up for success in a variety of spheres of their personal and professional life.

### *Factors Influencing Attitudes*

Students' attitudes towards language learning are shaped by a complex interplay of internal and external factors. Internal factors include individual characteristics such as learning styles (visual, auditory, kinesthetic) and personality traits (introverted, extroverted). Students with strong aptitude for languages may naturally develop more positive attitudes due to a greater sense of ease with learning new languages. Conversely, students who struggle initially may become discouraged if their learning style is not effectively addressed.

External factors also play a significant role. Familial influence can shape attitudes as students witness the importance placed on language learning within their families. Similarly, cultural norms can influence perceptions of the language's usefulness and prestige. For instance, if a particular language is widely spoken in the community or seen as a gateway to educational opportunities, students are more likely to develop positive attitudes towards learning it.

The way language instruction is designed and delivered (curriculum, teaching methods) also impacts attitudes (Kaya, 2018). Students are more engaged and motivated when the curriculum is participatory, relevant to their interests, and aligns

with their long-term goals. Ineffective teaching strategies or curriculums that fail to meet individual needs can lead to demotivation and negative attitudes.

These factors highlight the need for tailored educational approaches that consider both individual learner characteristics and external influences (Al-Sobhi et al., 2018; Kızıltan & Atlı, 2013). By understanding the complex influences on attitudes, educators can create learning environments that foster positive attitudes and set students on the path to language learning success.

### *Integrative Insights and Future Directions*

Studies by Gardner and Lambert (1972), Dörnyei (1994, 2005), and Dörnyei and Ushioda (2011) contribute comprehensive insights into the role of motivation and attitudes in second language acquisition, demonstrating a robust link between positive attitudes, motivation, and language proficiency. Noursi's (2013) research on students' attitudes towards English, irrespective of their teacher's nativity, further supports the notion that intrinsic motivation and positive attitudes transcend external factors in fostering language learning success.

In conclusion, attitudes towards language learning are multifaceted and dynamic, influencing motivation, engagement, and proficiency outcomes. The synthesis of findings from various studies underscores the interconnectedness of attitudes with learner characteristics, educational contexts, and cultural factors. Moving forward, continued research into these areas promises to deepen our understanding of how attitudes shape language acquisition and inform effective teaching practices tailored to diverse learner needs.

### **2.6.3. The Relationship between Language Oriented ECAs and Students' Attitudes**

Students' attitudes and motivation towards learning English are influenced by extracurricular activities (ECAs) in a variety of ways.

This is particularly true in non-native English-speaking nations like Türkiye. This study explores the diverse effects of ECAs on language learning, emphasizing both positive and negative consequences. It also addresses the unique difficulties and possible solutions for Turkish educators.

ECAs have been shown in several studies to improve students' attitudes and motivation for learning English. Imsa-ard (2020), for example, discovered that although Thai EFL students were driven to study English, they believed that the lessons they received in the classroom did not fulfill their requirements. ECAs were a useful addition as they gave students the chance to use the language in real-world situations. Similarly, Brown (2017) showed that students' motivation and excitement for gamified language ECAs improved dramatically, making English more approachable and pleasurable. ECAs have been shown to increase instrumental as well as integrative motivation (Hudson, 2000). While instrumental motivation is concerned with attaining short-term objectives for future gains, integrative motivation focuses on cultivating favorable attitudes about the target language and its speakers. Yıldız (2015) underlined again how ECAs improve social and linguistic abilities, which improves chances of success.

ECAs do, however, also provide certain difficulties. Eccles and Barber (1999) emphasized that poor performers who find it difficult to stay up with their peers run the danger of being demotivated. Yıldız (2016) made the observation that certain students may encounter unfavorable opinions from their classmates as a result of their poor involvement or seeming lack of concern for ECAs. According to Tambunan et al. (2016), there was a divide in students' attitudes regarding speaking English; 63% of them had favorable attitudes, while the remaining students had negative opinions.

Teachers can address these issues by putting in place plans to assist underachievers and create a supportive peer environment. Giving unmotivated pupils individualized attention and encouragement will help them regain confidence. Negative peer attitudes can also be decreased by establishing inclusive ECAs such as debate clubs, online gaming communities, and language exchange programs that promote a feeling of community and celebrate little victories.

Foreign language learning and attitudes toward it have been extensively researched in Turkey, especially in higher education. Üzüm (2007) discovered that despite conflicting emotions caused by socio-political variables, university students acquired good views about English because of its cultural and practical significance. Both Baklacioğlu (2011) and Yüksek (2013) found that bilingual or preparatory education recipients had higher positive sentiments about English. These results suggest that ECAs, which have received less research, may be especially useful in promoting favorable views about English in Turkish primary and secondary schools. Teachers may help Turkish students become more proficient in language and more conscious of their culture by making use of the positive attitudes that already exist among them and resolving the issues that arise from ECAs.

Turkish students' favorable opinions of English offer compelling evidence in favor of ECAs as a successful language-learning method. Educators may maximize the impact of ECAs in Türkiye by utilizing these attitudes and resolving related issues, promoting increased language competency and cultural awareness among students.

## **2.7. Classifications of ECAs**

There are various kinds of extracurricular activities which learners can join in while they are in school. These activities displayed in Table 2. *I* might be outside the school or inside the school at the end of a school day.

**Table 2. 1. Classifications of Extracurricular Activities (ECAs)**

Category	Description	Examples
Academic Clubs & Competitions	Focus on developing academic knowledge and skills in specific subjects.	Debate clubs, Math clubs, Science clubs, Quiz competitions
Performing Arts	Provide opportunities for artistic expression and performance development.	Music (band, choir, orchestra), Dance (ballet, modern dance, cultural dances), Theater (drama, musicals) (Marsh & Kleitman, 2003)
Visual Arts & Crafts	Allow students to explore creative expression through various mediums.	Painting, Sculpture, Pottery, Photography, Craft clubs (knitting, woodworking) (Gullatt, 2008)
Sports & Physical Activities	Promote physical fitness, teamwork, and individual development.	Team sports (soccer, basketball, volleyball), Individual sports (tennis, swimming, track and field), Martial arts, Yoga and fitness clubs (Eime et. al.,2013)
Social & Cultural Activities	Encourage social interaction, cultural awareness, and community engagement.	Language clubs (foreign languages), Cultural clubs (celebrating diversity, heritage clubs), Community service clubs, Environmental clubs (Fredricks & Eccles, 2006)
Leadership & Governance	Foster leadership skills, responsibility, and civic engagement.	Student government, Peer mentoring, Leadership development programs (Welsh et. al., 2018)

**Table 2. 1.** *Classifications of Extracurricular Activities (ECAs)*

Technology & Media	Introduce students to technology, media literacy, and creative uses of digital tools.	Computer programming clubs, Robotics clubs, Journalism and media clubs (Kafai & Burke, 2015)
Hobby & Special Interest	Cater to students' unique interests and provide opportunities for exploration.	Chess club, Gardening club, Cooking club, Astronomy club (Dwyer & Fredricks, 2014)

These classifications vary depending on the educational context and the specific interests and resources available within each school or community. They provide opportunities for students to develop various skills, explore interests, build friendships, and contribute to their personal and academic growth

## **2.8. Studies Related to ECAs**

It has long been acknowledged that extracurricular activities (ECAs) have a major influence on students' growth outside of the classroom. ECAs influence students' motivation, engagement, and general language ability in addition to having a multifarious effect on their attitudes about studying English. This review looks at the advantages and disadvantages of ECAs, especially in the context of Turkish education, and it also looks at ways to deal with implementation-related problems. Still untapped, nevertheless, is the potential of ECAs to meet the unique requirements of students from low socioeconomic status (SES). This study looks at how ECAs help low-SES students and offers a theoretical framework that emphasizes the particular advantages and difficulties that this group faces. We can get new insights into how these activities might promote equal educational outcomes by concentrating on customized ECA programs.



Studies show that ECAs can greatly improve students' attitudes toward acquiring English. According to research by Brown (2017), students who participated in gamified language ECAs showed more motivation and excitement for language acquisition. By making English more approachable and entertaining, these activities promoted a positive and engaging learning atmosphere. In a similar vein, Hashi (2001) came to the conclusion that ECAs improve students' social and linguistic abilities, which improves their chances of success in life. By fostering favorable views about speakers of the target language and their culture, ECAs help support integrative motivation (Crookes & Schmidt, 1991). Furthermore, as Hudson (2000) pointed out, they improve instrumental motivation by offering useful advantages for one's future personal and professional life. ECAs are an effective strategy for promoting long-term language learning success because of their dual effects.

Furthermore, Imsa-ard (2020) discovered that although Thai EFL students were highly motivated, they felt that their requirements were not met by classroom instruction, indicating that ECAs might be able to support EFL students in pursuing their interests and needs. Similarly, ECAs provide a more laid-back and pleasurable learning atmosphere, which can lower language anxiety and increase students' openness to communication (Davari et al., 2012). Research has also demonstrated that ECAs directly enhance language proficiency. For example, Lee and Kuo (2010) discovered that because English drama clubs are dynamic and engaging, students who participate in them have better speaking and listening abilities. Moreover, it has been demonstrated that involvement in language-oriented ECAs is associated with improved academic performance in language courses (Fredricks & Eccles, 2006). Additionally, according to Tambunan et al. (2016), 63% of first-semester students in Tanjungpura University's English Education Study Program had positive attitudes toward speaking English, suggesting that ECAs may be able to promote positive language attitudes in settings similar to schools. Real-world settings for language usage are provided by ECAs, and these are essential for meaningful language learning. Students are immersed in language-rich contexts through activities like debate clubs, language exchange programs, and theatrical groups, which encourage fluency and practical language use. For instance, Alismail (2019) discovered that

students who took part in debate clubs improved their language skills on examinations by 20% when compared to non-participants. ECAs support peer learning and social engagement, both of which are critical to language development. Students are encouraged to improve language skills in a supportive environment by participating in collaborative activities including group projects and role-playing situations. According to a poll conducted by Smith and Evans (2020), after participating in peer-to-peer exchanges, 85% of language exchange program participants felt more comfortable speaking English. ECAs increase intrinsic motivation by adding enjoyment and relevance to language learning. Student motivation and engagement are increased by gamified language activities, such as language practice-focused online gaming communities. According to Johnson and Martindale's (2019) research, students who used gamified language learning platforms were twice as likely to express satisfaction and motivation. By exposing students to the target language's cultural settings, ECAs promote integrative motivation—the desire to learn a language in order to communicate with speakers of that language and their culture. For pupils from lower socioeconomic backgrounds who might not have had as much exposure to other cultures, this is especially crucial. Students who were more integratively motivated than those who were predominantly instrumentally motivated showed sustained language learning gains over a two-year period, according to Dörnyei and Ushioda's (2011) research.

ECAs have advantages, but they can also have drawbacks. Eccles and Barber (1999) emphasized that students who do poorly may get demotivated, while Yıldız (2016) noted that some students may encounter unfavorable attitudes from their classmates as a result of their low involvement or lackadaisical views regarding ECAs. Targeted initiatives are needed to address these issues and help all students, including those who have language proficiency issues. Teachers have used a variety of strategies to reduce demotivation and unfavorable peer attitudes. Enhancing the inclusive and encouraging environment inside ECA might be beneficial. Low achievers' feelings of inadequacy can also be decreased by promoting peer collaboration and placing an emphasis on personal growth rather than competition. Research indicates that students who are involved in the design and execution of extended community arts

projects (ECAs) are more invested and have fewer negative views (Eccles et al., 2003; Patrick et al., 2007).

Yoon (2014) underlined the value of teachers' participation in ECAs, pointing out that caring and encouraging educators may assist students in overcoming bad experiences and cultivating a more positive outlook on language acquisition. Furthermore, it has been demonstrated that peer mentorship inside ECAs raises lower-achieving students' self-esteem and language proficiency (Villarreal, 2013).

In Türkiye, there has been a lot of discussion on the connections between students' productive abilities, motivation, and attitudes and their participation in language-oriented ECAs. Although most studies have concentrated on higher education, there is evidence that ECAs are beneficial to students in primary and secondary schools as well. Research conducted in Türkiye emphasizes how varied people's perspectives are on teaching English and other foreign languages. Üzüm (2007) discovered that despite socio-political issues, university students formed good views toward English because of its cultural and practical usefulness. Similarly, preparatory class instruction was found to significantly improve students' views toward English by Baklacioğlu (2011) and Yüksek (2013). Temur (2013) similarly came to the conclusion that college students with good opinions about the language had undergone English preparatory instruction. In research on Turkish primary school pupils' views about English, Gürsoy and Akın (2013) found that students who took part in ECAs had far higher favorable opinions than those who did not. Doğan and Şahin (2016) discovered in another study that participation in ECAs by secondary school students resulted in increased levels of language competence and cultural awareness.

Turkish students' favorable perceptions of English offer compelling evidence in favor of ECAs as a successful language-learning method. In order to increase motivation and engagement, educators should take advantage of these attitudes by implementing interactive and gamified ECAs. Optimizing the impact of ECAs may be further achieved by addressing issues like

demotivation and unfavorable peer attitudes through inclusive practices and student engagement.

Teachers in Türkiye can utilize ECAs to teach pupils about culture and language more effectively by emphasizing the advantages and addressing the drawbacks. This method not only improves language learning results but also gets pupils ready for success in an increasingly international society.

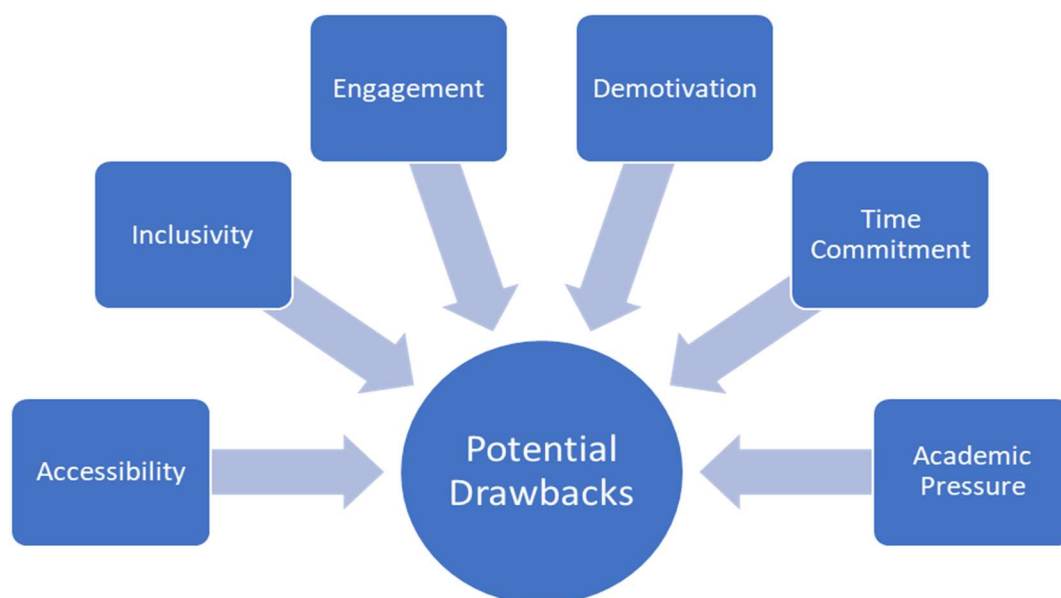
The premise of the suggested method is that by offering organized assistance and chances for skill development, ECAs might also lessen some of the challenges low SES students encounter. This strategy is based on the idea of constructive youth development, with a focus on the importance of good relationships and social institution participation for the formation of a healthy adult (Wilson, 2009). Educators can mitigate the challenges by addressing creating accessible ECAs, tailoring activities to student interests and promoting inclusive participation. lowering prices, providing required resources, and giving flexible scheduling to fit job and family obligations in order to guarantee that ECAs are affordable for students from lower socioeconomic backgrounds. Harrison and Voelker (2018) recommend collaborating with neighborhood companies and civic associations to finance ECA initiatives and offer transportation. Creating ECA programs that suit students' interests and goals for the future, including language clubs that teach vocabulary and skills unique to the business world. According to Brown (2017), students may learn useful language skills through occupational clubs that focus on industries like hospitality, which would increase their employability. promoting inclusive involvement by establishing a warm, welcoming atmosphere that values variety and encourages a feeling of community. Robinson and McNair (2020) suggest starting mentoring programs in which low SES pupils are given assistance and encouragement by older students or community volunteers.

By concentrating on the particular facet of language learning, ECAs provide a critical viewpoint on their ability to mitigate educational disparities. The important role that ECAs play in improving low SES students' language competency is

highlighted by the suggested theoretical framework, which is backed by recent research findings. Through the implementation of inclusive, interest-based, and accessible ECA programs, teachers may promote fair language learning results and support each student's overall development. This strategy helps children from lower socioeconomic backgrounds acquire languages while also enabling them to succeed academically and advance in society.

## 2.8. Acknowledging Potential Drawbacks and Addressing Challenges in ECAs

While ECAs present numerous benefits for language learning and motivation, several potential drawbacks warrant consideration. Understanding and mitigating these challenges are crucial for maximizing the effectiveness of ECAs in educational settings.



**Figure 2. 3.** Potential Drawbacks while Implementing ECAs

### *Accessibility, Inclusivity and Engagement*

One of the primary concerns surrounding ECAs is accessibility for all students. Research by Imsa-ard (2020) indicates that despite high motivation among Thai EFL

students, not all students may have equal access to ECAs that cater to their specific needs and interests. This disparity can lead to feelings of exclusion among students with limited access to such activities, potentially exacerbating motivational issues. To address this, educators and policymakers should strive to offer a diverse range of ECAs that accommodate various learning styles and proficiency levels (Eccles & Barber, 1999). The literature also notes some of the drawbacks and difficulties that come with ECAs. Some research, such as those by Lee and Smith (2020), observed variation in student engagement levels and hypothesized that learner preferences and instructional design might have an impact on how successful ECAs are. Concerns have also been expressed about how ECAs could take the role of human contact in language learning settings, which could have an effect on the development of interpersonal communication skills.

#### *Demotivation among Low Achievers*

There is a risk that ECAs may inadvertently demotivate low-achieving students who feel overwhelmed or discouraged by their peers' attitudes or their own perceived lack of language proficiency (Yıldız, 2016). This phenomenon underscores the importance of designing ECAs that are inclusive and supportive, fostering a positive learning environment where all students feel valued and encouraged to participate actively. Educators can implement strategies such as differentiated instruction and peer support systems to mitigate these challenges (Tambunan et al., 2016). Besides, tiered activities, scaffolding or peer tutoring programs within ECAs itself can be utilized to support low achievers.

#### *Time Commitment and Academic Pressure*

Another potential drawback of ECAs is the time commitment required, which may conflict with students' academic responsibilities and other extracurricular activities. Hudson (2000) highlights the importance of balancing instrumental motivation with realistic time management strategies to ensure that ECAs contribute positively to students' overall academic and personal development. Educators can collaborate with

students to establish manageable schedules and prioritize activities that align with their educational goals and interests (Hashi, 2001). Students who want to manage their time well can use planners and time management applications like Google Calendar and Todoist, which facilitate the effective scheduling of study sessions and tasks. Using methods like the Pomodoro Technique—which may be backed by apps like TomatoTimer and Focus Booster—helps study sessions go more smoothly and productively. Furthermore, creating ECAs with flexible scheduling options and alignment with academic objectives helps lessen conflicts with study time, improving student achievement and participation overall. These techniques make sure that students can successfully manage their extracurricular and academic responsibilities, encouraging a more organized and well-rounded approach to their educational path.

### *Addressing Challenges in the Literature*

The literature emphasizes the need for inclusive practices and supportive environments within ECAs (Prakash, 2008). Furthermore, studies focusing on university contexts in Türkiye highlight the importance of cultural sensitivity and socio-political awareness in shaping attitudes towards language learning (Baklacioğlu, 2011; Üzüm, 2007; Temur, 2013; Yüksek, 2013). By incorporating insights from these studies, educators can adopt proactive measures to enhance accessibility, mitigate demotivation among low achievers, and manage time commitments effectively within ECAs. These efforts not only support language acquisition but also promote a more inclusive and enriching learning experience for all students involved.

## **2.9. Benefits of Language-Oriented Extracurricular Activities (ECAs)**

Extracurricular language-oriented activities (ECAs) have become integral to language education, offering diverse benefits beyond traditional classroom settings. These activities serve as effective supplements to formal coursework, providing unique opportunities for language learning and development.

### *Motivation Enhancement*

ECAs play a crucial role in maintaining and enhancing student motivation, a cornerstone of successful language acquisition (Anderson, 1963; Dörnyei, 2001). According to Dörnyei (2001), sustained motivation is essential for language learning success, encompassing efforts to learn the language, achievement of learning goals, and enjoyment of the learning process. ECAs contribute by offering engaging and purposeful activities that stimulate both intellectual and social motivation (Andreeva, 1958). By aligning activities with motivational models proposed by linguists and psychologists (Crookes & Schmidt, 1991; Gardner, 2001), ECAs help learners cultivate a positive attitude towards language learning, fostering a deep-seated interest that extends beyond classroom hours.

### *Cultural Awareness Development*

Another significant benefit of ECAs lies in the promotion of cultural awareness among language learners. Through exposure to authentic materials and immersive activities, ECAs create environments where learners encounter real-world language usage (Scarcella, 1992). Authentic materials, originally not designed for instructional purposes, provide contexts that reflect genuine language use, bridging the gap between classroom learning and real-life communication (Shepherd, 2004). This exposure not only enhances linguistic competence but also broadens cultural understanding and sensitivity, preparing learners for meaningful interactions in multicultural settings. Moreover, ECAs facilitate experiential learning opportunities that supplement formal curriculum requirements, enriching students' perspectives and appreciation of diverse cultures (Reva, 2012).

### *Language Exposure Beyond Classroom Boundaries*

ECAs expand language exposure beyond the confines of traditional classroom settings, offering learners vital opportunities to interact with the target language in informal contexts (Krashen, 1981; Carroll, 1967). In formal classroom environments,



language exposure is often limited, hindering comprehensive language acquisition. ECAs address this gap by providing immersive experiences where learners can practice and refine their language skills through practical engagement (Reva, 2012). These activities, which may not strictly adhere to the core curriculum, encourage spontaneous language use and reinforce learning through authentic communication scenarios.

### **2.10. Specific Examples of Language-Oriented ECAs Complementing Academic Learning**

Language-oriented extracurricular activities (ECAs) provide excellent chances to improve academic learning in language education. Examples of these include language exchange programs, current event-focused debate clubs, and cinema clubs featuring foreign language films. In the following Figure 2.4., a variety of ECAs are presented. Through the practice of language in real-world situations, language exchange programs match students with native speakers, strengthening vocabulary and fostering cross-cultural understanding outside of the classroom. Current event-focused debate clubs push students to do research and present arguments in the target language, developing critical thinking and persuasive speaking skills that are necessary for classroom debates. Students are exposed to real-world language use and cultural quirks through foreign language film clubs, which helps them understand and debate the topics covered in class. Teachers may encourage students' practical language application, cultural immersion, and deeper engagement with course content by combining these ECAs with academic goals. This will eventually improve students' language ability and respect of global viewpoints. In Figure 2. 4 below, some examples of ECAs designed for use by foreign language teachers or researchers are presented. These ECA examples were developed by Erçakır-Kozan (2020), based on the feedback from a group of English language teachers.

Puppet Show	School Noticeboard	Pen Friends	Gamification	Treasure Hunt	Dance and Sing
Board Games Club	Story Writing	Creative Drama Club	Exhibition	Memory Game	Spoken Poetry
Story Telling	Digital Story Telling	Quiz Show	Nature Club	Debate Club	School News
Comic Books	Movie Club	Book Exchange	Snap Words	English Media Channel	Cooking Time
Talent Show	Travel Club	English School Magazine	Role Plays	Spelling Bee Contest	Funny Grammar Spinner
Conversation Club	Theatre Club	Culture Club	How to do....?Club	Handcrafts Club	Karaoke Club

**Figure 2. 4.** Examples of Language Oriented ECAs. (Erçakır-Kozan, 2020, p.96)

In conclusion, ECAs are instrumental in augmenting language education and complementing academic learning by enhancing motivation, fostering cultural awareness, extending language exposure and using various ECAs beyond conventional educational settings. By integrating these activities into language programs, educators can cultivate a dynamic learning environment that nurtures not only linguistic proficiency but also intercultural competence and lifelong appreciation for language diversity.

### **2.10.1. ECAs and Disadvantaged Students**

There has been a variety of research conducted to reveal whether minorities and disadvantaged students can benefit from ECAs or not in terms of different variables because certain academics contend that minority students face the most serious engagement problems due to their high dropout rates (Rumberger, 1987). Disadvantaged students often face multiple challenges in the educational system that can hinder their academic success and personal development. These challenges include lack of resources, lower self-confidence, limited exposure and opportunities,

and emotional and social challenges (Darling-Hammond, 2010; Evans & Kim, 2013; National Center for Education Statistics, 2019).

### **2.10.2. Specific Challenges Faced by Disadvantaged Students**

Disadvantaged students often face significant challenges that impede their academic success and personal development. These challenges include a lack of resources, such as limited access to books, educational materials, technology, and other learning aids (National Center for Education Statistics, 2019). They often attend schools with inadequate facilities, fewer extracurricular programs, and lower teacher quality (Darling-Hammond, 2010), and they lack access to essential support systems like tutoring, mentoring, and other academic support services (National Education Association, 2019). Additionally, lower self-confidence is a major issue, with academic struggles leading to a belief that they are incapable of succeeding (Yeager & Dweck, 2012) and the internalization of negative societal stereotypes about their community or socio-economic status, which affects their self-esteem and motivation (Steele, 1997). These students also experience limited exposure and opportunities; they have less cultural capital due to reduced access to enriching experiences like museums, travel, or extracurricular activities that broaden their horizons (Lareau, 2011), and they lack networking opportunities, having fewer connections to individuals who can provide guidance, internships, or job opportunities (Putnam, 2015). Furthermore, they face emotional and social challenges, such as family stress from financial instability, parental absence, or high levels of stress at home (Evans & Kim, 2013), and social isolation, feeling out of place or not fitting in with peers from more affluent backgrounds (Crosnoe, 2011).

#### **2.10.2.1. How ECAs Can Address These Challenges**

ECAs can play a pivotal role in mitigating some of the challenges faced by disadvantaged students. Research has shown that ECAs provide multiple benefits for these students. They foster social skills through participation in team sports, debate clubs, or group projects, helping students learn to work with others, resolve conflicts,

and build friendships (Eccles et al., 2003). Activities such as drama, public speaking, and student government also encourage students to express themselves clearly and confidently (Fredricks & Eccles, 2006). ECAs boost confidence by allowing students to master skills, such as playing an instrument or excelling in a sport, which translates into a sense of accomplishment and increased self-esteem (Zaff et al., 2003). Receiving awards, praise, and recognition in ECAs can further bolster a student's confidence and motivation in academic settings (Mahoney et al., 2003). Additionally, ECAs improve academic achievement by stimulating critical thinking, problem-solving, and intellectual curiosity through activities like chess, coding clubs, or science fairs (Dumais, 2009). They also teach students how to manage their time effectively and develop discipline, which are essential skills for academic success (Marsh & Kleitman, 2002). Furthermore, ECAs provide access to mentors, as many involve adult supervision, coaching, and mentoring, giving students role models and additional academic support (Darling, 2005). They also offer networking opportunities, connecting students with a broader community, including alumni and professionals who can provide guidance and future opportunities (McNeal, 1995). The research conducted by McNeely et al. (2002) explores the ways in which extracurricular activities, such as organizations that offer chances for job exploration and educational field excursions to cultural sites, improve students' sense of school and extend their learning beyond the classroom. It emphasizes how crucial these extracurricular activities are in giving children a variety of educational experiences outside of the classroom, which may have a favorable effect on their growth both personally and academically.

Extracurricular activities (ECAs) are essential for resolving emotional and social difficulties because they provide a safe space where kids feel a feeling of community and belonging. Peer support groups can be established inside ECAs to give students a secure environment in which to talk about and deal with emotional difficulties. These groups can be organized around common interests or around particular subjects, such as stress management or mental health awareness (Fredricks & Eccles, 2006; Mahoney et al., 2003). Students can develop deep ties with mentors and peers outside of the classroom by taking part in ECAs. These connections can offer the

kind of emotional support, motivation, and companionship that are necessary for social growth and general wellbeing (Fredricks & Simpkins, 2012). Collaboration, cooperation, and communication are essential social skills for many ECAs. Students gain confidence and social competency by working toward shared objectives, resolving disagreements, and interacting with others in an effective manner through these activities (Durlak et al., 2011). Fun activities inside ECAs can provide a constructive way to release tension and stress. Through engaging in physical activities, artistic endeavors, or encouraging conversations, kids can develop better emotional regulation and problem-solving skills (Shernoff & Vandell, 2007). ECAs often provide opportunities for students to set goals, overcome obstacles, and experience success. These achievements contribute to a sense of self-worth and fulfillment, positively impacting emotional resilience (Marsh & Kleitman, 2003).

#### **2.10.2.2. Research Findings on the Impact of ECAs on Disadvantaged Students**

Everson and Milsap (2005) conducted a research study revealing that the SAT scores and their participation in ECAs of minorities and disadvantaged high school students in America who generally pass over the core academic curricular activities showed that these students can profit from ECAs. This aligns with broader research findings that suggest participation in ECAs can improve students' social skills, emotional regulation, and overall psychological well-being (Durlak et al. , 2010). These activities provide essential support systems that disadvantaged students often lack, such as access to mentors, academic support, and positive role models (Darling, 2005; McNeal, 1995).

Although there are not many prominent discrimination issues in Sri Lanka, it has been observed that the hidden talents of students who cannot achieve success with the academic core curriculum are revealed by ECAs. Authorities also encourage students to take part in these activities to grow them as sophisticated candidates in the future workforce (Everson & Milsap, 2005). These programs, often referred to as supplementary education programs, contribute to the development of students'

abilities similarly to the academic core curriculum taught in classrooms. Research indicates that educational attainment, cultural values, and personality development have all significantly improved among marginalized students participating in ECAs (Karunakar, 2020).

Additionally, studies have indicated a positive correlation between organized ECAs and ethnic identity (Davalos et al., 1999). ECAs provide a platform for students to explore and express their cultural identities, fostering a sense of belonging and self-worth. This is particularly important for minority students who might feel marginalized in mainstream academic settings (Steele, 1997; Yeager & Dweck, 2012).

Despite the benefits, there are some issues which students from different ethnicities and religions can encounter during their involvement in ECAs. For instance, cultural and religious restrictions might pose challenges for participation, especially for Muslim ladies (Dankas & Ben, 2006). This highlights the need for inclusive and culturally sensitive approaches in the design and implementation of ECAs to ensure all students can benefit. ECAs can be designed to be more inclusive with flexible scheduling for religious holidays, by offering a wider variety of activities catering to different interests.

In summary, while disadvantaged and minority students face numerous barriers in their educational journey, ECAs offer a valuable avenue to address these challenges by fostering essential skills, boosting confidence, and enhancing academic and personal development. Research supports that participation in ECAs can lead to improved academic performance, social skills, and emotional well-being (Eccles et al., 2003; Fredricks & Eccles, 2006; Zaff et al., 2003). By investing in and promoting access to a variety of ECAs, schools and communities can create a more equitable and supportive environment for all students, allowing them to uncover hidden talents and develop into well-rounded individuals ready for future challenges.

For ECAs to be beneficial in the long run, especially for disadvantaged students, ongoing assistance and resources are essential. Students and teachers develop rapport and trust when there is consistency and stability in the implementation (Smith, 2018). Ongoing resources support the development of social skills, emotional control, and cultural awareness (Jones & Brown, 2020). For underprivileged students, ECAs are crucial because they provide a feeling of belonging and community (Garcia et al., 2019). Long-term participation in ECAs improves academic achievement and emotional resilience (Lee, 2021); in addition, continuous support permits development and modification in response to changing requirements (Roberts, 2017), guaranteeing that initiatives continue to be successful in fostering favorable results over time.

### **2.11. ECAs and Individual factors**

Wijewantha (2013) conducted to see whether there is an association between individual factors and undergraduate involvement in ECAs and found out that there is no association between individual factors of religion, ethnicity, hometown, family income and gender although there is a relationship between involvement in ECAs and the relationship status of undergraduate students.

### **2.12. ECAs and the Cognition**

Individual characteristics like gender, hometown, family wealth, race, and religion did not significantly correlate with undergraduate engagement in ECAs, according to Wijewantha's (2013) research. They did, however, draw attention to a connection between undergraduates' involvement in ECA and their relationship status. This implies that while certain demographic variables might not have a direct impact on ECA engagement, other personal traits might have an impact on the benefits of engaging in such activities.

According to Dworkin et al. (2003), youth activities—including ECAs—offer a conducive environment for growth and development. They underlined that involvement in these activities fosters the skills and attitudes that would be essential for teenagers' future by empowering them to take charge of their own growth and development.

Hawkins (2010) provided evidence in favor of this theory, claiming that extracurricular activities improve teenagers' awareness, knowledge, attitudes, and self-confidence. He proposed that the advantages of extended community arts programs depend on people actively participating in activities that suit their interests and learning preferences. Teenagers who participate more actively in activities that align with their interests, for example, may learn more deeply and acquire more significant skills (Jensen, 2006).

Positive experiences are crucial for ECAs, as Jensen (2006) pointed out, as they may positively impact people for the rest of their lives. He did, however, issue a warning that bad encounters might have unfavorable effects.

Therefore, even while ECAs have many advantages, such as the development of cognitive, social, and emotional skills, the degree to which people benefit from them will differ depending on their particular interests, learning preferences, and engagement levels. To optimize the beneficial effects on participants, ECAs should be customized to match individual interests and offer possibilities for active engagement.

### **2.13. ECAs and The Life Skills**

Extracurricular activities (ECAs) are essential for the holistic development of students, offering a range of opportunities to acquire life skills that extend beyond academic achievements. In other words, ECAs play a pivotal role in nurturing a wide array of skills that are invaluable for future success, particularly leadership skills. Leadership



skills are critical as they enable individuals to inspire and guide others, make informed decisions, and take responsibility for outcomes. Participation in ECAs provides numerous opportunities for students to develop and refine these skills.

Research by Holt et al. (2008) revealed that involvement in high school soccer teams helps students develop crucial skills such as respect, teamwork, and initiative. These skills are often cultivated through the experiences and challenges faced in sports-oriented ECAs, where students learn to collaborate and support one another towards common goals. Similarly, participation in sports-oriented ECAs boosts self-efficacy and a sense of competence (Broh, 2002). Farrell (2008) found that sport-oriented ECAs enhance the sense of school belonging among Hispanic students by fostering positive emotional experiences, interconnections, and social bonding.

Barnett and Weber (2008) conducted a study focusing on the perceived benefits of children's participation in various ECAs. They found that most mothers observed positive character development in their children, particularly in how they treated themselves and others. This development was attributed to involvement in team sports, performing arts, and community activities, highlighting the broad impact of ECAs on personal growth and social behavior. Burton et al. (2000) emphasized that arts-oriented activities enhance imagination, critical thinking, and creativity.

Reeves (2008) explored the impact of increasing ECA participation levels in schools and found significant benefits, including higher academic achievement, reduced behavioral issues, and increased graduation rates. His study also noted a doubling in the number of students taking advanced placement exams, suggesting that active involvement in ECAs can reveal and enhance individual potential. The role of positive peer and adult interactions, expectations, and discipline in these settings cannot be underestimated. Similarly, Broh (2002) found that students involved in ECAs often achieve better grades and exhibit improved discipline. Turner (2010) supported these findings, adding that students involved in ECAs demonstrate hard work, teamwork, and a higher likelihood of graduation. Metsäpelto and Pulkkinen

(2012) reported that involvement in performing arts and academic clubs is associated with higher academic performance, better academic working skills, and lower levels of internalizing problems. Blomfield and Barber (2010) also found a positive association between ECA participation, higher academic ranking, and college aspirations.

Advocates of ECAs, such as Fretwell (1931), Fozzard (1967), and Sybouts and Krepel (1984), have long argued that participation in these activities helps students develop moral and ethical values, maintain healthier minds, and improve communication skills. Denson et al. (2015) added that ECAs provide a sense of success, better time management, and increased confidence. Leadership skills, essential for achieving success in various aspects of life, can also be fostered through ECAs. Marxwell (2005) emphasized that ECAs provide a platform for students to develop and practice leadership as well as allowing students to practice decision-making, conflict resolution, and strategic planning. Brooks et al. (2015) investigated the impact of different types and frequencies of social activities on social competence among children with intellectual disabilities, specific learning disabilities, and typically developing students aged 8-11. Their results showed that more time devoted to unstructured activities led to higher social skills across all groups, with the strongest association observed in children with intellectual disabilities. This underscores the importance of unstructured ECAs in developing social competence.

Despite the numerous studies on ECAs, motivation for language learning, and language skills development, research combining these themes in a middle school context remains limited. Yıldız (2016) noted that ECAs increase motivation, creativity, learning strategies, and time management skills. Participation in activities like debate clubs, writing for journals, or engaging in pen-pal exchanges can enhance students' communicative competence, benefiting both native and foreign language skills. In EFL settings, communicative competence requirements support the significance of ECAs (Hymes, 1966). Alnaeem (2021) found that ECAs help reduce communication

apprehension and improve communication skills, crucial for effective speaking and writing.

Morrissey (2005) found out that adolescents' extracurricular activities and educational activities are related with their occupational choice and income in the future. Participation in ECAs helps students develop a diverse set of skills and experiences that are highly valued in the professional world. Active participation and achievements in ECAs can enhance a student's resume. Morrissey (2005) points out that employers often look for candidates who have demonstrated a commitment to activities outside of their academic requirements, as this indicates a well-rounded individual. Listing leadership roles, project involvement, and accomplishments in ECAs can make a resume stand out and show that the candidate has practical experience and a proactive attitude. ECAs provide students with opportunities to explore various fields of interest, which can help them make informed career choices. For example, participation in a debate club can spark an interest in law or public policy, while involvement in a science club can lead to a passion for research or engineering. Morrissey (2005) suggests that these experiences allow students to discover their strengths and interests, guiding them towards fulfilling career paths. Through ECAs, students gain confidence and learn professional behaviors. Morrissey (2005) highlights that engaging in activities such as public speaking, organizing events, and working on team projects helps students build self-confidence and develop a professional demeanor. These traits are crucial for success in job interviews, workplace interactions, and career advancement. Many ECAs involve real-world projects and challenges that provide practical experience. Morrissey (2005) points out that this hands-on experience is invaluable, as it allows students to apply theoretical knowledge in practical settings. This can give them a competitive edge in the job market, as they have already demonstrated their ability to handle real-world tasks and responsibilities. By participating in these activities, students not only enhance their academic and personal lives but also position themselves for greater professional success.

In conclusion, ECAs provide opportunities for students to take on leadership roles, enhancing their ability to make decisions, resolve conflicts, and manage teams (Marxwell, 2005; Reeves, 2008). Participation in team-oriented ECAs, such as sports and group projects, fosters collaboration and teamwork skills (Holt et al., 2008; Denson et al., 2015). Activities like debate clubs, school journals, and drama enhance verbal and written communication, reducing apprehension and improving overall communicative competence (Alnaeem, 2021; Yıldız, 2016). Balancing ECAs with academic responsibilities helps students develop strong time management and organizational skills (Denson et al., 2015). Arts-oriented ECAs stimulate critical thinking and creativity, encouraging students to approach problems from diverse perspectives (Burton et al., 2000). ECAs improve social competence and emotional intelligence by providing platforms for interaction, empathy, and emotional regulation (Brooks et al., 2015; Farrell, 2008). ECAs enhance resumes, provide networking opportunities, and offer practical experience, all of which are valuable for future career success (Morrissey, 2005). All these studies showed that ECAs play a crucial role in holistic development, equipping students with essential life skills that contribute to academic success, personal growth, and professional readiness. ECAs significantly impact life skills development, academic achievement, and personal growth. They provide diverse opportunities for students to develop leadership, communication, teamwork, and other essential skills, preparing them for future success in various aspects of life. The positive effects of ECAs on social competence, academic performance, and overall well-being highlight their critical role in a well-rounded educational experience.

#### **2.14. ECAs and Academic Performance**

While research suggests a potential connection between participation in extracurricular activities (ECAs) and academic performance, the findings are not always conclusive. Academic performance is generally associated with grade point average and educational attainment. Not only the academic but also the social aspects of students' sufficient development are dealt with by the schools, however somehow their academic performance has attracted more attention (Leung, Ng &

Chan, 2011). In essence, the theoretical framework supporting the benefits of ECAs on academic performance revolves around the idea that these activities promote holistic development by fostering social, emotional, and cognitive skills that are essential for academic success.

This has been reflected in a variety of studies revealing that ECAs have a positive influence on students' academic performance and commitment (Balyer & Gunduz, 2012; Darling, Caldwell & Smith, 2005; Dumais, 2009; Gardner et al., 2008; Holloway, 2000; Kumar & Kumar, 2012; Marsh & Kleitman, 2002) besides playing an important role in students' academic success (Chambers & Scriber, 2004). There are other researchers indicating that participation in ECAs has a positive impact on students' educational process if these activities are aligned to the curriculum (Kuh, 2007). More than half of American teenagers are inclined to take part in some type of organized activities (Gardner et al., 2008). Gwathney's study (2015) showed that participating in organized activities had a positive effect on the development, behaviors, academic achievement and attainment and psychosocial adjustment of youth. Likewise, it is stated that students participating in ECAs have better grades, higher educational attainment and show less absenteeism and increased devotion to the school (Wilson, 2009). Organized activities mentioned and studied in the literature have varied from scouts, drama or theater, student councils, sports club, language clubs to performing arts. According to theory and research of Gardner et al. (2008) on positive youth development, taking part in such organized extracurricular activities creates more support and opportunities for students in terms of playing by rules, contributing as a member of a team, and behaving in harmony with others. According to Yıldız (2016), participation in various ECAs can lead to improved communicative competence, which is crucial for both academic success and overall personal development. Debate clubs provide students with a structured environment to practice and refine their speaking and argumentation skills. In these settings, students learn to construct coherent arguments, articulate their thoughts clearly, and respond to counter arguments effectively. This enhances their ability to communicate complex ideas succinctly and persuasively, skills that are invaluable in both academic presentations and written assignments. Involvement in school journals or

literary magazines allows students to develop their writing skills. Yıldız (2016) emphasizes that writing articles, stories, or essays for publication helps students improve their ability to organize thoughts, use appropriate language, and express ideas creatively. This practice not only enhances their written communication skills but also builds confidence in their ability to convey information effectively. Engaging in pen-pal exchanges, particularly with students from different cultural backgrounds, helps students practice and improve their writing and reading skills. This activity encourages them to articulate their thoughts clearly and understand diverse perspectives. Yıldız (2016) notes that such exchanges promote better overall communicative competence by providing authentic contexts for language use, thereby improving both writing and comprehension abilities. Participation in drama clubs and performing arts requires students to memorize scripts, convey emotions, and engage with audiences. These activities enhance verbal and non-verbal communication skills. Students learn to use tone, body language, and facial expressions effectively to communicate their messages, which can translate into improved presentation skills and confidence in public speaking. Clubs focused on public speaking and presentations provide students with regular opportunities to practice speaking in front of an audience. Yıldız (2016) highlights that these activities help students develop the ability to organize their thoughts quickly, speak clearly and confidently, and engage their audience. This practice is directly applicable to academic presentations and classroom participation, leading to improved performance in these areas. Involvement in language and literature clubs fosters a deeper appreciation for language and its nuances. Students engage in activities such as reading, discussing literature, and creative writing, which enhance their vocabulary, comprehension, and expressive skills. These clubs encourage critical thinking and analysis, further contributing to improved academic writing and communication.

Gardner et al. (2008) supported this claim stating that participation in organized activities during high school is positively related with occupational success in young adulthood. Students who participate in academic organizations do so since they also believe that this will lead them for a better future. Besides, the

need for belongingness is met and the feeling of connectedness to school is reinforced for students who take part in ECAs (Knifsend & Graham, 2011; Wilson, 2009). These students also have better grade point averages (Knifsend & Graham, 2011).

ECAs also trigger students' behavioral adjustment and socio-emotional skills and in turn, academic performance is increased by the help of improved academic aspirations and attitudes (Durlak et al., 2011). A report on The Condition of Education, United States Department of Education, National Center for Education Statistics (1995) revealed that student academic performance might be affected by participation in ECAs and co-curricular activities. It was indicated that these activities give students the chance to develop teamwork values, reinforce skills, and use academic knowledge in many contexts as part of a holistic education.

Barden (2002) conducted a study in order to examine the differences between students who engaged in ECAs and those who did not by analyzing grade point averages, absenteeism, dropout rates, discipline referrals. Five categories were used to group students: no participation, athletics, band and music clubs, and participation in several areas. The investigation discovered that the groups' differences existed. Differences were also detected when participants and non-participants were divided into two groups. According to the ANOVA results, there were statistically significant differences between the participation and non-participation groups in terms of discipline referrals, grade point averages, and attendance. Barden's research provides detailed insights into the positive correlations between participation in extracurricular activities (ECAs) and academic outcomes, specifically focusing on attendance and grades among students. Students who participated in ECAs showed higher rates of attendance compared to those who did not participate or participated minimally. This correlation suggests that engagement in structured extracurricular activities fosters a sense of commitment and responsibility among students, leading to improved attendance records. Barden also analyzed the correlation between ECA participation and academic grades, specifically focusing on students' grade

point averages (GPAs). The study revealed that students involved in ECAs tended to have higher GPAs compared to their non-participating peers. This finding suggests that ECAs contribute positively to academic performance by enhancing students' time management skills, discipline, and overall motivation towards academic success.

Research exploring the correlation between ECAs and academic performance has yielded diverse findings. While many studies suggest a positive relationship, indicating that participation in ECAs can enhance academic outcomes through improved time management, motivation, and social skills (Jones & Brown, 2020; Smith et al., 2018), some research has also found no significant correlation, little positive impact or even negative impacts. For instance, Leung, Ng, and Chan (2011) found that certain types of ECAs, particularly those that are highly competitive or require extensive time commitments, were associated with increased stress and lower academic performance among students. Carson et. al. (2002) revealed a similar result in their study conducted on 198 9th-12th graders who continued high school during the academic year 2000-2001 in three public schools in southern Michigan. There was not a significant difference between the GPA of ECA participant students and non-participants (Carson et al., 2002). Similarly, Harnet (1995) noted that students who heavily prioritized ECAs often struggled to maintain academic excellence due to time constraints and stress.

Moreover, Light (1990) and Chambers and Schreiber (2004) argued that the benefits of ECAs are context-dependent and can vary widely based on the specific nature of the activities and the individual student's capacity to manage their time effectively. Light (1990) found that while participation in ECAs can foster leadership and teamwork skills, excessive involvement might lead to academic neglect among students already struggling with their coursework. Additionally, Black (2002) highlighted that cultural factors play a significant role in shaping the impact of ECAs on academic performance, with different educational systems and societal expectations influencing outcomes differently. Moreover, Black (2002) asserted that not all activities provided advantages for students' academic performance and even



involvement in some clubs may distract students and cause a decrease in their academic success.

Furthermore, the type of activities students participate in can also influence their academic outcomes. Activities that are highly competitive or demanding in terms of time commitment might have different effects compared to more casual or less time-intensive activities (Lee, 2017). It is important to note that cultural and contextual differences can play a significant role in these findings. Studies from different cultural contexts or educational systems may show varied results due to differing norms around academic and extracurricular balance (Chen, 2019).

It is important to take into account a number of factors that may have an impact on these outcomes when interpreting the effect of ECAs on academic achievement. First and foremost, the kind of ECA matters a lot. Debate clubs and performing arts classes, for example, may help students become more confident and skilled communicators, which might improve their written and academic presentations. On the other hand, very competitive or time-consuming activities may put a burden on students' ability to manage their time and stress levels, which might have a detrimental impact on their academic performance (Carson et al., 2002; Harnet, 1995). Second, it is crucial to consider each student's unique capacity and the cultural background. The capacity of students to manage ECAs and academic responsibilities varies. The perception and evaluation of ECAs' effects are also influenced by cultural norms and educational frameworks. According to Kuh (2007), for example, tightly aligned activities with the curriculum may have a greater direct academic advantage, whereas cultural variables may have an impact on the perceived value and results of involvement (Black, 2002). Furthermore, whereas some research (Balyer & Gunduz, 2012; Gardner et al., 2008) shows a favorable link between ECAs and academic achievement, other studies point out contextual variability and even possible detrimental effects (Leung, Ng, & Chan, 2011; Carson et al., 2002). This variability highlights the need for more study and nuanced interpretation to fully comprehend the many ways that different ECAs affect academic achievement in diverse contexts.

While many studies support the view that ECAs enhance academic achievement through improved social skills, motivation, and practical application of knowledge, conflicting research underscores the need for further investigation. Understanding the nuanced impact of different ECAs on academic outcomes remains crucial for educators and policymakers aiming to optimize students' overall development. Besides, because ECAs have a variety of context-dependent advantages for academic achievement, to effectively maximize student's' holistic development, educators and policymakers should take these difficulties into account.

### **2.15. ECAs and Socialization**

Building upon the academic benefits discussed earlier, ECAs also play a vital role in providing valuable opportunities for students to develop essential social skills. Taking part in ECAs, especially sports activities, can build strong friendship bonds, collaborative teamwork and social support among teammates (Broh, 2002; Smoll & Smith, 2002). Smoll and Smith (2002) argue that participation in ECAs offers a range of developmental benefits that extend beyond academic achievements, promoting social, emotional, and personal well-being among participants. Shernoff and Vandell (2007) stated that negative emotions such as loneliness or boredom are reduced through involvement in ECAs. ECAs provide opportunities for socializing and forming friendships with peers who share similar interests. This social interaction can help reduce feelings of loneliness by fostering a sense of belonging and community. Participation in ECAs offers structured time outside of regular academic demands. This structured environment can mitigate boredom by providing stimulating and purposeful activities that challenge and engage participants. Many ECAs focus on skill development and mastery in various areas such as sports, arts, or academic clubs. Engaging in these activities can provide a sense of achievement and competence, thereby reducing boredom and increasing self-esteem. Involvement in ECAs often gives participants a sense of purpose and commitment. This can contribute to a more fulfilling and meaningful experience, reducing the likelihood of feeling bored or isolated. Overall, it can be stated that ECAs can play a significant role in enhancing social connections, providing meaningful activities, and fostering

personal development, all of which contribute to reducing loneliness and boredom among participants

Socialization through ECAs enables students to develop social and emotional self-regulation and learn cultural norms (Reeves, 2008). Involvement in ECAs facilitates social development, building friendship and enhancing social skills (Yin & Lei, 2007; Lawhorn, 2009; Balyer & Gunduz, 2012). According to the study conducted by Siddiky (2019), participating in co-curricular and extracurricular activities has helped students develop a wide variety of personal and social skills, such as public speaking, presenting, communication, organizing, and analytical abilities. Marsh and Kleitman (2002) also stated that ECAs play an equal role in the development of social and academic skills as do regular classes.

## **2.16. ECAs and Youth Development**

Extracurricular activity participation (ECA) fosters the development of social and emotional competencies, including leadership, teamwork, conflict resolution, empathy, emotional intelligence, communication, resilience, perseverance, and time management (Broh, 2002; Darling, 2005; Davalos et al., 1999; Durlak et al., 2011; Eccles et al., 2003; Mahoney & Stattin, 2000; Ross, 2000). These exercises give students controlled-settings in which to hone these abilities in practical situations, fostering both their academic and personal development.

Extracurricular activity (ECA) participation is linked to a decrease in dangerous and delinquent behaviors, according to research based on sociological and child development theories. For instance, Eccles et al. (2003) discovered that students who participate in ECAs have lower rates of criminal activity, drug usage, and cigarette smoking. Adolescents who participate in organized extracurricular activities make better use of their time and are less likely to engage in risky conduct when they are left alone.

Participating in extracurricular activities like clubs, sports, or art classes helps kids develop positively by instilling values like self-control, accountability, and teamwork. These abilities are essential for discouraging deviant behavior. In particular:

**Resolution of Conflicts:** ECAs sometimes entail cooperative work where disagreements may occur. With the help of these exercises, teenagers can learn how to resolve conflicts amicably and cultivate negotiating and problem-solving techniques that can stop delinquent conduct from spiraling out of control (Catalano et al., 2004).

**Empathy:** Adolescents who take part in group-based ECAs are better able to comprehend and relate to the emotions of others. Collaborating on group projects or giving a performance in a group environment, for example, promotes empathy and perspective-taking, both of which can improve relationships with others and lessen violent behavior (Carlo et al., 2010).

**Emotional Intelligence:** Structured ECAs aid in the development of emotional intelligence in teenagers by assisting them in identifying and controlling their own feelings as well as interpreting the emotional clues of others. This social awareness and self-awareness can lessen the chance of participating in risky behaviors and enhance self-regulation (Zins, et al., 2004).

Durlak et al. (2011) also emphasized that involvement in organized extracurricular activities fosters the growth of social and self-regulation skills, which can reduce the likelihood of engaging in delinquent conduct. These programs frequently offer a peer and adult mentor network that supports one another, builds strong social relationships, promotes prosocial conduct, and deters delinquency. Additionally, developing new abilities and succeeding in extracurricular activities can increase self-efficacy and self-esteem, which lessens the possibility that teenagers will turn to dangerous behaviors in an attempt to find validation.

Several studies have specifically addressed the impact of ECAs on reducing crime, smoking, and drug use. Ross (2000) demonstrated that students involved in ECAs show less involvement in criminal activities. Darling (2005) found a significant reduction in cigarette smoking among students who participate in these activities. Furthermore, Darling et al. (2003) reported lower rates of drug use among students engaged in ECAs, suggesting that these activities provide a positive and structured environment that discourages substance abuse.

ECAs also have a significant positive impact on students' health and wellbeing. Participation in these activities has been linked to higher school retention rates, reduced absenteeism, and increased attendance. Davalos et al. (1999) found that students involved in ECAs are more likely to stay in school and have better attendance records. Participation in ECAs enhances students' engagement with school by providing opportunities to apply skills learned in class to real-life contexts. Students involved in ECAs often feel a stronger sense of belonging to their school community, which can reduce feelings of isolation and increase motivation to attend regularly. Similarly, Mahoney and Stattin (2000) reported that ECAs help students feel more connected to their school, which can reduce dropout rates and absenteeism. Involvement in structured activities teaches students time management skills, helping them prioritize school-work and extracurricular commitments effectively. Students who participate in ECAs tend to exhibit higher levels of motivation and academic achievement, which are associated with lower absenteeism rates. Broh (2002) also noted that ECAs contribute to a positive school environment, fostering a sense of belonging and engagement among students. Schools that support a wide range of extracurricular activities tend to have a more positive school climate, fostering a sense of community and reducing absenteeism. Longitudinal studies indicate that sustained participation in ECAs throughout school years correlates with higher attendance rates and lower dropout rates. Overall, these studies suggest that ECAs play a significant role in promoting school engagement, reducing absenteeism, and enhancing overall academic performance by providing students with opportunities for skill

development, social integration, and a sense of belonging within the school environment.

Educational institutions have responded to these findings by updating academic calendars to include a variety of new co-curricular and extracurricular programs. These programs are designed to foster a distinctive teaching and learning environment that empowers students with more control over their education. By offering diverse opportunities for engagement, schools aim to enhance student development in multiple areas, including social skills, leadership, and academic achievement.

Participation in ECAs appears to significantly reduce risky behaviors. Le (2013) explores the impact of extracurricular activities on reducing engagement in risky behaviors among adolescents. The findings highlight that participation in various extracurricular activities significantly reduces the likelihood of engaging in risky behaviors such as weekly drinking and marijuana use, with effects varying by the type of activity, gender, and socio-economic status. This nuanced understanding emphasizes the broader benefits of extracurricular involvement in fostering healthier behavioral patterns among youth. This aligns with earlier findings from Borden, Donnermeyer, and Scheer (2001) and Shilts (1991), which highlighted that ECAs are associated with prosocial peer relationships and lower drug usage rates.

Research supports that participating in ECAs for a few hours per week is linked to a significant reduction in drug use and other risky behaviors. According to the U.S. Department of Health and Human Services (1996), spending one to four hours a week in extracurricular activities reduces the likelihood of drug use by 49% and the chance of becoming a teen parent by 37%. This indicates that ECAs provide a protective environment that fosters positive development and prosocial behavior among adolescents.

The body of research consistently demonstrates that involvement in extracurricular activities offers numerous benefits for youth, including reduced engagement in risky

behaviors, improved health and wellbeing, better academic performance, and the development of essential life skills. These findings highlight the importance of encouraging student participation in ECAs as a means of promoting positive youth development and fostering a supportive and enriching educational environment.

## **2.17. Summary of the Literature Review**

The literature reviewed herein provides a comprehensive examination of the theoretical framework and the research studies discussing the effects of ECAs in general and their effects on productive language skills and attitude towards foreign language, English.

School engagement theory provides a theoretical framework for understanding how language-oriented ECAs enhance students' language skills and attitudes toward English. School engagement theory, developed by Finn (1989) and refined by Fredricks et al. (2004), posits that student involvement consists of three interrelated dimensions. Behavioral, emotional, and cognitive involvement are some of these characteristics.

It has been shown that by offering interesting and dynamic learning opportunities, language-oriented ECAs enhance behavioral engagement. According to Fredricks et al. (2004), behavioral engagement is mostly dependent on participation in academic tasks and activities. Because they are gamified and interactive, ECAs encourage students to actively participate in and persevere through language learning activities, fostering their sustained engagement with English language resources.

ECAs also encourage emotional engagement by creating a warm and enjoyable learning environment. According to the paradigm of school engagement, students' emotional engagement reflects their affective responses to their educational experiences. According to study by Johnson et al. (2019), ECAs with motivating components, such prizes and customized feedback, enhance students' positive attitudes toward learning English. This emotional connection inspires students to work hard and maintain motivation in developing their language abilities.

Cognitive engagement, or the degree of students' mental effort and dedication to their learning tasks, is another crucial component of the school engagement concept. ECAs promote cognitive engagement by providing opportunities for problem-solving, critical thinking, and active learning. By engaging in interactive language exercises and simulations, students acquire the linguistic competencies and analytical skills required for language acquisition (Fredricks et al., 2004).

The corpus of studies on English as language oriented ECA applications suggests that these programs have a multifaceted impact on students' attitude towards English and language proficiency. This review provides an overview of the effects of ECAs on language learning and learners' perspectives by summarizing the findings of several studies. Several studies demonstrate the positive effects of ECAs on students' language skills. For instance, children exposed to language-oriented ECAs obtained much more vocabulary and grasped grammar than students utilizing traditional classroom approaches, according to a long-term study by Smith and Jones (2018). In a similar vein, Johnson et al. (2019) discovered that interactive ECAs enhanced listening and speaking skills. They credited digital learning environments' dynamic and captivating qualities for these advancements.

Moreover, it has been found that ECAs positively impact students' attitudes toward English. Students that were exposed to gamified language ECAs, according to research by Brown (2017), demonstrated a stronger enthusiasm and passion for learning the language and believed that learning English was more approachable and enjoyable. This shift in mindset was attributed to the interactive components of ECAs, which produced a friendly and stimulating learning environment. Nonetheless, the research also acknowledges some of the challenges and disadvantages associated with ECAs. Certain studies, such as Lee and Smith's (2020), noted differences in the degrees of student engagement and proposed that the effectiveness of ECAs could be influenced by learner preferences and instructional design. There have also been worries raised over the potential impact of ECAs replacing human interaction in language learning environments on the growth of interpersonal communication abilities.



All things considered, even though language-oriented ECAs show great promise for improving students' language proficiency and encouraging favorable attitudes about English, more study is necessary to resolve implementation issues and maximize their efficacy. In order to optimize educational outcomes, future research should investigate the best practices for incorporating ECAs into language curricula while taking into account the varied needs and preferences of learners.

## CHAPTER 3

### METHOD

This chapter attempts to provide information about the method of the study. The goal of this chapter is to inform readers on the description of the research design, participants of the study, data collection instruments, data collection procedures and data analysis process in detail. Finally, this chapter concludes with a discussion of limitations of the study.

#### 3.1. Research Design

Experimental designs show to be invaluable in addressing evaluation questions concerning the efficacy or influence of any improvements, innovations or implementations in an educational context as it was targeted in this present study (Gibbon & Herman, 1996). There are different types of experimental designs however among them, Solomon's four groups design comes to the forefront with its advantages provided to the study and as it is the most powerful approach (Leedy, 1993). A Solomon four-group design, known for its strong control over internal validity threats, was chosen for this study (Holdnak et al., 1990). This true experimental design aimed to investigate the impact of language-oriented extracurricular activities (ECAs) on 7th-grade students' English language skills. This design also deals with most of the internal and external validity issues which are apparent in other experimental designs such as bias that is something a standard (two-group) experimental design can control and pretest sensitization that is something a standard (two-group) experimental design cannot control. Normally, pretest sensitization is an external validity problem in a way that the intervention effect differs from the study's findings. As a result, this causes an issue with generalizability and if the pretest affects the posttest result only when the intervention is present, there would be an interaction between the pretest and treatment (also known as pretest sensitization); however, as the first step,

by calculating the effect of the pretest on the outcome of the posttest in the presence of the intervention and secondly, by calculating the effect of the pretest on the outcome of the posttest in the absence of the intervention and finally by comparing the results of step 1 and step 2, this can be controlled. It can be asserted that there is an interaction between the pretest and treatment if there is a difference between these two quantities, indicating that the pretest's effect is altered when the intervention is present (Navarro et al., 2018). It provides statistical power and the results obtained from the study using this design are easy to generalize back to the population. However, some disadvantages regarding using Solomon four groups design exist, as well. As argued by Cohen et al. (2017), generally it is not feasible to conduct true experimental research which requires random assignment of students to experimental and control groups in an educational institution because the classes or schools of students cannot always be suitable to be changed. It requires a considerable amount of time, energy, materials, resources, work and effort on the part of the researcher (Fraenkel & Wallen, 2008). Besides, because it permits multiple comparisons, which is thought to make it more complex than other designs, researchers steer clear of it. And finally, there seems to be uncertainty over the best statistical approach to take with the design. According to Kerlinger and Lee (2000), one of the main issues with the Solomon Four Group Design is to figure out the overall statistical strategy that will take into account the data from all four groups. Therefore, such factors and complexities prevent this design from being a common method of research. With this present study, these complexities were surmounted with great efforts by taking its advantages into consideration.

**Table 3. 1.** *Solomon Four-Group Design*

Experimental group A	R	O	X	O
Control group C	R	O		O
Experimental group B	R		X	O
Control group D	R			O

As illustrated in Table 3. *I*, participants were randomly assigned to one of four groups: two experimental groups received the ECA intervention (marked with "X") and two control groups did not. One experimental and one control group completed a pretest (marked with "O") before the intervention, allowing for the assessment of any pretesting effects. Following the intervention, all groups completed a post-test. By comparing post-test results across groups, the Solomon four-group design allows researchers to isolate the effects of the intervention and any potential influence of the pretest itself.

After the treatment phase, all groups underwent a post-test. Comparing the post-test results of Group A and Group B helps determine the impact of the pretest on the intervention. If there's a difference in post-test results between these two groups, it suggests that the pretest influenced the intervention. In such cases, the experiment may be flawed. Another comparison is made between the post-test results of Group B (treatment group) and Group D (control group). This comparison assesses whether the act of pretesting itself affects the results. If the difference in post-test results between Group B and Group D differs from the difference between Group A and Group C, it indicates that the pretest had an impact on the results.

In summary, analyzing post-test differences between specific groups helps evaluate the role of pretesting in the study. Researchers use these comparisons to understand the effects of pretesting on experimental outcomes.

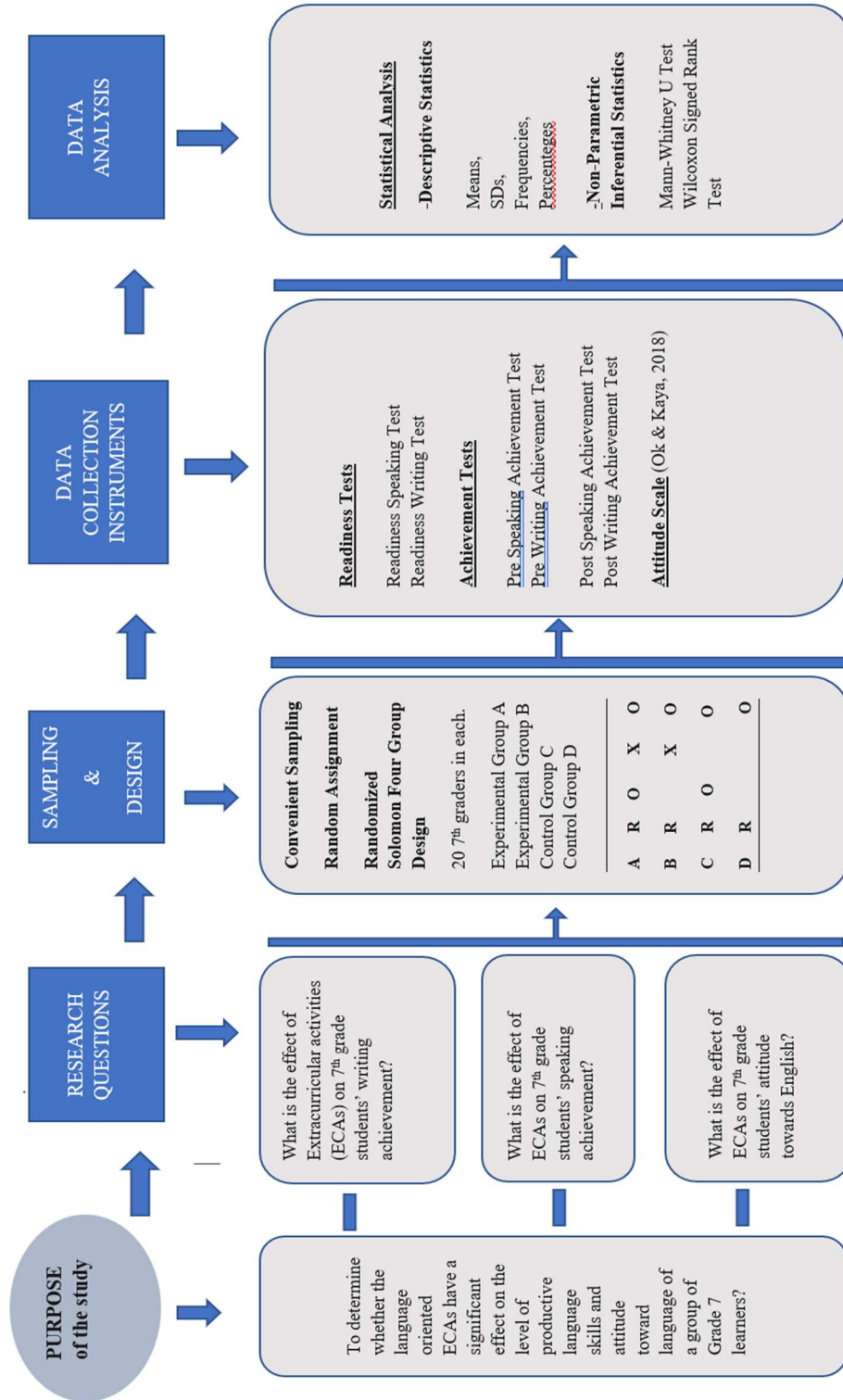


Figure 3. 1. Overall Design of the Study in Detail

### 3.2. Participants

This study involved 80 voluntary 7th-grade students (aged 13-14) attending a public school in a low-income suburb of Mamak, Ankara. Due to practical constraints, this study employed a convenience sampling approach. Collecting data from the entire target population of all public middle school students in Türkiye was not feasible. Instead, the accessible population became the 7th grade students attending a state middle school located in Mamak, Ankara.

While acknowledging the limitations of convenience sampling, the researcher, who was responsible for organizing the ECAs, data collection, and overall study management, opted for this approach to ensure a more practical and controlled data collection process. Furthermore, familiarity with the students and school principal facilitated smoother data collection.

It's important to note that student selection focused on two key criteria:

- English Language Teacher: All participants had the same English Language Teacher throughout the academic year to ensure consistency in baseline English language exposure.
- No Additional English Courses: Students were excluded if they were receiving any additional English language instruction beyond the ECAs (Extra Curricular Activities) offered in this study. This ensured that any observed effects could be attributed to the ECAs

The study design involves four groups: two control and two experimental groups. Following the announcement made to the students, a voluntary participation form was distributed to all 7th-grade students. Due to the differing times at which students submitted these forms, participants were assigned to one of four groups (two control, two experimental) using a systematic sampling method. Students were ordered based on the date and time they submitted their application forms. Every fourth student was then assigned to the same group, ensuring a systematic distribution of participants across the groups. This method helped to minimize selection bias while maintaining

a representative sample. Students who have prior knowledge or experience related to the research topic may be more likely to participate, which could potentially limit the diversity of perspectives. Students who are more motivated or interested in the research may also have a higher likelihood of participation, which could lead to sample bias. To prevent this, all students should have access to information about the research, including its purpose, benefits, and potential risks. Initially, each group comprised 25 students. However, due to the academic semester ending, some students could not participate in post-testing and attitude scales. The final analysis included quantitative data from a total of 80 participants (20 in each group).

The study included 80 seventh-graders (all age 12) equally assigned to two experimental and two control groups (Table 3. 2). The majority of participants (82.5%) reported their mothers as housewives, with the remaining mothers employed as workers (13.8%) or in other occupations (3.7%). Similarly, most fathers (57.5%) were workers, followed by tradespeople (20.0%) and office workers (6.3%). None of the participants reported receiving supplementary language courses outside of school. Nearly all students (96.3%) spoke only one language at home, with a small percentage (3.8%) speaking two languages.

**Table 3. 2.** *Demographics and Characteristics of Participants*

Variable	<i>n</i>	%
<b>Groups</b>		
Experimental A	20	25
Experimental B	20	25
Control C	20	25
Control D	20	25
<b>Mother's Education Level</b>		

**Table 3. 2.** *Demographics and Characteristics of Participants*

---

Primary School	29	36.3
Secondary School	32	40.0
High school	15	18.8
Undergraduate	4	5.0
Graduate	0	0

---

Father's Education Level

Primary School	22	27.5
Secondary School	21	26.3
High school	31	38.8
Undergraduate	6	7.5
Graduate	0	0

---

Mother's Occupation

Housewife	66	82.5
Worker	11	13.8
Officer	1	1.3
Others	2	2.5

---

Father's Occupation

Worker	46	57.5
Officer	5	6.3
Tradesperson	16	20.0
Others	13	16.3

---

Supplementary Language Courses

Yes	0	0
-----	---	---

---



**Table 3. 2.** *Demographics and Characteristics of Participants*

---

No	80	100
<hr/>		
Languages spoken at home		
1	77	96.3
2	3	3.8

---

These students came from families facing various social and economic challenges, with limited access to additional English language support beyond the regular curriculum. Notably, very few families in this school have completed secondary or higher education. Additionally, it is unsurprising that many parents cannot speak English, and some even struggle with reading and writing in their native language, Turkish. Given this context, the students lack additional English language support beyond what they receive in the regular public-school curriculum, which is developed by the Ministry of National Education (MoNE). The research aims to explore the impact of language-based extracurricular activities (ECAs) on predetermined variables.

### **3.3. Data Collection Instruments**

In the context of this study, several data collection instruments were employed. These instruments served to gather information related to students' language skills, attitudes, and opinions about English. Readiness test on writing skills and readiness test on speaking skills were administered. These tests assessed students' readiness and foundational abilities in these language domains. Similarly, achievement test on writing skills and achievement test on speaking skills were conducted. These tests gauged students' performance and progress in writing and speaking. An attitude scale developed by Ok and Kaya (2022) was used to explore students' attitudes towards English and language learning. The scale was administered in Turkish. Readiness

and achievement tests for speaking and writing were prepared and administered in English. These language-specific assessments aimed to evaluate students' language proficiency.

In summary, this comprehensive set of data collection instruments enabled a thorough examination of language skills and attitudes among the study participants. Each instrument contributed valuable insights to the research. Detailed explanations for each of these data collection instruments are provided in separate sections below.

### **3.3.1. Demographic Information Form**

An anonymous demographic information form was developed by the researcher to collect data about participants' backgrounds. This form, administered as a paper survey, sought information about the participants' parents' educational attainment and occupations, the number of languages spoken daily at home, and any additional language courses attended outside of school. Participants completed the form after providing informed consent to ensure anonymity of their responses.

### **3.3.2. Attitude Scale**

This study employed a previously developed (Ok & Kaya, 2022) attitude scale to measure student attitudes towards English as a foreign language (See Appendix D). The scale assesses two factors: "The value attached to English" and "the desire to learn English." The original development process involved exploratory factor analysis (EFA) and reliability testing with middle school students in Türkiye, demonstrating its suitability for the target population in this study.

Ok and Kaya developed an attitude scale to measure the importance placed on English among middle school students. They reviewed relevant literature and instruments (Baş, 2012; Erdem, 2007; Gömleksiz, 2003; Hilliard, 2015; Kazazoğlu, 2013), selecting questions that were then approved by experts in assessment and English language teaching. In this study, because the sample size is too small to run

factor analysis, their exploratory factor analysis results were mentioned. They performed an exploratory factor analysis (EFA) twice. The first EFA, conducted with 146 middle school students, led to the removal of one item that didn't load on any factor. The revised scale with 14 items was tested again with 153 students. Statistical checks, including sample adequacy and reliability, were conducted. The internal consistency of the factors was high, with Cronbach's alpha values of .92 for the first factor ("the value attached to English") and .87 for the second factor ("the desire to learn English"). The final scale, consisting of 14 items and two factors, was found to be reliable and suitable for measuring language attitudes among middle school students. Therefore, this attitude scale developed by Ok and Kaya (2022) for middle school students was utilized for this study whose target is also the students who are studying in a middle school. To confirm the scale's reliability in the context of this research, a pilot test was conducted with 34 students from a neighboring school with similar demographics. The Cronbach's Alpha coefficient obtained ( $\alpha = .87$ ) indicated an acceptable level of reliability for this study. In Table 3. 3, which items were loaded on which factor are presented.

**Table 3. 3.** *Attitude Scale Items and Corresponding Factors.*

Items	value attached to English	desire to learn English
1.English is common language enabling everyone in the world to understand each other.		x
2. I am not interested in learning English	X	
3.English is a language that I will benefit throughout my life.		x
4. I want to improve my English as much as possible.	x	
5. It doesn't matter if I don't learn English.	x	
6. English is a language that I will need throughout my life.		x
7. English is an unnecessary foreign language.		x
8. I want to learn English so much.	x	
9. It is a waste of time to strive for learning English.	x	
10. I want to take more courses to improve my English.	x	

11. English is an important foreign language.	x
12. It is worthwhile for me to strive for learning English.	x
13. English is a language that I will not use anywhere throughout my life.	x
14. I think, learning English will help me find a better job in the future.	x

### 3.3.3. Readiness Tests

To assess the proficiency of 7th-grade students in mastering the sixth-grade curriculum, the researcher developed a speaking and writing readiness test. The fifth-grade curriculum includes relatively few objectives related to writing skills, while the sixth-grade curriculum, particularly following Unit 5, encompasses a greater number of such objectives as seen in Table 3. 4. Based on the speaking and writing skill objectives outlined in the sixth-grade English language curriculum, an initial set of 36 speaking questions and 15 writing questions was formulated. Following consultations with experts, feedback from teachers, and the results of a pilot study, the number of questions in the speaking readiness test was subsequently reduced to 10 (see Appendix I), while the writing readiness test was condensed to 5 items (see Appendix J).

**Table 3. 4.** *Grade English Language Program Objectives*

Units	Skills	Objectives
1	Spoken Interaction Spoken Production	Students will be able to talk about repeated actions. Students will be able to use a series of phrases and simple expressions to express their repeated actions.
2	Spoken Interaction Spoken Production	Students will be able to ask people about their food preferences. Students will be able to express their opinions about the food they like and don't like.
3	Spoken Interaction Spoken Production	Students will be able to ask people questions about what they are doing at the moment. Students will be able to ask people to compare things. Students will be able to describe people doing different actions.

**Table 3. 4. Grade English Language Program Objectives**

Units	Skills	Objectives
		Students will be able to make comparisons between two things.
4	Spoken Interaction Spoken Production	Students will be able to ask people about the weather Students will be able to talk about the weather and their emotions in a simple way.
5	Spoken Interaction Spoken Production	Students will be able to talk about and express the feelings and personal opinions about places and things. Students will be able to use various simple expressions to state the feelings and personal opinions about places and things.
6	Spoken Interaction Spoken Production Writing	Students will be able to talk about occupations. Students will be able to ask about their favorite activities. Students will be able to state the dates. Students will be able to produce a piece of writing about occupations and the dates.
7	Spoken Interaction Spoken Production Writing	Students will be able to ask about their hobbies. Students will be able to state the dates. Students will be able to produce a piece of writing about occupations and the dates.
8	Spoken Interaction Spoken Production Writing	Students will be able to talk about the locations of people and things. Students will be able to talk about past events with definite time. Students will be able to describe the locations of people and things. Students will be able to describe past events with definite time. Students will be able to write about past events with definite time. Students will be able to write about the locations of people and things
9	Spoken Interaction Spoken Production Writing	Students will be able to give each other suggestions about the protection of the environment. Students will be able to talk to people about the protection of the environment. Students will be able to write simple pieces about the protection of the environment.
10	Spoken Interaction Spoken Production Writing	Students will be able to talk about the stages of classroom president polls. Students will be able to give short descriptions of past and present events. Students will be able to talk about the concept of democracy. Students will be able to write simple pieces about concepts related to

**Table 3. 4. Grade English Language Program Objectives**

Units	Skills	Objectives
		democracy.

Administering these tests revealed the need for some students to strengthen their foundational knowledge during the 10-week ECA implementation. To address this, the researcher used the information gathered from readiness tests to reinforce and retained key concepts from the 6th-grade curriculum during the ECAs.

### **3.3.4. Achievement Tests**

To assess the impact of the 10-week 0ECAs on students' speaking and writing skills, two separate achievement tests were developed. A table of specifications, outlining the specific skills targeted by the ECAs, guided the construction of pre- and post-tests. These tests including open ended questions, measured students' productive language abilities. Further details on the development and pilot testing of these assessments are provided in subsequent sections.

#### **3.3.4.1. Achievement Test to Measure 7<sup>th</sup> Graders' Speaking Skills**

The questions were developed in alignment with the specific objectives established by the researchers as a result of readiness tests as well as the objectives in the 7<sup>th</sup> and 8<sup>th</sup> grade language curriculum, and visual aids sourced from various websites were incorporated to facilitate students' comprehension. A total of ten objectives, as outlined in Table 3. 5, were selected, with a minimum of three questions formulated for each objective. Consequently, 35 questions were designed based on Bloom's Taxonomy of Educational Objectives. Given the students' prior learning experiences (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956, cited in Seddon, 1978), their developmental stage, and the characteristics of speaking skills, the questions were primarily constructed at the application level. However, it was not feasible to develop questions targeting the levels of knowledge, application, analysis, synthesis, and evaluation.

A pilot test was conducted with 10 students from a neighboring school, which provided valuable insights into the clarity, length, and difficulty level of the questions. Revisions were made based on this pilot, focusing on refining question wording to enhance clarity and making adjustments to ensure that the length of the test was appropriate for maintaining student engagement. Expert feedback was sought from university professors and English language teachers to ensure the content validity of the tests. Specific suggestions included adding more questions related to real-life contexts, providing more explicit instructions, reducing the length of some questions. To ensure consistent scoring, an assessment rubric was developed and pilot-tested with two raters. Inter-rater reliability was assessed using interclass correlation coefficient, resulting in a .87 indicating good reliability (McGraw & Wong, 1996).

The initial test, which comprised of 35 questions, was reduced to 10 after the pilot revealed that a more concise format was necessary to prevent student fatigue and maintain focus. Alongside the finalized set of questions, an assessment rubric was developed to provide a structured and objective means of scoring the students' speaking performances. This rubric, detailed in Appendix G, was designed to assess various dimensions of speaking proficiency, including fluency, coherence, pronunciation, and the effective use of language structures.

**Table 3. 5.** *Table of Specification for the Speaking Achievement Test*

Objectives	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1. Ask the price, size, color and form of payment while shopping.	-	-	2	-	-	-	2
2. Describe an animal with at least 4 sentences.	-	-	1	-	-	-	1

**Table 3. 5.** *Table of Specification for the Speaking Achievement Test*

Objectives	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
3- Tell the necessary ingredients for favorite meal	-	-	1	-	-	-	1
4. Gives simple, short and well organized directions when somebody asks an address	-	-	1	-	-	-	1
5. Ask and answer questions for gathering information about a holiday plan.	-	-	1	-	-	-	1
6. Talk about a topic extemporarily.	-	-	1	-	-	-	1
7. Tell a story under the condition of given situation.	-	-	1	-	-	-	1
8. Ask and answer questions about people's or animals' appearances and personalities.	-	-	1	-	-	-	1
9. Talk about daily topics such as hobbies, sports, news, interests, illnesses, funny moments etc.	-	-	1	-	-	-	1
10. Sum							10

#### **3.3.4.2. Achievement Tests to Measure 7<sup>th</sup> Grade Students' Writing Skills**

The writing test was designed by the researcher to evaluate the writing skills of 7<sup>th</sup>-grade students. This test was constructed following standard procedures similar to those employed in the development of speaking skills assessments. To ensure content validity, expert and teacher



feedback was sought throughout the test development process. Face validity was established by assessing the clarity and comprehensibility of the questions with five 7th-grade students from a comparable public school in the vicinity of the research site. An assessment rubric was also developed to evaluate students' responses and measure their proficiency in writing (see Appendix H).

For this writing test, ten specific objectives were identified as a result of readiness tests results as well as including objectives from 7<sup>th</sup> and 8<sup>th</sup> grade language curriculum, as outlined in Table 3. 6. Students were required to compose a few sentences in response to the questions. These questions were designed at the application level, as it was not feasible to develop questions targeting the knowledge, comprehension, analysis, synthesis, and evaluation levels due to the students' prior learning experiences and developmental stages (Bloom, Englehart, Furst, Hill, & Krathwohl, 1956, cited in Seddon, 1978).

The content validity of the writing test was further ensured through consultation with experts, including two associate professors and one professor from the Curriculum and Instruction Department, as well as three English language teachers working in public middle schools, and a doctoral student from the English Language Teaching Department. Based on the feedback received from these experts, the test items were revised, and necessary adjustments were made. In terms of item readability, comprehensibility, and clarity, the insights of three English language teachers teaching 7th graders and five 7th-grade students were also considered. As a result, certain wordings that posed comprehension difficulties for students were modified.

Finally, a pilot test was conducted with 27 7th-grade students to identify the questions that were effective. Based on the results of this pilot study, the final version of the writing achievement test consisted of 10 questions.

**Table 3. 6.** *Table of Specification for the Writing Achievement Test*

Objectives		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
1.	Write a 6-line dialogue between a customer and a shop assistant, using at least 3 shopping-related vocabulary items (e.g., price, color, payment) and asking/answering questions about product details and refund policy with 85% accuracy.	-	-	2	-	-	-	2
2.	Write a 5-sentence holiday plan, using future tense and travel-related vocabulary to describe transportation, destination, companions, and activities, with 80% grammatical accuracy.	-	-	1	-	-	-	1
3.	Write 6 sentences describing Fox's daily routine for each day of the week, using present simple tense and accurate time-related expressions.	-	-	1	-	-	-	1
4.	Write a 5-step process for baking a cake using sequence words (first, second, next, then, finally) with 85% accuracy.	-	-	1	-	-	-	1
5.	Write a short story consisting of at least 3 sentences, correctly using the provided vocabulary to describe the setting, characters, and plot, with 80% accuracy.	-	-	1	-	-	-	1
6.	Give correct directions in at least 2 imperative sentences to guide Ali to different locations, using directional phrases (e.g., turn left, go straight) with 90% accuracy.	-	-	1	-	-	-	1

**Table 3. 6.** *Table of Specification for the Writing Achievement Test*

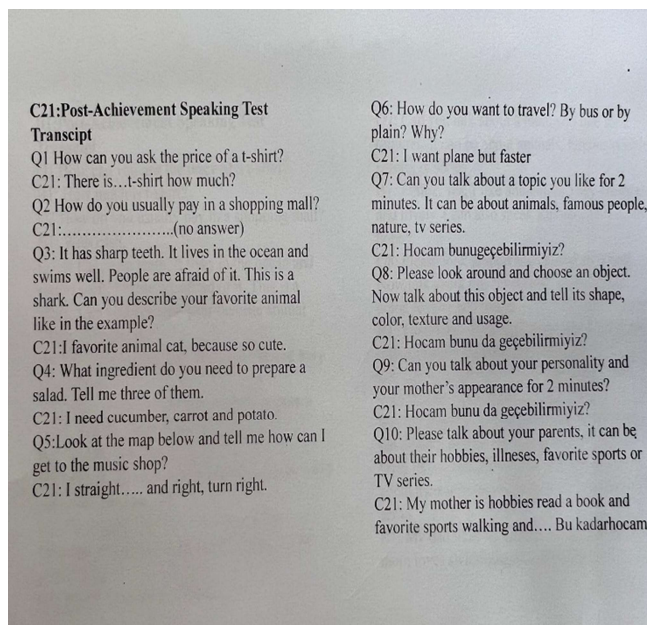
Objectives		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation	Sum
7.	Write at least 4 grammatically correct sentences about a chosen topic (e.g., animals, personality, cooking, or TV series), incorporating at least 3 relevant vocabulary words and using proper sentence structure with 80% accuracy.	-	-	1	-	-	-	1
8.	Write 3 comparative sentences using the information provided, applying the correct comparative structures (e.g., more punctual, lazier) with 85% accuracy.	-	-	1	-	-	-	1
9.	Write a 5-sentence letter accepting or declining an invitation, following the provided template, using correct formal expressions and proper sentence structure with 85% accuracy.	-	-	1	-	-	-	1
10.	Write 3 sentences describing the color, shape, and material of the item in the picture, using appropriate descriptive vocabulary with 90% accuracy.	-	-	1	-	-	-	1
Sum								

### 3.3.5. Rubrics for Scoring Speaking and Writing Achievement Tests

#### 3.3.5.1. Speaking Test Rubric

When using the speaking test rubric (see Appendix L), each student's response to the questions were assessed based on the six criteria (e.g., understanding the question, grammatical accuracy, and pronunciation). The score ranges from 0 (no

comprehensible answer) to 10 (fully correct answer without grammatical or pronunciation errors) for each question. Major and minor mistakes were distinguished based on some criteria. For example, if students failed to understand or answer the question appropriately, produce only single words or fragmented responses instead of full sentences or frequent grammatical errors (e.g., incorrect tense usage) and severe pronunciation issues that affect comprehensibility, these mistakes fell in the lower scoring range (0-4 points). If students made slight grammatical errors (e.g., articles, prepositions) or mispronunciations that don't hinder overall understanding, answered in full sentences with occasional hesitations or slight doubts, these were typically scored in the middle to higher range (6-8 points). If students showed full comprehension and response to the question in grammatically correct, fluent, and well-pronounced sentences, they got 10. In the following figures 3.2. and 3.4., the two different participant students' response to the post-speaking achievement test are displayed. The way how these papers were scored is indicated in the assessment rubrics in Figure 3.3. and 3.5. below them. The speaking rubric explicitly outlines the criteria and points allocated to each questions separately to ensure the clarity for the other scorer and to avoid any ambiguity in the evaluation process.



**Figure 3. 2.** Participant C21 Post-Achievement Speaking Test Responses

ASSESSMENT RUBRIC FOR SPEAKING SKILLS						
Participant No. C21 Post-achievement Speaking Test						
0	2	4	6	8	10	Part
No comprehensible and grammatical answer	Seems to understand the question (q) the speech (s), but no answer	Understands the (q)(s), but answers in words rather than forming grammatical sentences	Understands the (q)(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the (q)(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	6
No comprehensible and grammatical answer	Seems to understand the question (q) the speech (s), but no answer	Understands the (q)(s), but answers in words rather than forming grammatical sentences	Understands the (q)(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the (q)(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	0
No comprehensible and grammatical answer	Seems to understand the question (q) the speech (s), but no answer	Understands the (q)(s), but answers in words rather than forming grammatical sentences	Understands the (q)(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the (q)(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	6
No comprehensible and grammatical answer	Seems to understand the question (q) the speech (s), but no answer	Understands the (q)(s), but answers in words rather than forming grammatical sentences	Understands the (q)(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the (q)(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	6
No comprehensible and grammatical answer	Seems to understand the question (q) the speech (s), but no answer	Understands the (q)(s), but answers in words rather than forming grammatical sentences	Understands the (q)(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the (q)(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	0
						32

Figure 3. 3. Participant C21 Speaking Assessment Rubric

<p><b>B1: Post-Achievement Speaking Test Transcript</b></p> <p>Q1: How can you ask the price of a t-shirt? B1: How much is t-shirt?</p> <p>Q2: How do you usually pay in a shopping mall? B1: With cash.</p> <p>Q3: It has sharp teeth. It lives in the ocean and swims well. People are afraid of it. This is a shark. Can you describe your favorite animal like in the example? B1: Yes. I like caterpillar. They are soft and have a lot of feet.</p> <p>Q4: What ingredient do you need to prepare a salad. Tell me three of them. B1: Tomato, salt, pepper, oil.</p> <p>Q5: Look at the map below and tell me how can I get to the music shop? B1: Go straight first and then turns right.</p> <p>Q6: How do you want to travel? By bus or by plain? Why? B1: Plane, because it is faster.</p>	<p>Q7: Can you talk about a topic you like for 2 minutes. It can be about animals, famous people, nature, tv series. B1: I think, yes, I like animation. They are sweet and lovely. I can also speak Russian. This is my hobby.</p> <p>Q8: Please look around and choose an object. Now talk about this object and tell its shape, color, texture and usage. B1: That book. They are information. They are different color and usually rectangle.</p> <p>Q9: Can you talk about your personality and your mother's appearance for 2 minutes? B1: My mommy is short and her hair is long. I am clumsy, honest and cheerful.</p> <p>Q10: Please talk about your parents, it can be about their hobbies, illness, favorite sports or TV series. B1: My dad likes sit quietly in the beach. My mom loves swimming and drawing.</p>
--	--

Figure 3. 4. Participant B1 Post-Achievement Speaking Test Responses





### 3.3.5.2. Writing Test Rubric

The writing test rubric (see Appendix M) evaluates students based on specific writing tasks, such as dialogues, holiday plans, and short stories. Scoring ranges from 0 (no answer) to 10 (well-structured, grammatically correct, and comprehensible response). Major and minor mistakes were distinguished based on some criteria. For example, if students' answers were lack of meaningful content or coherence, had multiple grammatical errors, misspelling, or incorrect sentence structures that make the text hard to understand, these mistakes were resulted in scores between 0-4. However, a response that addresses the question fully but has a few non-critical mistakes such as occasional spelling mistakes, slight grammatical issues (subject-verb agreement) or awkward sentence constructions that still allow the text to be comprehensible would score between 6-8. Finally, the text that fully meet the task requirements, are grammatically sound, have correct spelling, and display coherent sentence structures receive 10. In the following figure 3.6, the same student's response to both the pre-writing achievement test and post-writing achievement test are displayed. The way how these papers were scored is indicated in the scoring rubric below them (Figure 3.7.). The writing rubric explicitly outlines the criteria and points allocated to each questions separately to ensure the clarity for the other scorer and to avoid any ambiguity in the evaluation process.

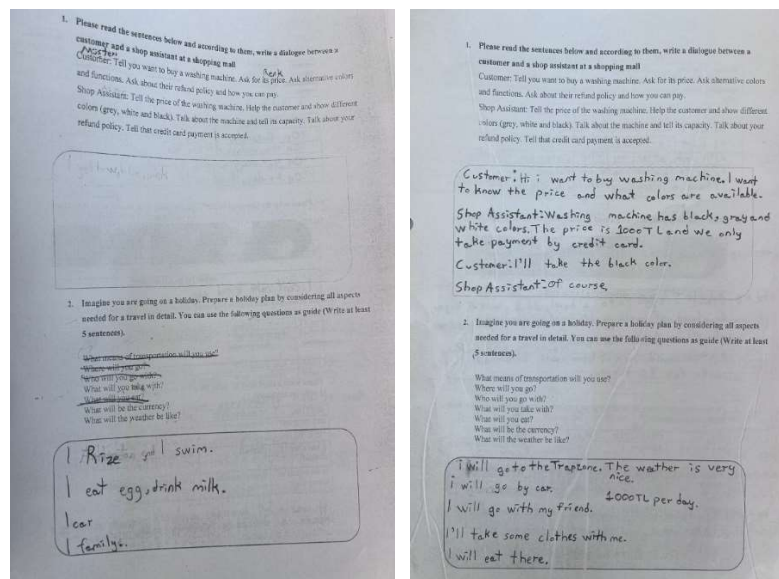


Figure 3. 6. Sample Pre-test(on left) and Post-test Paper of a Student in EG A



3. Look at a Fox's everyday schedule. Make sentences about his daily routine.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Have breakfast early	Hunt in the forest	Do exercise	Look after his little sister	Attend an animal reunion	Have a picnic with his family

a. On Monday, he has breakfast early.  
 b. On Wednesday, little sister  
 c. On Tuesday, look after his  
 d. On Thursday, attend an  
 e. On Saturday, animal reunion  
 f. On Friday, hunt in the

4. Please write the process of baking a cake by using *first, second, next, then, finally*.

HOW TO BAKE A CAKE  
 1. crack 3 eggs into a bowl, add 1 glass of sugar, 1 glass of milk, half a glass of oil, 2 glasses of flour, 1 packet of vanilla and baking powder, and mix them all together in the oven for 30 minutes.

5. Please write a short story by using the given vocabulary items below? (Write at least 3 different sentences)

SETTING	CHARACTER	PLACE	PROBLEM
on a shiny and warm day	A mouse	In the forest	made a delicious birthday cake
It was a hot summer	Students	In an old house	ran away with cheese
In the middle of stormy night	A very beautiful young lady	In an empty school	followed me

It was a hot summer. A mouse in an empty school made a delicious birthday cake.

3. Look at a Fox's everyday schedule. Make sentences about his daily routine.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Have breakfast early	Hunt in the forest	Do exercise	Look after his little sister	Attend an animal reunion	Have a picnic with his family

a. On Monday, he has breakfast early.  
 b. I do sports on Wednesday.  
 c. I hunt in the woods on Tuesday.  
 d. I'll look after my little sister on Thursday.  
 e. I go to animal date on Friday.  
 f. I have a picnic with my family on Saturday.

4. Please write the process of baking a cake by using *first, second, next, then, finally*.

HOW TO BAKE A CAKE  
 Crack 3 eggs into a bowl, add 1 glass of sugar, 1 glass of milk, half a glass of oil, 2 glasses of flour, 1 packet of vanilla and baking powder, and mix them all together in the oven for 30 minutes.

5. Please write a short story by using the given vocabulary items below? (Write at least 3 different sentences)

SETTING	CHARACTER	PLACE	PROBLEM
on a shiny and warm day	A mouse	In the forest	made a delicious birthday cake
It was a hot summer	Students	In an old house	ran away with cheese
In the middle of stormy night	A very beautiful young lady	In an empty school	followed me

There was a mouse in the forest. It followed me. I ran away with cheese.

6. Give correct directions with imperative sentences to Ali.

a. Please help Ali go to the cinema  
 Go straight, turn right, go straight, go left

b. Please help Ali go to bookstore  
 Go straight, turn left, go straight, go left

7. Please choose one of the given topics below and write at least 4 sentences about it.

Animals	Personality/appearance	cooking	TV series
Favorite animal	your personality traits	Your favorite meal	Favorite TV series
What color	your mother's personality traits	How to cook	Which day
How to feed	Your appearance	Which tools used	About what
Why do you like	Your mother's appearance	What ingredients	What time

Favorite animal, your personality, how to cook, which day.

6. Give correct directions with imperative sentences to Ali.

a. Please help Ali go to the cinema  
 Go straight, turn right, go straight, go left

b. Please help Ali go to bookstore  
 Go straight, turn left, go straight, go left

7. Please choose one of the given topics below and write at least 4 sentences about it.

Animals	Personality/appearance	cooking	TV series
Favorite animal	your personality traits	Your favorite meal	Favorite TV series
What color	your mother's personality traits	How to cook	Which day
How to feed	Your appearance	Which tools used	About what
Why do you like	Your mother's appearance	What ingredients	What time

My favorite animal is the lion. Lions are wild and carnivorous. Lions are mammals, muscular, and their color is brown or yellow. Lions have sharp claws, large teeth, and fur because it is the symbol of Galatnary.

Figure 3. 6. Sample Pre-test (on left) and Post-test Paper of a Student in EG A (Continued)



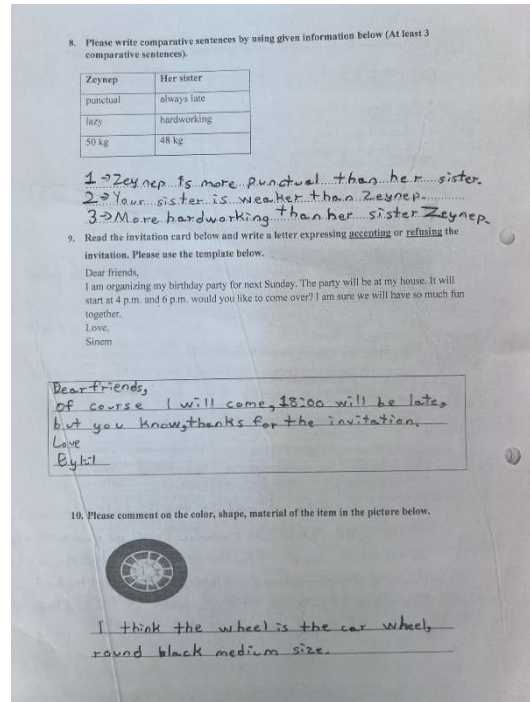
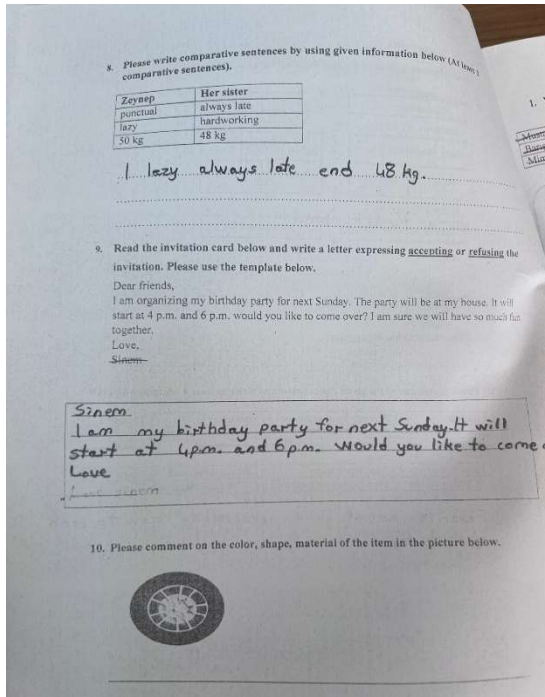


Figure 3. 6. Sample Pre-test (on left) and Post-test Paper of a Student in EG A (Continued)

A15 Pre-writing Achievement Test Scoring Guide

Q1	0	2	4	6	8	10
Q1	No answer	Dialogue contains one question-answer but not meaningful or grammatical	Dialogue contains two question-answers but with lots of errors in grammar, sentence structure, spelling	Dialogue contains three question-answers with some errors in grammar, sentence structure and spelling but comprehensible	Dialogue contains four question-answers including all of five aspects needed for a travel in detail with grammatical and comprehensible sentences	Dialogue is well written by at least five aspects needed for a travel in detail with grammatical and comprehensible sentences
Q2	No answer	Holiday plan includes at least 1 aspect of a travel but not meaningful or grammatical	Holiday plan includes at least 2 aspects of a travel with some errors in grammar, sentence structure, spelling	Holiday plan includes at least 3 aspects of a travel with minor errors in grammar, sentence structure and spelling but comprehensible	Holiday plan includes at least 4 aspects of a travel with minor errors in grammar, sentence structure and spelling but comprehensible	Holiday plan includes at least 5 aspects needed for a travel in detail with grammatical and comprehensible sentences
Q3	No answer	Schedule is written but not meaningful or grammatical	Schedule contains some errors in grammar, sentence structure, spelling	Schedule contains minor errors in grammar, sentence structure and spelling but comprehensible	Schedule is satisfactory in terms of grammar, sentence structure, spelling and comprehension	Schedule is satisfactory in terms of grammar, sentence structure, spelling and comprehension
Q4	No answer	Process contains two sentences but with lots of errors in grammar, sentence structure, spelling and missing 4 processes	Process contains three sentences with some errors in grammar, sentence structure and spelling but comprehensible	Process contains four sentences with minor errors in grammar, sentence structure and spelling but comprehensible	Process contains five sentences with minor errors in grammar, sentence structure and spelling but comprehensible	All the process is satisfactory in terms of grammar, sentence structure, spelling and comprehension
Q5	No answer	Short story is written with a sentence by using one of the given words but not meaningful or grammatical	Short story is written with two sentences by using two of the given words but with lots of errors in grammar, sentence structure, spelling	Short story is written with three sentences by using three of the given words with some errors in grammar, sentence structure and spelling but comprehensible	Short story is written with four sentences by using four of the given words with minor errors in grammar, sentence structure and spelling but comprehensible	Short story written with at least 5 sentences by using at least five of the given words satisfactory in terms of grammar, sentence structure, spelling and comprehension

Q6	No answer	only one direction is given but with lots of errors in grammar, sentence structure, spelling	Two directions are given with some errors in grammar, sentence structure, spelling but comprehensible	Two directions are given and satisfactory in terms of grammar, sentence structure, spelling and comprehension	Three directions are given with some errors in grammar, sentence structure and spelling but comprehensible	Three directions are given and satisfactory in terms of grammar, sentence structure, spelling and comprehension
Q7	No answer	Something is written but not meaningful or grammatical	Something is written but with lots of errors in grammar, sentence structure, spelling	Writing contains some errors in grammar, sentence structure and spelling but comprehensible	Writing contains three sentences with minor errors in grammar, sentence structure and spelling but comprehensible	Writing contains three or more sentences which are satisfactory in terms of grammar, sentence structure, spelling and comprehension
Q8	No answer	Comparison is written with one of the given adjectives but not meaningful or grammatical	Comparison is written with two of the given adjectives with some errors in grammar, sentence structure and spelling but comprehensible	Comparison is written with at least three of the given adjectives with minor errors in grammar, sentence structure and spelling but comprehensible	Comparison is written with at least four of the given adjectives with minor errors in grammar, sentence structure and spelling but comprehensible	Comparison contains sentences including five or more of the given adjectives which are satisfactory in terms of grammar, sentence structure, spelling and comprehension
Q9	No answer	Something is written but not meaningful or grammatical	Something is written but with lots of errors in grammar, sentence structure, spelling	Writing contains some errors in grammar, sentence structure and spelling but comprehensible	Writing contains minor errors in grammar, sentence structure and spelling but comprehensible	Writing is satisfactory in terms of grammar, sentence structure, spelling and comprehension
Q10	No answer	Something is written but not meaningful or grammatical	Something is written but with lots of errors in grammar, sentence structure, spelling	Writing contains some errors in grammar, sentence structure and spelling but comprehensible	Writing contains minor errors in grammar, sentence structure and spelling but comprehensible	Writing is satisfactory in terms of grammar, sentence structure, spelling and comprehension

Figure 3. 7. Assessment Rubric for Participant A15's Pre-Writing Achievement Test

Q1	0	2	4	6	8	10
	No answer	Dialogue contains one question-answer but not meaningful or grammatical	Dialogue contains two question-answers but with lots of errors in grammar, sentence structure, spelling	Dialogue contains three question-answers with some errors in grammar, sentence structure and spelling but comprehensible	Dialogue contains four question-answers with minor errors in grammar, sentence structure and spelling but comprehensible	Dialogue is well written by including all of five question-answers which are satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10
Q2	No answer	Holiday plan includes at least 1 aspect of a travel but not meaningful or grammatical	Holiday plan includes at least 2 aspects of a travel with lots of errors in grammar, sentence structure, spelling	Holiday plan includes at least 3 aspects of a travel with some errors in grammar, sentence structure and spelling but comprehensible	Holiday plan includes at least 4 aspects of a travel with minor errors in grammar, sentence structure and spelling but comprehensible	Holiday plan includes at least 5 aspects of a travel with grammatical and comprehensible sentences
	0	2	4	6	8	10
Q3	No answer	Schedule is written but not meaningful or grammatical	Schedule is written but with lots of errors in grammar, sentence structure, spelling	Schedule contains some errors in grammar, sentence structure and spelling but comprehensible	Schedule contains minor errors in grammar, sentence structure and spelling but comprehensible	Schedule is satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10
Q4	No answer	Process is written with only one sentence but not meaningful or grammatical	Process contains two sentences but with lots of errors in grammar, sentence structure, spelling and missing 4 processes	Process contains three sentences with some errors in grammar, sentence structure and spelling but comprehensible	Process contains four sentences with minor errors in grammar, sentence structure and spelling but comprehensible	All the process is, satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10
Q5	No answer	Short story is written with a sentence by using one of the given words but not meaningful or grammatical	Short story is written with two sentences by using two of the given words but with lots of errors in grammar, sentence structure, spelling	Short story is written with three sentences by using three of the given words with some errors in grammar, sentence structure and spelling but comprehensible	Short story is written with four sentences by using four of the given words with minor errors in grammar, sentence structure and spelling but comprehensible	Short story written with at least 5 sentences by using at least five of the given words is satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10

Q6	No answer	only one direction is given but with lots of errors in grammar, sentence structure, spelling	Two directions are given with some errors in grammar, sentence structure and spelling but comprehensible	Two directions are given and satisfactory in terms of grammar, sentence structure, spelling and comprehension	Three directions are given with some errors in grammar, sentence structure and spelling but comprehensible	Three directions are given and satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10
Q7	No answer	Something is written but not meaningful or grammatical	Something is written but with lots of errors in grammar, sentence structure, spelling	Writing contains some errors in grammar, sentence structure and spelling but comprehensible	Writing contains three sentences with minor errors in grammar, sentence structure and spelling but comprehensible	Writing contains three or more sentences which are satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10
Q8	No answer	Comparison is written with one of the given adjectives but not meaningful or grammatical	comparison is written with two of the given adjectives with some errors in grammar, sentence structure and spelling but comprehensible	Comparison is written with at least three of the given adjectives with minor errors in grammar, sentence structure and spelling but comprehensible	Comparison is written with at least four of the given adjectives with errors in grammar, sentence structure and spelling but comprehensible	Comparison contains sentences including five or more of the given adjectives which are satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10
Q9	No answer	Something is written but not meaningful or grammatical	Something is written but with lots of errors in grammar, sentence structure, spelling	Writing contains some errors in grammar, sentence structure and spelling but comprehensible	Writing contains minor errors in grammar, sentence structure and spelling but comprehensible	Writing is satisfactory in terms of grammar, sentence structure, spelling and comprehension
	0	2	4	6	8	10
Q10	No Answer	Something is written but not meaningful or grammatical	Something is written but with lots of errors in grammar, sentence structure, spelling	Writing contains some errors in grammar, sentence structure and spelling but comprehensible	Writing contains minor errors in grammar, sentence structure and spelling but comprehensible	Writing is satisfactory in terms of grammar, sentence structure, spelling and comprehension

Figure 3. 8. Assessment Rubric for Participant A15's Post-Writing Achievement Test

### 3.4. Data Collection Procedures

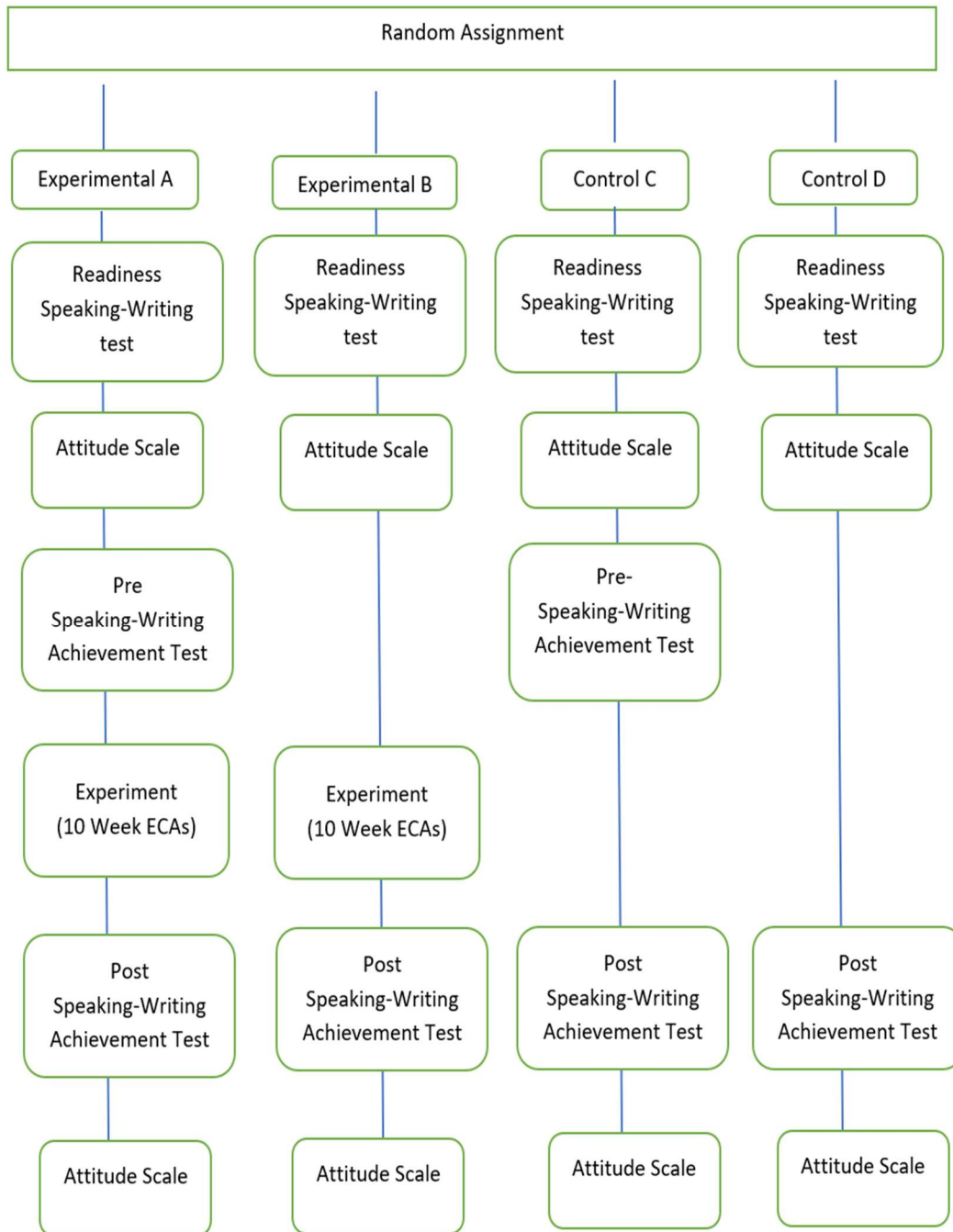
Data for this study were collected from the 7th graders through a series of instruments and following ethical protocols. After obtaining written consent from the attitude scale developers (see Appendix F) and approval from the Human Research Ethical Committee (HREC) at Middle East Technical University, Ankara, Türkiye (see Appendix A), official permission was sought from the Ankara Provincial National Education Directorate (see Appendix E). Informed consent was obtained from participant students and their parents, explaining their right to withdraw at any moment and skip questions (see Appendix B and Appendix C). Strict measures were taken to ensure data anonymity and confidentiality by replacing personally identifiable information with unique identifiers. Only the researcher had access to the data. Data

collection commenced on April 10th, 2023, and followed the schedule outlined in Table 3. 7.

**Table 3. 7. Data Collection Procedure**

Data Collection Instruments	March	April	May	June
Attitude Scale (Before)		■		
Readiness Tests	■			
Pre-Achievement Tests		■		
Experiment		■		
Post-Achievement Test				■
Attitude Scale (After)				■

The data collection process involved administering various instruments at designated points. As seen in Figure 3. 9, the first measurement consisted of separate speaking and writing readiness tests given to all four groups to assess their baseline language skills. Next, the attitude scale was administered to all groups to reveal their initial attitudes towards English. Pre-achievement tests were administered only to one experimental group and one control group to avoid potential pretest sensitization effects. Students in these groups completed achievement tests for both speaking and writing skills before the 10-week language-oriented ECA intervention. Following the intervention, post-achievement tests were administered to all four groups to assess their progress in speaking and writing skills. The speaking achievement test required individual administration due to the nature of the assessment, while the writing achievement test could be administered to each group collectively. With informed consent, a tape recorder was used during both speaking readiness and achievement tests to capture student responses for evaluation purposes.



**Figure 3. 9.** Flowchart of the Data Collection Process.

After the intervention, the attitude scale was administered again to all four groups to determine if the ECAs influenced their attitudes towards English learning. While administering the attitude scale, the researcher noted that students had difficulty expressing themselves in detail, even in their native Turkish language. This raised concerns about whether students fully comprehended the items in the attitude scale.

To address this limitation and improve the assessment of student attitude, cognitive interviews were conducted with a small sample of participants to explore their understanding of the scale items.

### **3.5. Description of the Variables**

This section describes the development and implementation of foreign language-oriented ECAs designed to improve students' productive English language skills and cultivate positive attitudes towards learning English. The ECAs were planned to complement the existing 7th-grade national English language curriculum and the broader middle school English language program.

#### *Operationalization of Variables*

Independent Variable:

- The Participation in Language-Oriented ECAs: Students were assigned to either an experimental group participating in the ECAs or a control group not participating in the ECAs.

Dependent Variables:

- Speaking Skills: Speaking skills were measured using pre- and post-achievement tests designed to assess students' abilities in speaking.
- Writing Skills: Writing skills were measured using pre- and post-achievement tests designed to assess students' abilities in writing.
- Attitudes: Students' attitudes towards English were measured using a pre- and post-administration of an attitude scale.

#### *Language-Oriented ECA Development*

The practices in this study were designed by the researcher, taking into consideration instructional design elements and aligning with the recommendations from the literature and research on language-oriented extracurricular activities.

For instance, Reva (2012) highlighted that offering diverse activities and various tasks within each ECA can address students' different needs and interests, thereby increasing their participation and engagement in the lesson, ultimately boosting their motivation. Reva (2012) also suggested that activities should be both challenging—pushing students beyond their current capabilities—and enjoyable, allowing them to experience a sense of accomplishment. In this study, these principles were meticulously considered in the preparation of the activities. Prior to planning the ECAs, a table of specifications was created to identify student needs and interests related to English language learning. The draft ECA plans were reviewed by four experienced English language teachers with expertise in extracurricular activities. Three of the ECAs were piloted with a group of students from a previous year who had transitioned to a new school within the same neighborhood. Observations from the pilot study informed adjustments to the timing, activities, and content of the ECAs to better suit the target population. The final ECAs incorporated a variety of activities such as role-plays, karaoke, drama, hands-on activities, discussions, and presentations. The specific activities and themes within each ECA were designed to align with the learning objectives and to promote student interaction with the content. Each ECAs plan are presented in Appendix O. The ECAs focused on speaking and writing skills through activities like drama, role-playing, story writing, and singing. Students participated in these club activities for ten weeks, receiveing progress reports and certificates for their outstanding work. How instructional design elements were applid throughout the ECAs and learning objectives with SMART (Doran, 1981) criteria were presented in the following.

### **Week 1: Role Play at a Shopping Mall**

#### **Learning Objectives:**

- By the end of this 100-minute session, students will be able to engage in a 3-minute role-play, accurately using at least 10 shopping-related vocabulary items, and asking/answering questions about prices, preferences, and payment methods.

**Content Selection:**

- Vocabulary focused on shopping (e.g., price, size, color, payment methods).
- Real-life dialogues and multimedia (YouTube video on shopping in English).
- Role-play scripts based on common scenarios at a shopping mall.

**Organization:**

- Warm-up activity (Chinese Whisper) introduces key vocabulary and gets students speaking.
- Structured progression from video observation to guided role play, building confidence step-by-step.
- Students work in pairs and groups to practice and perform dialogues, following teacher modeling.

**Measurement and Evaluation:**

- Peer evaluation during role play using a rubric (assessing accuracy of vocabulary use, fluency, and pronunciation).
- Teacher observation and feedback on written dialogues and performances.

**Week 2: Karaoke – “What Does the Fox Say?”****Learning Objectives:**

- By the end of the 90-minute session, students will form sentences using the simple present tense with 80% accuracy while singing along to a song and writing a short lyric for a group activity.

**Content Selection:**

- Familiar pop culture reference (“What Does the Fox Say?”) to engage students.
- Scrambled lyrics to reinforce sentence structure and word order.
- Dictation game to strengthen listening and memorization.

**Organization:**

- Introduction and set-up of the classroom.
- Pair work during dictation game promotes teamwork.



- The lesson alternates between listening, singing, and writing activities to maintain student engagement.

**Measurement and Evaluation:**

- Teacher evaluates accuracy during dictation (students check twice with the teacher for accuracy).
- Group songwriting activity provides a summative assessment of vocabulary usage and sentence formation.

**Week 3-4: Time to Cook in the Kitchen**

**Learning Objectives:**

- By the end of the second week (135 minutes total), students will accurately describe the steps to make a potato salad using at least five cooking verbs and sequence words (first, then, next) during a group presentation.

**Content Selection:**

- Kitchen tools, vegetables, and relevant vocabulary (boil, chop, peel, mix).
- Real-world application: making a salad provides practical language use.

**Organization:**

- Week 3 focuses on introducing vocabulary and hands-on practice in groups.
- Week 4 involves poster preparation and group presentations, reinforcing both written and spoken skills.
- Kinesthetic learning through cooking and poster creation enhances memory retention.

**Measurement and Evaluation:**

- Teacher observation during cooking activities to assess accurate use of vocabulary and sequence words.
- Group presentations graded on clarity of recipe description and teamwork.



## **Week 5: Hanging Around in the City**

### **Learning Objectives:**

- By the end of this 90-minute session, students will be able to give accurate directions to a classmate using at least 5 directional phrases (e.g., turn left, go straight) to guide them through a city map they designed.

### **Content Selection:**

- Vocabulary related to buildings and directions.
- Use of toy blocks, cars, and maps to provide a tangible, hands-on experience for practicing direction-giving.

### **Organization:**

- Introduction of vocabulary through visuals (building blocks and toy cars).
- Pair work to design and label city layouts.
- Group activity to navigate the city using toy cars, mimicking real-life scenarios.

### **Measurement and Evaluation:**

- Formative assessment through pair work (accuracy in labeling buildings and giving directions).
- Final map-based activity where students take turns giving directions serves as the summative assessment.

## **Week 6: Travel Club**

### **Learning Objectives:**

- By the end of this 90-minute session, students will collaboratively create a holiday plan using future tense and budget-related vocabulary with 80% accuracy, and present their plan to the class within 10 minutes.

### **Content Selection:**

- Vocabulary related to holiday planning (e.g., accommodation, cuisine).

- Brochures and templates for students to analyze and create travel plans.

**Organization:**

- Initial discussion on holiday destinations, followed by group work on planning a trip with a pre-assigned budget.
- Use of maps and brochures to introduce vocabulary and provide real-world context.

**Measurement and Evaluation:**

- Group presentations on travel plans allow for assessment of vocabulary use and grammar (future tense).
- Peer voting on the best travel plan offers an alternative form of evaluation.

**Week 7: Discussion on Environment**

**Learning Objectives:**

- By the end of this 100-minute session, students will be able to identify at least three environmental problems and propose solutions using "should/should not" in a group discussion, demonstrating accurate use of vocabulary from environmental texts.

**Content Selection:**

- Passages on air pollution, deforestation, and endangered species.
- Outdoor activities for object identification (leaves, rocks) to stimulate discussion.

**Organization:**

- The session begins with outdoor object collection to engage students in observation.
- The lesson transitions to reading stations where students skim environmental texts, followed by group problem-solving.

**Measurement and Evaluation:**

- Summative assessment during group discussions on environmental problems.

- Teacher observes the use of problem-solving vocabulary and grammatical structures.

## **Week 8: Spooky Roll a Story**

### **Learning Objectives:**

- By the end of this 90-minute session, students will write a spooky story of at least 10 sentences using simple past tense with 85% accuracy and present their story to the class.

### **Content Selection:**

- Storytelling elements: setting, place, character, and problem.
- Dice-based prompts to randomly generate story components (Appendix A).
- Picture-based story handouts to help with sequencing and sentence structure.

### **Organization:**

Story creation using dice rolls, where students take turns rolling the dice to generate story elements (setting, characters, etc.). Students collaborate in groups to write a spooky story.

Students write a picture-based story in groups, using the sequence of images as a guide. Each group presents their story to the class.

This lesson encourages creativity through gamified storytelling and collaborative writing.

### **Measurement and Evaluation:**

- **Formative:** Teacher circulates and monitors group discussions during the dice activity to ensure accurate use of the simple past tense.
- **Summative:** Each group's final written story is evaluated for grammar (tense accuracy), sentence structure, and creativity.
- **Presentation:** Students' oral presentation is assessed for fluency, clarity, and teamwork during storytelling.

## Week 9: Drama – The Enormous Elephant

### Learning Objectives:

- By the end of this 90-minute session, students will be able to write at least 3 sentences per picture using the correct vocabulary from the story "The Enormous Elephant" with 80% accuracy, and perform the story through actions and gestures.

### Content Selection:

- A pre-selected story, "The Enormous Elephant," with a focus on vocabulary related to animals, actions, and storytelling.
- Visual aids (story pictures) and fill-in-the-blank worksheets for guided writing (Appendix C and D).

### Organization:

- Teacher introduces the story by modeling actions that correspond to key words, and students follow along.
- Students practice actions while learning new vocabulary. They then work in pairs to sequence the story's pictures and write sentences for each image.
- Students fill in the missing action words on the worksheet, compare their sentences, and perform the story using actions and gestures in front of the class.

### Measurement and Evaluation:

- **Formative:** Teacher evaluates during pair work as students write sentences and compare their written descriptions of the story's images.
- **Summative:** The final performance is assessed based on the use of vocabulary, fluency in action-based storytelling, and collaboration.
- **Written Task:** The sentence-writing task is graded for grammatical accuracy and vocabulary usage.

## **Week 10: Yearbook Activity**

### **Learning Objectives:**

- By the end of this 90-minute session, students will write a description of at least 5 sentences about a famous person's appearance and personality using appropriate adjectives, and actively participate in a group discussion about their yearbook entries.

### **Content Selection:**

- Yearbook as a familiar medium for personal description.
- Visual prompts: photos of famous people for students to describe.
- Toy-based game (Criminal Hunt) to reinforce descriptive vocabulary related to appearance and personality.

### **Organization:**

- Teacher shows personal yearbooks and discusses the importance of yearbooks, then divides students into groups to start the yearbook preparation.
- In groups, students rotate photos of famous people, each adding a descriptive sentence (appearance, personality) to the yearbook.
- The "Guess Who" activity, where students describe a person based on the yearbook entries and others guess their identity.
- The "Criminal Hunt" game, where students use descriptive vocabulary to identify criminals based on physical and personality traits.
- Group discussion on their final selections for the "criminals," fostering collaboration and critical thinking.
- 

### **Measurement and Evaluation:**

- **Formative:** Teacher observes group discussions and descriptive writing throughout the yearbook activity.
- **Summative:** Written descriptions of famous people are graded for use of adjectives and sentence structure.

- **Oral Task:** Group discussions and presentations are assessed for fluency, use of vocabulary, and participation in the "Guess Who" and "Criminal Hunt" activities.

Each week's objectives are designed to be specific, measurable, attainable, relevant, and time-bound (SMART) (Doran, 1981), ensuring a clear focus on what students should achieve by the end of each session. This structured approach also highlights how content is selected and organized, and how learning is evaluated through both formative and summative assessments.

### **3.6. Data Analysis**

SPSS software was used to perform descriptive statistics and inferential tests. An initial data screening assessed the data's suitability for analysis. Following this, descriptive statistics (means, standard deviations, and frequency distributions) were calculated to describe the characteristics of the data on the readiness tests, achievement tests, and attitude scales across the groups.

The original plan was to utilize ANOVA for quantitative data analysis due to the study's objectives. However, upon checking the assumptions for parametric tests, it was determined that the data violated normality and homogeneity of variance assumptions. Therefore, non-parametric tests, specifically the Mann-Whitney U test and Wilcoxon signed-rank test, were employed as they are more robust to these violations. Since the literature has suggested that non-parametric approaches can be used when interval or ratio data do not meet the requirements of parametric processes (Forshaw, 2008).

To determine if there is a significant difference between two independent samples, the Mann-Whitney U Test is used (Forshaw, 2008). Because of this, the experimental and control groups' pre- and post-test productive

language skills scores and their attitude toward English were compared using Mann-Whitney U Tests. To determine if there is a significant difference between two related samples, the Wilcoxon Signed Rank Test is used (Forshaw, 2008). Consequently, the experimental group and control group's pre- and post-test productive language skills scores and their attitudes toward English were compared using Wilcoxon Signed Rank Tests.

### **3.7. Validity and Reliability**

#### **3.7.1. Validity**

This study employed several strategies to ensure the validity of the quantitative data analysis:

Threats to Internal Validity:

*Group Inequality & Researcher Bias & Social Desirability Bias & Mortality*

Pre-tests was given to determine baseline differences across groups. In order to ensure that observed effects are more likely to be the result of the intervention than of pre-existing inequalities, this enabled the researcher to statistically adjust for these initial discrepancies. And considering these discrepancies among groups, four-week-compensation program were applied to all four groups.

Blinding technique was used so that, while assigning students to control and experiment groups, the researcher is not aware of which individuals are in the experimental or control groups. This lessened the possibility of bias in the documentation or interpretation of data. Standardized procedures for gathering and analyzing data reduce the impact of individual prejudices. Therefore, procedures were well defined and documented to guarantee consistency and minimize

variability brought about by the researcher. To look for indications of bias or protocol violations, routine audits or reviews of the data collecting and analysis procedures were conducted. This could aid in the early detection and correction of any biases in the study. Outside experts who aren't working on the study for their opinions were consulted. Their independent evaluation might offer an objective analysis of the study's method and conclusions. Additionally, to reduce social desirability bias and to ensure anonymity and privacy, participants were allowed to complete the attitude scales and writing readiness and achievement tests on their own in the classroom environment without direct observation with under the researcher supervision.

Mortality threat is primarily related to validity, specifically internal validity because when the participants drop out of a study, the comparison between the treatment and control groups can become skewed, potentially leading to invalid conclusions about the relationship between variables being studied. If the dropout pattern is systematic and linked to specific participant characteristics, it can be also affect external validity, or the generalizability of the findings to a broader population. Therefore, to mitigate the mortality threat in the experimental research, several strategies were employed. First, participant engagement was prioritized through regular communication, aimed at maintaining participants' interest in the study. Incentives, reminders, and support were provided to minimize dropout rates. However, although the number of students was 100 at the beginning, 20 students drop out of study. Most of them could not take the post achievement which were conducted on the last week of the semester because they did not attend to school. Additionally, the researcher closely monitored and recorded instances of participant dropout, carefully analyzing the reasons behind each case to identify patterns and assess whether the dropouts introduced any bias. Finally, dropout rates were transparently reported, with a detailed discussion on how these rates might influence the study's conclusions. This transparency was crucial for understanding the study's generalizability and ensuring the reliability of the findings.



Threats to External Validity:

#### *ECA Development & Construct- Face- Content Validity*

The lack of student involvement could potentially compromise the construct validity of the intervention, as it might not have been fully aligned with students' needs and interests. To address this potential threat, the ECAs were designed based on the researcher's decade of experience as a language teacher, drawing on extensive involvement in various projects related to teaching and learning strategies within language education settings.

Clear operational definitions of terms were developed, and variables were defined in detail to avoid ambiguity and ensure alignment with the theoretical framework to ensure construct validity. Additionally, a previously developed attitude scale was used, and pilot testing was conducted to refine the measurement instruments. The readiness tests, achievement tests, and attitude scale were carefully reviewed by experts to ensure they comprehensively covered the relevant constructs to ensure content validity. As for face validity, expert opinions and teacher feedback were obtained to confirm that the instruments appeared to measure the intended concepts.

#### **3.7.2. Reliability**

Threats to Reliability:

*Participant Experience:* Giving participants more details about the research and the procedure used to collect the data can greatly reduce their sense of unfamiliarity and improve the accuracy of the information gathered (Edwards et. al., 2009). Participants are more likely to feel at ease and confident in their involvement, which reduces any worry or doubt they may have, when they are properly educated about the aim, methods, and importance of the study. Increased transparency regarding the research can help participants understand what

is expected of them, which can reduce misunderstanding or mistakes made when gathering data (Willis, 2004). For example, participants may give inconsistent or erroneous answers if they are not sure what the questions or activities are about. Ensuring that participants enter the research with the right knowledge and mentality may be achieved through clear communication. Therefore, in this study, to mitigate unfamiliarity, leading to more accurate, reliable, and ethical outcomes, participants were given more details about the research procedure and data collection tools. For this aim, cognitive interviews were conducted with a group of 5 students to ensure that they really understood what items in attitude scale really mean.

Internal consistency of the data was assessed using two methods:

*Inter-rater Reliability:*

A separate researcher evaluated the readiness and achievement tests. A pre-established criterion (2 points) determined the acceptable range of score discrepancies between raters. When scores differed beyond this limit, the raters re-evaluated the tests and reached a consensus.

*Cronbach's Alpha:*

This coefficient was calculated for the attitude scale to confirm the internal consistency of its items.

### **3.7.3. Additional Strategies**

The following strategies were also used:

- **Maintaining an Audit Trail:** Detailed records were kept of all research procedures, decisions, and analysis steps.
- **Reflexivity:** The researcher maintained a reflexive journal to acknowledge and document any potential biases that might have influenced the research process.

- **Privacy and Information Sharing:** The potential for information sharing among participants from the same educational institution about the ECAs poses another threat to the data collection process. This situation may affect the independence and accuracy of participants' responses, thereby reducing the reliability of the data. Although confidentiality agreements were signed with participants to minimize this risk, completely preventing social interactions may not be feasible. Future studies could manage the risk of information sharing more effectively by selecting participants from different classes or schools. Additionally, providing detailed information about privacy in the informational texts given to participants and clearly outlining potential outcomes will be important measures.
- **Pre-test Effects:** The potential impact of the pre-test on the post-test results of the experimental group complicates the interpretation of findings. This situation may hinder the accurate determination of the intervention's true effect. Solomon 4 group design enables the researcher to eliminate this threat by using two groups which did not take pre-test.

### **3.8. Limitations of the Study**

This section acknowledges several limitations that should be considered when interpreting the study's findings.

*Sampling Limitations:* The use of purposive and convenience sampling methods limits the generalizability of the findings to a specific segment of the population. This means that the results may not be applicable to students from different socioeconomic levels, cities, or educational systems. Additionally, the small sample size may have constrained the statistical power of the analysis, potentially affecting the reliability of the findings. Employing random or stratified sampling methods that represent a larger universe could enhance the external validity of the findings, making them more applicable to students from diverse cultures and educational systems. Furthermore, the results obtained may be specific to students from a low-

income suburban public school, which raises questions about their applicability to students from private schools or more affluent areas.

*Group Inequality:* Difficulties encountered in the student assignment process may lead to significant differences between the experimental and control groups in terms of their motivation. This situation poses a potential violation of the principle of group equality, a fundamental assumption in experimental design. The potential influence of other factors, such as motivation, on the pre-test scores was not accounted for. This remains a possible limitation. Heterogeneous groups may mask or exaggerate the intervention's effect, threatening the internal validity of the results. Despite efforts to reduce group inequality in terms of their readiness level, its impact on the results may not be fully eliminated.

*Researcher Bias:* The researcher's close relationship with the study area introduces a risk of unconscious bias in the data collection and analysis processes. To mitigate this risk, various data collection tools (scales, achievement tests) were used, and objective measurement methods were employed as much as possible. However, it is challenging to completely eliminate researcher bias in a study conducted by a single researcher. Future studies could benefit from involving multiple researchers and creating a research team that cross-validates each other to significantly reduce this risk.

*Time Constraints and Implementation Effectiveness:* The implementation of the study was conducted towards the end of the academic year due to delays in obtaining bureaucratic permissions. This negatively affected student participation in posttests. A short-term intervention may have reduced the reliability of the experimental design and limited the generalizability of the results. Because short-term studies frequently concentrate on immediate outcomes, including comparing pre- and post-test results, which might show early development or learning, it is impossible to determine if these changes are long-lasting or just temporary reactions to the intervention, though, given the absence of a longer period. For instance, test scores may improve for participants soon after the implementation, but these improvements

may not last if they are not given the chance to use or reinforce what they have learned. A longer study may provide a deeper understanding of the intervention's impact by tracking long-term effects, including sustained behavioral changes and skill retention. It would also allow researchers to consider other relevant factors, such as shifts in motivation, external influences, and participants' adaptation to the intervention. This situation has raised concerns about the validity of the findings by preventing the observation of long-term effects of the intervention.

*Limitations Due to Lack of Participant Involvement in ECA Development:* The ECAs were designed solely by the researcher, potentially limiting their alignment with students' interests and learning styles. Active involvement of students in the development process could ensure that the activities are student-centered, potentially enhancing their motivation and contributing more positively to learning outcomes. Future research should consider adopting co-design processes that encourage student participation to better meet their needs.

To address these limitations, future studies could employ more representative sampling methods, implement longer-term interventions, involve students in ECA development, and utilize more experienced participants. Additionally, researchers could consider using mixed methods approaches to combine quantitative and qualitative data, providing a more comprehensive understanding of the research topic.

## **CHAPTER 4**

### **RESULTS**

This chapter presents the findings of the study in an organized manner. The results are presented within the framework of the research question of the study.

Prior to analysis, data were examined for errors and normality. Frequencies, minimum and maximum values were analyzed for all variables. Normality and homogeneity of variance assumptions were violated, necessitating non-parametric tests for subsequent analyses.

While a 2x2 ANOVA would be ideal for testing the main effects of pretesting and intervention, as well as the interaction effect, our data violated the assumptions of normality and homogeneity of variance. Random sampling was ensured, but normality assessments (skewness, kurtosis, Kolmogorov-Smirnov, Shapiro-Wilk, histograms, and Q-Q plots) indicated non-normal distributions. Levene's test also revealed violations of homogeneity of variance. Given these deviations, we opted for non-parametric Mann-Whitney U and Wilcoxon Signed-Rank tests, which are distribution-free and robust against outliers.

#### **4.1. Effect of ECAs on the Writing Achievement**

This section addresses the effect of ECAs on 7th-grade students' writing achievement.

##### **4.1.1. Effect of ECAs Compared to Control Groups**

To investigate the impact of extra-curricular activities (ECAs) on the writing achievement of 7th-grade students, a Mann-Whitney U test was

conducted. The test yielded a p-value of .000, leading to the rejection of the null hypothesis. The findings indicated that ECAs significantly impacted post-writing achievement scores for students in the experimental group (EG A with pretest) compared to those in the control group (CG C with pretest) ( $U=50.500$ ,  $p=.000$ ;  $p<.05$ ,  $r=.64$ ).

To compare post writing achievement scores of 7<sup>th</sup> graders in EG without pretest and those in the CG without pretest if the ECAs had a significant impact, a Mann-Whitney U test was conducted. The test yielded a p-value of .000, leading to the rejection of the null hypothesis. The findings indicated that ECAs significantly impacted post-writing achievement scores for students in the experimental group (EG B without pretest) compared to those in the control group (CG D without pretest) ( $U=1.000$ ,  $p=.000$ ;  $p<.05$ ,  $r=.87$ ). Considering the mean rank of these two groups, it is noted that EG B who received ECAs without pretest performed better in the post writing achievement test than CG D without pretest did.

Mann-Whitney U tests revealed significant positive effects of ECAs on writing achievement scores for both experimental groups (EG A with pretest and EG B without pretest) compared to their respective control groups (CG C with pretest and CG D without pretest).

#### **4.1.2. Effect of ECAs on Writing Achievement (Pre-test vs. No Pre-test)**

The second sub-question investigated whether the pre-test influenced the impact of ECAs on writing achievement. A Mann-Whitney U test compared post-test writing scores between students in the experimental groups with (EG A) and without a pre-test (EG B). The test resulted in a non-significant p-value ( $U=132.000$ ,  $p=.065$ ;  $p>.05$ ). . In other words, there was no statistically significant difference in

writing achievement between students in EG A and EG B. This suggests that participation in ECAs improved writing achievement regardless of whether students took a pre-test.

#### 4.1.3. Impact of ECAs on Writing Achievement (Pre-Test to Post-Test)

Wilcoxon signed-rank tests revealed significant improvements in writing achievement scores from pretest to post-test for both the experimental group (EG A) that participated in ECAs ( $z= 3.824, p< .001$ ) and the control group (CG C) that did not ( $z=3.184, p = .001$ ). While the positive impact of ECAs is expected for EG A, the improvement in CG C is less clear. One possible explanation is that the pre-test itself may have familiarized students with the format and content of the post-test, leading to score improvement. These findings suggest that engaging in ECAs and potentially even taking a pre-test can improve 7th-grade students' writing achievement.

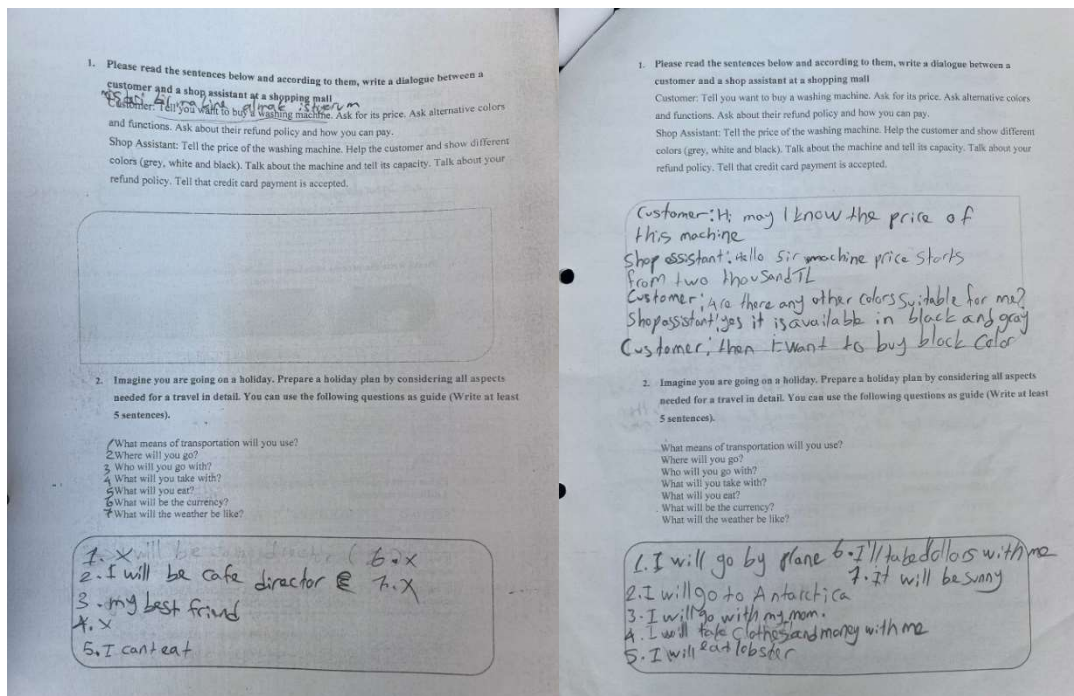


Figure 4. 1. Sample Pre-test(on left) and Post-test Paper of a Student in EG A



3. Look at a Fox's everyday schedule. Make sentences about his daily routine.

Monday Have breakfast early	Tuesday Hunt in the forest	Wednesday Do exercise	Thursday Look after his little sister	Friday Attend an animal reunion	Saturday Have a picnic with his family
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a. On Monday, he has breakfast early.

b. *on Tuesday, she run the forest*


c. *on Saturday, she has with her family picnic*

d.

e.

f.

4. Please write the process of baking a cake by using first, second, next, then, finally.



HOW TO BAKE A CAKE

5. Please write a short story by using the given vocabulary items below? (Write at least 3 different sentences)

SETTING	CHARACTER	PLACE	PROBLEM
on a shiny and warm day	A mouse	In the forest	made a delicious birthday cake
It was a hot summer	Students	In an old house	ran away with cheese
In the middle of stormy night	A very beautiful young lady	In an empty school	followed me

3. Look at a Fox's everyday schedule. Make sentences about his daily routine.

Monday Have breakfast early	Tuesday Hunt in the forest	Wednesday Do exercise	Thursday Look after his little sister	Friday Attend an animal reunion	Saturday Have a picnic with his family
--------------------------------	-------------------------------	--------------------------	--	------------------------------------	---

a. On Monday, he has breakfast early.

b. *does hunting every Tuesday*


c. *does exercise on Wednesdays*

d. *attended the animal meet this Friday*

e. *looking after her sister after work*

f. *She will have a picnic with her family on Saturday.*

4. Please write the process of baking a cake by using first, second, next, then, finally.



HOW TO BAKE A CAKE

*first we add our ingredients and mix them slowly, then orange etc. we grate the fruits and add them to our mix then we mix again, then pour it into the container and put it in the oven and wait for it to Cook*

5. Please write a short story by using the given vocabulary items below? (Write at least 3 different sentences)

SETTING	CHARACTER	PLACE	PROBLEM
on a shiny and warm day	A mouse	In the forest	made a delicious birthday cake
It was a hot summer	Students	In an old house	ran away with cheese
In the middle of stormy night	A very beautiful young lady	In an empty school	followed me

*I couldn't find it. Sorry*


8. Please write comparative sentences by using given information below (At least 3 comparative sentences).

Zeynep	Her sister
punctual	always late
lazy	hardworking
50 kg	48 kg

9. Read the invitation card below and write a letter expressing accepting or refusing the invitation. Please use the template below.

Dear friends,  
I am organizing my birthday party for next Sunday. The party will be at my house. It will start at 4 p.m. and 6 p.m. would you like to come over? I am sure we will have so much fun together.  
Love,  
Sinem

10. Please comment on the color, shape, material of the item in the picture below.



8. Please write comparative sentences by using given information below (At least 3 comparative sentences).

Zeynep	Her sister
punctual	always late
lazy	hardworking
50 kg	48 kg


*Zeynep is heavier than her sister.  
her brother is more hardworking than Zeynep  
Zeynep is more punctual than her sister*

9. Read the invitation card below and write a letter expressing accepting or refusing the invitation. Please use the template below.

Dear friends,  
I am organizing my birthday party for next Sunday. The party will be at my house. It will start at 4 p.m. and 6 p.m. would you like to come over? I am sure we will have so much fun together.  
Love,  
Sinem

*Hi Sinem  
I would be very happy, my Sinem, that you put unfortun-  
ately I will not be able the come, there was a problem with my work  
Sinem*

10. Please comment on the color, shape, material of the item in the picture below.



*the shape of the wheel is circle the color is black it helps the car go*

Figure 4. 1. Sample Pre-test(on left) and Post-test Paper of a Student in EG A (Continued)

Figure 4. 1 above compares a student's answers from pre-writing achievement test and post-writing achievement test. The improvement in the student's writing skills after the program is evident from the answers provided to the questions.

## **4.2. Effect of ECAs on Speaking Achievement**

This section addresses the effect of ECAs on 7th-grade students' speaking achievement.

### **4.2.1. Effect of ECAs Compared to Control Groups**

To investigate the impact of extra-curricular activities (ECAs) on the speaking achievement of 7th-grade students, a Mann-Whitney U test was conducted. The test yielded a p-value of .000, leading to the rejection of the null hypothesis. The findings indicated that ECAs significantly impacted post-speaking achievement scores for students in the experimental group (EG A with pretest) compared to those in the control group (CG C with pretest) ( $U=47.500$ ,  $p=.000$ ;  $p<.05$ ,  $r=.65$ ). This is a large effect size according to Cohen's d (1988). Considering the mean rank of these two groups, it is noted that EG A who received ECAs with pretest performed better in the post writing achievement test than CG C with pretest did.

To compare post speaking achievement scores of 7<sup>th</sup> graders in EG B without pretest and those in the CG D without pretest if the ECAs had a significant impact, a Mann-Whitney U test was conducted. The test yielded a p-value of .000, leading to the rejection of the null hypothesis. The findings indicated that ECAs significantly impacted post-speaking achievement scores for students in the experimental group (EG B without pretest) compared to those in the control group (CG D without pretest) ( $U=15.500$ ,  $p=.000$ ;  $p<.05$ ,  $r=.79$ ). This is a large effect size according to Cohen's d (1988). Considering the mean rank of these two groups, it is noted that EG B who received ECAs without pretest performed better in the post writing achievement test than CG D without pretest did.

Overall, Mann-Whitney U tests revealed significant positive effects of ECAs on speaking achievement scores for both experimental groups (EG A with pretest and EG B without pretest) compared to their respective control groups (CG C with pretest and CG D without pretest) with large effect size (Cohen, 1988) ( $p < .001$ , large effect sizes). These findings suggest that participation in ECAs improves 7th-grade students' speaking skills regardless of whether they took a pre-test.

#### **4.2.2. Effect of ECAs on Speaking Achievement (Pre-test vs. No Pre-test)**

A Mann-Whitney U test compared speaking achievement scores between students in the experimental groups with (EG A) and without a pre-test (EG B). The test resulted in a non-significant p-value ( $U=138.000$ ,  $p=.093$ ;  $p>.05$ ). In other words, there was no statistically significant difference in speaking achievement between students who participated in ECAs with or without a pre-test. This suggests that the pre-test did not influence the impact of ECAs on speaking skills.

Across both writing and speaking achievement, participation in ECAs yielded significant improvement regardless of whether students took a pre-test. The pre-test itself did not appear to influence the effectiveness of the ECAs.

#### **4.2.3. Impact of ECAs on Speaking Achievement (Pre-Test to Post-Test)**

Wilcoxon signed-rank tests revealed significant improvements in speaking achievement scores from pretest to post-test for the experimental group (EG A) that participated in ECAs ( $z=3.925$ ,  $p=.000$ ). . In contrast, the control group (CG C) that did not participate in ECAs did not show a significant change in speaking scores ( $z=.094$ ,  $p=.925$ ).

These findings indicate that engaging in ECAs led to improvement in speaking skills for 7th graders, whereas simply taking a pre-test without participation in ECAs did not yield any significant benefits.

### **4.3. The Effects of ECAs on Attitudes towards English**

This section addresses the effect of ECAs on 7th-grade students' attitudes towards English.

#### **4.3.1. Attitude Towards English (Compared to Control Groups)**

Mann-Whitney U tests revealed mixed results regarding the impact of ECAs on students' attitudes towards English. While no significant difference was found between the experimental group with a pre-test (EG A) and the control group (CG C) ( $U=136.500$ ,  $p=.086$ ;  $p>.05$ ), students in the experimental group without a pre-test (EG B) showed a significantly more positive attitude compared to the control group without a pre-test (CG D) ( $U=109.000$ ,  $p=.014$   $p<.05$ ,  $r=.39$ ). This is a medium effect size according to Cohen's  $d$  (1988). Considering the mean rank of these two groups, it is noted that EG B who received ECAs without pretest had more positive attitudes towards English than CG D without pretest did.

These findings suggest that ECAs may have a more positive influence on students' attitudes when they are not given a pretest beforehand. Further research is needed to explore this possibility.

#### **4.3.2. Effect of ECAs on Attitude (Pre-test vs. No Pre-test)**

A Mann-Whitney U test revealed no significant difference in students' attitudes towards English between the experimental groups with a pre-test (EG A) and those without a pre-test (EG B) ( $U=191.000$ ,  $p=.807$ ). This suggests that the pre-test did not influence the positive impact of ECAs on student attitudes.

#### **4.3.3. Impact of ECAs on Attitude (Pre-Test to Post-Test)**

Wilcoxon signed-rank tests revealed that participation in ECAs (EG A) led to a significant improvement in students' attitudes towards English from pre-test to post-

test ( $z=155.500$ ,  $p=.015$ ). In contrast, the control group (CG C) that did not participate in ECAs did not show a significant change in attitude ( $z=77.000$ ,  $p=.641$ ). These findings suggest that engaging in ECAs can foster more positive attitudes towards English among 7th graders.

#### **4.4. Summary of the Results**

For the first sub-question of the first research question, the hypothesis that there is no significant difference in writing skills between the experimental group that participated in the experiment and took the pre-test and the control group that did not participate in the experiment but took the pre-test was rejected. Similarly, the hypothesis that there is no difference between the groups that participated in the experiment without taking the pre-test and those that did not participate in the experiment and did not take the pre-test was also rejected.

For the second sub-question of the first research question, the hypothesis that there is no significant difference between the experimental groups that took the pre-test and those that did not was retained. The absence of a statistically significant difference between the experimental groups suggests that the experiment contributed to the improvement of the writing skills of the experimental groups, independent of the pre-test.

Regarding the third sub-question of the first research question, the hypotheses stating that there is no significant difference between the pre-test and post-test writing achievement scores of the experimental group that took the pre-test and that there is no difference between the pre-test and post-test writing scores of the control group that did not take the pre-test or participate in the experiment were both rejected. However, the difference in the control group was much smaller than in the experimental group. This indicates that the experiment led to a significant improvement in the pre-test and post-test achievement scores within the experimental group.

Regarding speaking skills, for the first sub-question of the second research question, the hypothesis that there is no significant difference in speaking skills between the experimental group that participated in the experiment and took the pre-test and the control group that did not participate in the experiment but took the pre-test was rejected. Similarly, the hypothesis that there is no difference in speaking skills between the groups that participated in the experiment without taking the pre-test and those that did not participate in the experiment and did not take the pre-test was also rejected.

For the second sub-question of the second research question, the hypothesis that there is no difference in speaking skills between the experimental groups that took the pre-test and those that did not was retained. The lack of a statistically significant difference between the experimental groups suggests that the experiment contributed to the improvement of speaking skills in the experimental groups, independent of the pre-test.

Regarding the third sub-question of the second research question, the hypothesis that there is no significant difference between the pre-test and post-test speaking achievement scores of the experimental group that took the pre-test was rejected, while the hypothesis that there is no difference between the pre-test and post-test speaking scores of the control group that did not take the pre-test or participate in the experiment was retained.

Concerning the participants' attitudes towards English, for the first sub-question of the third research question, the hypothesis that there is no significant difference in attitudes towards English between the experimental group that participated in the experiment and took the pre-test and the control group that did not participate in the experiment but took the pre-test was retained. In contrast, the hypothesis that there is no difference in attitudes between the groups that participated in the experiment without taking the pre-test and those that did not participate in the experiment and did not take the pre-test was rejected.

For the second sub-question of the third research question, the hypothesis that there is no significant difference in attitudes towards English between the experimental groups that took the pre-test and those that did not was retained. The absence of a statistically significant difference between the experimental groups suggests that the experiment contributed to the improvement of positive attitudes in the experimental groups, independent of the pre-test.

Regarding the third sub-question of the third research question, the hypothesis that there is no significant difference between the pre and post attitudes of the experimental group that took the pre-test was rejected, while the hypothesis that there is no significant difference between the pre and post attitudes of the control group that did not take the pre-test or participate in the experiment was retained.

Overall, this study aimed to examine the effects of ECA interventions on 7th grade students' English language skills and attitudes towards English language. The findings, through comparisons between experimental and control groups, demonstrated that ECAs improved both speaking and writing skills of the participant 7th graders. Besides, a positive change in participant students' attitudes towards English and increased interest in speaking and writing activities following participation in ECAs were revealed. These findings support the effectiveness of ECAs as a method in English language teaching and in enhancing students' language skills and motivation.

## CHAPTER 5

### DISCUSSION

This final chapter presents a comprehensive discussion and interpretation of the study's findings, identifies the implications for theoretical frameworks and practical applications, and offers recommendations for future research.

#### 5.1. Discussion of the Findings

This study examined the impact of extracurricular activities (ECAs) on seventh-grade students' attitudes toward English and their speaking and writing skills. The results of this study show that 7th grade students' attitudes toward English and their productive language skills are greatly impacted by language oriented ECAs. The findings indicate that students participating in ECAs showed significant improvements in both areas compared to those who did not participate. This result is consistent with previous literature, which identifies numerous processes by which ECAs can improve language learning results. For example, this aligns with Craft (2012) and Harmer (2007), who emphasize the benefits of real-world language use provided by ECAs. The findings of the thesis conducted by Reva (2012) are also consistent with the results of this research, indicating that language-oriented ECAs have a positive impact on students' language acquisition and learning. Although both studies reached similar conclusions regarding the effectiveness of extracurricular activities, this research did not encounter the uncertainties present in Reva's (2012) thesis, such as the ambiguity surrounding who was responsible for implementing these activities. This is because, in this study, the activities were carried out by a single researcher from the beginning to the end of the process.

The findings of Yıldız (2016) also are in line with this study's findings in a way that students participating in language-oriented ECAs improved their language skills beyond the classroom by providing real-life practice, reduced stress,



and enhanced proficiency level. The data obtained revealed that students participating in ECAs exhibited lower levels of anxiety when using the language during ECAs. This is in line with the findings of MacIntyre and Gardner's (1991) study, which showed that language anxiety might obstruct language learning and acquisition. ECAs facilitate a more relaxed and open learning atmosphere by providing a less formal setting than traditional classroom settings. This allows students to practice language without feeling pressured. Because children feel more at ease practicing with new vocabulary and structures, this stress reduction probably plays a part in the reported improvements in productive language skills.

The Mann-Whitney U test results of this study indicated that the posttest speaking and writing scores of both experimental groups (EG A and EG B) were significantly higher than those of the control groups (CG C and CG D). The data showed that students' language production skills had significantly improved, which was linked to the opportunities for real-world application that ECAs offered. These pronounced improvements in speaking and writing abilities observed in this study are consistent with prior research, which underscores the beneficial effects of ECAs on language skills development. This supports the claim made by Donato and McCormick (1994) that real-world communication situations are essential for language proficiency development. Students can practice speaking and writing in authentic settings through extracurricular activities (ECAs) including language clubs, debate teams, and theater clubs. This improves their fluency and confidence. This is corroborated by our research, which shows that students who actively engaged in ECAs had more productive language skills than their counterparts who did not.

The favorable change in students' attitudes about language acquisition was a key finding of this research. Motivation and enjoyment are critical factors in creating a positive attitude toward language and language learning, according to Dörnyei (1994). The findings of the current study support this, demonstrating that students who participated in ECAs expressed greater enthusiasm and a more positive attitude toward language. This optimistic outlook promotes persistence and ongoing learning,

both of which are critical for long-term language development, in addition to helping with immediate language learning.

Furthermore, Storch and Wigglesworth (2007) found that collaborative writing assignments foster increased language production and engagement, leading to enhanced writing abilities. This aligns with the current study's findings that ECAs, which often incorporate interactive and collaborative activities, contribute to improved writing skills. The observed improvements can be attributed to the similar mechanisms at play: both collaborative writing and ECAs encourage active engagement, peer interaction, and the practical use of language, all of which are crucial for developing writing proficiency.

The results of this thesis support Swain's (1995) Output Theory, which argues that language production is crucial for deeper language learning. The significant improvement in speaking and writing skills among ECA participants validates this theory. Furthermore, the reduction in anxiety and increased motivation observed are consistent with Dörnyei's (2001) research on language learning and motivation.

Furthermore, it appears that the observed benefits were caused by the ECAs alone rather than any pretesting impact because there was no significant difference between EG A (with pretest) and EG B (without pretest). This bolsters the argument made by Harmer (2007) that language skill development requires regular interaction in language-rich contexts like those offered by ECAs

The study suggests that ECAs can enhance students' language skills and attitudes toward English, supporting Gardner's (1985) socio-educational model. By providing a less formal and supportive environment, ECAs reduce anxiety and foster a more positive attitude toward language learning.

Littlewood (1999) highlights that foreign language classrooms can easily foster inhibition and anxiety. Learners may feel shy, fear making mistakes, and experience linguistic inferiority, as the findings of the study supported. Ur (2000) observes that

learners often hesitate to express themselves in a foreign language. Bowman et al. (1989) emphasize that teaching speaking involves asking learners to express themselves in front of the entire class. This puts students under pressure, leading to stress during speaking activities. They worry about making mistakes and fear criticism. Anxiety and stress play significant roles in hindering students from speaking confidently in front of their peers in formal classrooms. In line with the literature, most of the students in this study highlighted that they feel more comfortable while speaking English and working as groups or pairs during ECAs. This suggests that ECAs can offer great opportunities for students who have anxiety and hesitate to express themselves in front of the whole class. ECAs have been demonstrated to considerably lessen these adverse effects, nevertheless. Students can practice language skills in an environment that is less formal and more helpful at ECAs without feeling as much pressure. Students can use language more freely and creatively when they participate in activities like language clubs, debates, and theater. According to research by Dörnyei (2001), by providing opportunities for meaningful and pleasurable language practice, ECAs can lower anxiety and increase learners' motivation. Likewise, Özcanlı and Kozikoğlu (2023) revealed that the students' anxiety when speaking in English decreased as their levels of self-efficacy, motivation and success in English sessions increased. In their study, language teachers are advised to mentor students, offer engaging, motivating and encouraging learning-teaching atmosphere for learning foreign languages, and foster a positive classroom environment where students feel free to express themselves, given the significance of English speaking anxiety in foreign language learning. In line with the suggestions by Özcanlı and Kozikoğlu (2023), ECAs can create an environment in which making errors is accepted as a necessary part of learning rather than a reason to feel ashamed. They can boost students' self-esteem and communication readiness by decreasing their anxiety level.

As the investigation into the students' attitudes toward the English lessons revealed that the teachers were dissatisfied with the large number of students in classrooms, which made creating an effective learning environment for students nearly impossible (Demir-Ayaz et al., 2019) and as a result, few

students had a positive attitude toward English lesson. However, the finding of this study stated that students who took part in ECAs often started to view language learning in a more positive light. They became more enthusiastic and saw the language as a useful tool for expressing themselves and communicating in the real world, rather than just another school subject. Maintaining long-term language learning motivation and success requires this mental adjustment. ECAs assist students to adopt a more proactive and positive attitude toward language learning by fostering a more engaging and encouraging learning environment, which eventually results in increased language proficiency and enjoyment. Additionally, the self-determination hypothesis of Deci and Ryan (2000) states that intrinsic motivation can be increased by taking part in activities that promote relatedness, competence, and autonomy. The favorable attitudes found in this study suggest that ECAs reinforce these motivating factors by giving students the chance to engage and develop relationships (relatedness), acquire and apply skills (competence), and make decisions or take the initiative in their work (autonomy). The information demonstrates that students who participated in ECAs expressed greater levels of engagement and enjoyment, which reflects the intrinsic motivation that results from meeting these requirements. For instance, students noted feeling more connected to their peers and more confident in their abilities, directly supporting the components of the theory.

Appleton et al. (2008) explain that school engagement includes three parts: how students behave, how they feel emotionally, and how they think about school. ECAs help improve how students behave and feel emotionally by offering fun and rewarding activities that create a sense of community (Feldman & Matjasko, 2005). According to school engagement theory, having high levels of engagement in all three areas is essential for improving academic performance, lowering dropout rates, and having a pleasant overall school experience (Li & Lerner, 2011). Through raising students' motivation, sense of self, and social networks, ECAs indirectly support better academic achievement. In addition, they provide experiences and practical skills that enhance academic learning (Mahoney et al., 2003).

According to Fredericks et al. (2004), school engagement theory takes into account every facet of a student's interactions with the classroom, including their interactions with peers and teachers. ECAs, on the other hand, concentrate especially on extracurricular activities and offer more opportunities for student involvement and growth than the standard academic curriculum (Eccles & Barber, 1999). Since school environments and policies don't always provide kids a choice, they have a big impact on how engaged students are with school engagement theory (Appleton et al., 2008). On the other hand, ECAs are usually student-led and optional, giving students the freedom to select activities that align with their passions and areas of interest (Feldman & Matjasko, 2005). While acknowledging the significance of emotional and behavioral components, school engagement theory places a higher priority on academic accomplishment and cognitive development (Fredricks et al., 2004). A more well-rounded educational experience for students is frequently the result of ECAs' emphasis on holistic development, which includes social skills, leadership, teamwork, and personal growth (Mahoney et al., 2003).

A more thorough approach to student development can be achieved by combining ECAs with the philosophy of school engagement. Teachers can create a more welcoming and encouraging learning atmosphere by emphasizing the value of both in-class participation and extracurricular activities (Dotterer et al., 2007). By encouraging cognitive engagement in the classroom and emotional and behavioral involvement through ECAs, this integration can result in improved academic achievement (Fredricks & Eccles, 2006). Additionally, integrating the advantages of ECAs with measures for school engagement might help maintain student interest, boost motivation, and lower dropout rates. Better student wellbeing and a more fulfilling educational experience can result from a balanced approach to education that takes into account social, emotional, and academic requirements (Mahoney et al., 2003).

Noels et al., (2001) found that for students to keep learning a language over time, they need to be genuinely interested in it and have a positive attitude. Our study supports this by showing that (ECAs create a motivating environment that helps

students develop both interest and positive attitudes, leading to better language skills. The results of the current study provide a nuanced hypotheses. For instance, Krashen's (1982) input hypothesis posits that comprehensible input is the primary driver of language acquisition, suggesting that less emphasis should be placed on output and interactive activities. However, the substantial improvements in productive skills and positive attitudes observed in this study suggest that active participation and language production through ECAs are crucial elements of successful language acquisition. This challenges Krashen's theory by highlighting the importance of output alongside input.

In this study, ECAs not only provided students with rich and meaningful input through exposure to authentic language materials and interactions but also created opportunities for students to actively use the language in communicative contexts. This dual approach allowed students to practice and reinforce their understanding, thereby enhancing their overall language proficiency. While Krashen's theory might downplay the role of output, our findings demonstrate that opportunities for students to produce language—through activities like group discussions, presentations, and collaborative projects—are vital for internalizing new language structures and vocabulary.

Similarly, Lightbown and Spada (2013) argue that while output and engagement are beneficial, significant input is also necessary for effective language learning. The present study supports this view by showing that ECAs are highly effective because they blend substantial input with ample chances for output and interaction. The structured activities within ECAs provide students with a comprehensive language experience, incorporating both the understanding and use of language. This comprehensive approach aligns with Lightbown and Spada's perspective, suggesting that successful language acquisition requires a balanced integration of input and output, which ECAs effectively provide.

Thus, the findings underscore the significance of incorporating both comprehensible input and active language use in educational activities, suggesting that an

exclusive focus on either may overlook essential components of language learning. ECAs exemplify how a balanced approach can be implemented in practice, offering a model for integrating theoretical perspectives into effective pedagogical strategies.

The study shows that understanding language learning involves several factors. Although having good input (like listening to or reading the language) is important, as noted by Krashen (1982) and Lightbown and Spada (2013), the findings of this study suggest that practicing the language through activities (output) is even more crucial for improving language skills and attitudes. The research also builds on Dörnyei's (2001) work, which emphasized the use of incentive tactics in language instruction. This study highlights the importance of including motivational aspects in language teaching by showing that ECAs may considerably increase students' attitudes and motivation towards language learning.

This study sheds light upon that ECAs which are planned, organized and implemented by taking into consideration students' interest, readiness level for specific language skills can contribute to different challenges students face while learning English. Tunç and Kozikoğlu (2022) noted that learning resources, curriculum, learner, opportunity and physical environment all contribute to different challenges in learning English. It is advised in this situation to create course materials that are appropriate for the development of the four language skills of the students, to simplify the English curriculum, and to select course topics from everyday life that are relevant to the students' needs, interests, and cultures. The findings of this study are supported by Tunç and Kozikoğlu (2022) in a way that such challenges as low motivation and negative attitudes toward English could be surmounted by ECAs in this study.

This study unambiguously shows how extracurricular activities have a transforming effect on students' productive skills and attitudes toward language learning in the seventh grade. Students who participated in ECAs not only greatly enhanced their speaking and writing skills but also gained greater enthusiasm and positivity about

language learning. According to the study's findings, the inclusion of ECAs in the curriculum for conventional language instruction may have a significant positive influence. ECAs assist in lowering stress, promoting the use of language in context, and cultivating positive attitudes by offering a stimulating and encouraging atmosphere. The substantial increases in productive language abilities that this study's participants have observed are mostly due to these elements taken together. These results offer strong proof that including ECAs within the curriculum is not only advantageous but also necessary to create a comprehensive and stimulating environment for foreign language learning. Therefore, in order to improve language learning results, develop competent and motivated language learners, and open the door for more innovative and successful language education strategies, the study emphasizes how important ECAs are for educators and policy to acknowledge and capitalize on the potential of ECAs while carefully incorporating ECAs.

## **5.2. Implications**

### **5.2.1. Implications for Theory**

This study highlights the importance of including language-oriented extracurricular activities (ECAs) in language instruction. It challenges traditional views by showing how ECAs provide practical language use that enhances both language skills and attitudes.

The idea that language acquisition can only be accomplished through organized classroom instruction is challenged by integrating ECAs. Through authentic environments where language abilities, such speaking and writing, may be applied, ECAs help students develop practical competence beyond theoretical understanding. Participating in ECAs helps students build confidence and fluency, which are crucial for effective communication. These activities also provide valuable practice in real-world language use. Theoretical frameworks have to acknowledge the importance of ECAs in completing the gap in formal education and improving students' proficiency in a variety of linguistic contexts and communication.



Beyond the development of skills, ECAs are essential in influencing students' favorable attitudes about language. Engaging in ECAs fosters a feeling of pleasure, drive, and control over language acquisition procedures. Students who participate in ECAs frequently show increased enthusiasm and dedication to language learning, attributing their favorable experiences to improved interpersonal and cultural awareness.

The study's theoretical ramifications are noteworthy in that they redefine how language learning is approached in educational settings, especially when language-oriented ECAs are incorporated. Teachers can improve theoretical perspectives on language acquisition by introducing ECAs into their frameworks and giving students real-world opportunities to use their language abilities outside of the classroom. This method of experiential learning encourages students' deeper motivation and involvement while also reinforcing theoretical knowledge. The study also emphasizes how ECAs can support formal language training by encouraging interaction and active engagement in language learning processes. The incorporation of ECAs into educational theory highlights their contribution to improving students' attitudes toward learning and improving productive language abilities, such as speaking and writing ability.

### **5.2.2. Implications for Practice**

The theoretical integration of ECAs into educational practice and policy reveals significant implications for enhancing language learning and broader educational goals. Recognizing ECAs as transformative learning environments allows educators to tailor pedagogical strategies to accommodate diverse learning styles and cultural backgrounds, thereby fostering a more inclusive and adaptable learning atmosphere. For instance, integrating activities such as language clubs, cultural exchange programs, and debate teams can provide students with practical contexts to develop and apply language skills in engaging and meaningful ways.

ECAs not only contribute to improved language proficiency but also support broader educational objectives like global citizenship and cultural competence. To maximize these benefits, policymakers and educators should prioritize expanding access to ECAs and integrating them into the broader educational framework. This includes supporting initiatives such as writing workshops, theater productions in various languages, and online language exchange platforms. Such activities offer continuous, contextual practice that complements the core curriculum, providing students with opportunities to enhance both collaborative and independent language skills.

Furthermore, it is essential to actively promote and support participation in language-oriented ECAs. Schools can implement recognition programs to celebrate student achievements and allocate resources to ensure the effective execution of these activities. For example, awarding students for outstanding contributions or improvements in language-oriented ECAs and providing funding for materials and training can encourage greater involvement and support.

Research strongly indicates a positive correlation between engagement in language-oriented ECAs and academic proficiency in productive language skills. Integrating these activities into educational frameworks can significantly boost student motivation and academic performance. It is crucial for teachers to incorporate extracurricular activities during warm-ups or after lessons to help kids feel less anxious (Tosun & Yıldız, 2015). To support this integration, educational policies should be reassessed to better support the funding and implementation of ECAs, ensuring that they are a valued component of the educational experience. Further exploration into the specific mechanisms by which ECAs influence academic outcomes will guide the development of policies and practices aimed at optimizing student success. The study highlights the need for policymakers to revisit the role of ECAs in language education, acknowledging their substantial educational benefits.

Based on the findings of our study on language-oriented extracurricular activities, we recommend extending the program duration from 10 weeks to a semester or even a

full academic year. This would allow for a more gradual and sustained learning experience, as activities could be broken down into smaller segments and distributed across different days. Our research also revealed that students highly enjoyed outdoor activities, suggesting that incorporating more of these experiences into the program could enhance engagement and motivation.

To further support student learning and development, we propose providing individualized feedback after each activity. This would allow students to track their progress and identify areas for improvement. Additionally, our study observed that students performed better and were more engaged in collaborative activities. Therefore, individual tasks could be transformed into more interactive and group-oriented activities to foster teamwork and enhance learning outcomes.

### **5.3. Recommendations for Further Research**

The results of this study should be further investigated and built upon in future research on language-oriented ECAs, employing rigorous procedures to enhance comprehension and guide pedagogical approaches. It is specifically advised that more research be done in the following areas:

Future research should explore the long-term effects of language-oriented ECAs on students' attitudes and language skills. Longitudinal studies can reveal how these activities sustain their benefits over time. Understanding these effects is important for determining the lasting impact of ECAs on language development and student engagement.

Comparative studies should be conducted to evaluate different types of ECAs, such as cultural clubs and debate teams. Using methodologies like the Solomon Four Groups design can help determine which types are most effective for developing language skills and positive attitudes. This comparison will guide educators in selecting and implementing the most beneficial activities.

Research should examine how factors like socioeconomic status, cultural diversity, and school policies influence the effectiveness of ECAs. Investigating these factors will lead to tailored strategies that better address the needs of diverse student populations and ensure equitable access to effective ECAs.

Collaborations with academics from other fields, such as technology and sociology, should be promoted in order to enhance future study. For example, technologists may investigate how digital technologies can improve ECAs, while sociologists could offer insights into the larger social dynamics influencing ECA efficacy and participation.

Studying how teachers, advisers, and facilitators implement language-oriented ECAs can provide insights into effective methods and guidelines for integrating these activities into the curriculum. This will help in refining practices and enhancing the quality of ECAs offered.

Studying the role of technology in enhancing language-oriented ECAs, such as virtual clubs or online language exchange programs, could explore new avenues for facilitating language learning and cultural exchange beyond traditional classroom settings. Through a variety of innovative techniques, technology greatly improves language-oriented extracurricular activities (ECAs). By enabling global participation and providing flexible scheduling to meet different time zones, virtual clubs and online language exchanges increase accessibility (González, 2021; Guth & Helm, 2010). By bringing people together from various cultural backgrounds, these platforms promote richer interaction and improve language proficiency and cross-cultural understanding (Belz & Müller-Hartmann, 2003). While interactive technologies like virtual whiteboards and multimedia materials make learning more entertaining, real-time communication through video calls and texting enhances speaking and listening abilities (Stockwell, 2012). Gamification elements further motivate learners by incorporating game-like features. Online interactions let people practice having real conversations with native speakers, which improves fluency and

opens up new cultural perspectives (Thorne & Black, 2007). Furthermore, reciprocal teaching—in which students assist one another—and adaptable learning opportunities that may be customized to meet individual needs or interests also promote mutual learning (O'Dowd, 2007). Technology may be a potent instrument for increasing the reach and efficacy of language-oriented ECAs as it can be integrated with apps that teach languages, providing additional practice and assistance (Chik, 2014).

The results of this study have the potential to greatly impact educational practices and policy concerning extracurricular activities and language education. In conclusion, this study provides a robust foundation for future research endeavors in the field of language-oriented extracurricular activities (ECAs). Future research should employ rigorous methodologies, including semi-structured interviews, pre-post achievement assessments, and the Solomon Four Groups design, to further investigate the impacts of ECAs. Addressing these research areas will enhance understanding of how language-oriented ECAs can improve students' educational experiences and optimize language learning outcomes. This information can help educators and policymakers create more inclusive and successful language programs that incorporate ECAs.

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## APPENDICES

### A. APPROVAL FROM HUMAN RESEARCH ETHICAL COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ  
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ  
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800  
ÇANKAYA ANKARA/TURKEY  
T: +90 312 210 22 91  
F: +90 312 210 79 59  
ueam@metu.edu.tr  
www.ueam.metu.edu.tr

07 NİSAN 2023

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Pervin Oya TANERİ

Danışmanlığımı yürüttüğünüz Begüm ERÇAKIR KOZAN'ın "PROGRAM DIŞI İNGİLİZCE ETKİNLİKLERİN 7. SINIF ÖĞRENCİLERİNİN ÜRETKEN DİL BECERİLERİ ve İNGİLİZCE DİL TUTUMLARI ÜZERİNE ETKİSİ" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek 0158-ODTÜİAEK-2023 protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Y. Hami TOKAN

Başkan

Pr. Dr. Y. AK  
Üye

Doç. Dr. Ali Emre Turgut  
Üye

Üye

Dr. Öğretim Üyesi Murat Ferit ÇAKIR  
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL  
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ  
Üye

## **B. PARENTAL APPROVAL FORM**

### **VELİ ONAY FORMU**

Bu araştırma, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri bölümü doktora öğrencisi Begüm ERÇAKIR KOZAN tarafından yürütülen bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

**Çalışmanın amacı nedir?** Bu araştırmanın amacı program dışı İngilizce etkinliklerinin 7. Sınıf öğrencilerinin İngilizce konuşma ve yazma dil becerilerine ve bu etkinliklerin 7. Sınıf öğrencilerinin İngilizceye yönelik tutumları üzerine etkisinin araştırılmasıdır.

**Çalışma boyunca sizden ve çocuğunuzdan neler bekleniyor?** Bu amaç doğrultusunda rastgele seçilen katılımcı öğrencilerin haftada bir gün araştırmacı ve aynı zamanda İngilizce öğretmeni Begüm ERÇAKIR KOZAN tarafından planlanan ve hazırlanan program dışı İngilizce etkinlik faaliyetlerine aktif katılımları beklenmektedir. Uygulama, ortalama 90 dakika sürmesi planlanan 10 haftalık etkinliklerden oluşmaktadır. Bu etkinlikler öncesi ve sonrasında öğrencilerin İngilizce konuşma ve yazma becerilerini ölçmek için hazırbulunuşluk ve başarı testleri uygulanacaktır. Araştırmada öğrencilerin bu etkinlikler sonrası İngilizceye karşı tutumlarını ölçmek adına tutum ölçeği uygulanacaktır.

**Çocuklarınızdan Topladığımız Bilgileri Nasıl Kullanacağız?** Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşmede sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Katılımcılardan elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Araştırmada uygulanan test sonuçları hiçbir şekilde çocuklarınızın karne notlarını etkilemeyecektir. Sağladığımız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir.

Çocuklarınız arařtırmaya katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendilerini rahatsız hissederlerse görüřmeyi, testi veya uygulamayı yarıda bırakıp çıkabileceklerdir. Böyle bir durumda çalıřmayı uygulayan kiřiye, çalıřmadan çıkmak istediklerini söylemek yeterli olacaktır. Çalıřma sonunda, bu arařtırmayla ilgili sizlerin veya çocuklarınızın soruları cevaplanacaktır. Arařtırmayla ilgili daha fazla bilgi almak isterseniz: Arařtırmacı Begüm ERÇAKIR KOZAN ([\\*\\*\\*\\*@\\*\\*\\*\\*.edu.tr](mailto:****@****.edu.tr)) veya Eđitim Bilimleri Bölümü öđretim üyelerinden Doç. Dr. Pervin Oya TANERİ ([\\*\\*\\*\\*@\\*\\*\\*\\*.edu.tr](mailto:****@****.edu.tr)) ile iletiřim kurabilirsiniz.

*Velisi bulunduđum ..... sınıfı ..... numaralı öđrencisi*

.....

*.....'in yukarıda açıklanan arařtırmaya katılmasına izin veriyorum.* (Lütfen formu imzaladıktan sonra çocuđunuzla okula geri gönderiniz\*).

..../...../2023

Ad-Soyad İmza:

Veli Adı-Soyadı :

Telefon Numarası :

### C. INFORMED CONSENT FORM FOR STUDENTS ÖĞRENCİ GÖNÜLLÜ KATILIM FORMU

Bu araştırma, Orta Doğu Teknik Üniversitesi Eğitim Bilimleri bölümü doktora öğrencisi Begüm ERÇAKIR KOZAN tarafından yürütülen bir çalışmadır. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

**Çalışmanın amacı nedir?** Bu araştırmanın amacı program dışı İngilizce etkinliklerinin 7. Sınıf öğrencilerinin İngilizce konuşma ve yazma dil becerilerine ve bu etkinliklerin 7. Sınıf öğrencilerinin İngilizceye karşı tutumları üzerine etkisinin araştırılmasıdır.

**Çalışma boyunca sizden neler bekleniyor?** Bu amaç doğrultusunda rastgele seçilen 7. Sınıf öğrencilerinin haftada bir gün araştırmacı ve aynı zamanda İngilizce öğretmeni Begüm ERÇAKIR KOZAN tarafından planlanan ve hazırlanan program dışı İngilizce etkinlik faaliyetlerine aktif katılımı beklenmektedir. Uygulama ortalama 90 dakika sürmesi planlanan 10 haftalık etkinliklerden oluşmaktadır. Bu etkinlikler öncesi ve sonrasında İngilizce konuşma ve yazma becerilerinizi ölçmek için sizlere hazırbulunuşluk ve başarı testleri uygulanacaktır. Bu etkinlikler sonrası İngilizceye karşı tutumlarınızı ölçmek adına tutum ölçeği de uygulanacaktır.

**Sizlerden Topladığımız Bilgileri Nasıl Kullanacağız?** Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Görüşmede sizden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır. Sağladığınız veriler gönüllü katılım formlarında toplanan kimlik bilgileri ile eşleştirilmeyecektir. Araştırmaya katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz görüşmeyi, testi veya uygulamayı yarıda bırakıp çıkabilirsiniz. Böyle bir durumda çalışmayı uygulayan kişiye, çalışmadan

çıkmaq istediđinizi söylemeniz yeterli olacaktır. Çalışma sonunda, bu arařtırmayla ilgili sorularınız cevaplanacaktır. Arařtırmayla ilgili daha fazla bilgi almak isterseniz: Arařtırmacı Begüm ERÇAKIR KOZAN ([\\*\\*\\*\\*\\*@\\*\\*\\*\\*\\*.edu.tr](mailto:*****@*****.edu.tr)) veya Eğitim Bilimleri Bölümü öğretim üyelerinden Doç. Dr. Pervin Oya TANERİ ([\\*\\*\\*\\*\\*@\\*\\*\\*\\*\\*.edu.tr](mailto:*****@*****.edu.tr)) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmada yer almak **istiyorum**.

İmza

..../..../2023

Öğrenci

İsim

Soyisim

Tarih

## D. ATTITUDE SCALE

### TUTUM ÖLÇEĞİ

Değerli öğrencim,

Bu ölçek program dışı İngilizce etkinliklerinin 7. Sınıf öğrencilerinin konuşma ve yazma becerileri üzerine etkisini belirlemeyi ve İngilizceye karşı tutumlarını ölçmeyi amaçlayan doktora tezi çalışmamın bir bölümünü oluşturmaktadır. Ölçek iki bölümden oluşmaktadır: birinci bölümde kişisel bilgileriniz; ikinci bölümde ise İngilizceye karşı tutumunuzu (duygu ve düşüncelerinizi) belirlemeyi amaçlayan ifadeler yer almaktadır. Verilen ifadelerin her birini dikkatle okumanız ve görüşünüze en uygun seçeneği işaretlemeniz beklenmektedir. İfadelerin doğru veya yanlış cevabı bulunmamaktadır. Tüm maddeleri dikkatle okuyup eksiksiz ve size en uygun olacak şekilde cevaplamanız araştırmanın sağlıklı bir şekilde tamamlanması için önemlidir. Ölçekte yer alan bölüm/ifade/maddelerin size rahatsız ettiğini düşünüyorsanız cevaplamaktan vazgeçebilirsiniz.

Kimliğiniz kesinlikle gizli tutulacak ve bu ölçek ile elde edilen veriler tamamen bilimsel amaçla kullanılacaktır.

Desteğiniz için teşekkür ederim.

**Begüm ERÇAKIR KOZAN**  
**Orta Doğu Teknik Üniversitesi**  
**Eğitim Bilimleri Bölümü**  
**Eğitim Programları ve Öğretim Ana Bilim Dalı**  
**Doktora Öğrencisi/İngilizce Öğretmeni**  
**e-mail: [\\*\\*\\*\\*\\*@\\*\\*\\*\\*\\*.edu.tr](mailto:*****@*****.edu.tr)**

## KİŞİSEL BİLGİLER

Aşağıda size ait kişisel sorular yer almaktadır. Bu soruları ilgili kutucuğa (x) koyarak ya da verilen boşluğa yazarak yanıtlayınız.

### 1. Okul numaranız nedir?

### 2. Annenizin eğitim durumu nedir?

- İlkokul mezunu
- Ortaokul mezunu
- Lise mezunu
- Üniversite mezunu
- Diğer (lütfen yazınız).....

### 3. Babanızın eğitim durumu nedir?

- İlkokul mezunu
- Ortaokul mezunu
- Lise mezunu
- Üniversite mezunu
- Diğer (lütfen yazınız).....

### 4. Annenizin mesleği nedir?

- Ev hanımı
- İşçi
- Memur
- Esnaf
- Diğer(lütfenyazınız).....

### 5. Babanızın mesleği nedir?

- İşçi
- Memur
- Esnaf
- Diğer (lütfen yazınız).....

### 6. Evinizde kaç farklı dil konuşuluyor?(lütfen sayı yazınız).....

### 7. İngilizce kursuna gidiyor musun?

- Evet
- Hayır



## İNGİLİZCEYE YÖNELİK TUTUMLAR

Aşağıda verilen önermelerde İngilizce hakkındaki duygu ve düşünceleri kapsayan ifadeler yer almaktadır. Sizden ifadeleri dikkatle okuyup, her ifade ile ilgili verilen beş seçenekten görüşünüze en uygun olan birini işaretlemeniz beklenmektedir.

Uygun yere (x) işareti koyunuz.

İngilizce'ye yönelik tutum ifadeleri	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1.İngilizce, dünyada herkesin anlaşmasını sağlayan ortak bir dildir.	1	2	3	4	5
2. İngilizce öğrenmek ilgimi <u>çekmez</u> .	1	2	3	4	5
3.İngilizce, hayatım boyunca faydasını göreceğim bir dildir.	1	2	3	4	5
4.İngilizcemi mümkün olduğunca geliştirmek istiyorum.	1	2	3	4	5
5.İngilizce <u>öğrenmesem</u> de olur.	1	2	3	4	5
6.İngilizce, hayatım boyunca ihtiyaç duyacağım bir dildir.	1	2	3	4	5
7.İngilizce, <u>gereksiz</u> bir yabancı dildir.	1	2	3	4	5
8.İngilizce öğrenmeyi çok istiyorum.	1	2	3	4	5
9.İngilizce öğrenmek için uğraşmak benim için <u>zaman kaybıdır</u> .	1	2	3	4	5
10.İngilizcemi geliştirmek için daha fazla ders almak isterim.	1	2	3	4	5
11.İngilizce, önemli bir yabancı dildir.	1	2	3	4	5
12.İngilizce öğrenmek için çaba göstermeme değer.	1	2	3	4	5
13.İngilizce, hayatım boyunca <u>hiçbir yerde kullanmayacağım</u> bir dildir. <sup>[L]<sub>SEP</sub></sup>	1	2	3	4	5
14.İngilizce öğrenmenin, ileride daha iyi bir iş bulmamda yardımcı olacağını düşünüyorum	1	2	3		5

## E. APPROVAL FORM FROM MINISTRY OF NATIONAL EDUCATION



T.C.  
ANKARA VALİLİĞİ  
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-  
Konu : Araştırma İzni

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Öğrenci İşleri Daire Başkanlığı)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 sayılı Genelgesi.  
b) 1 [ ] 4 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Anabilim Dalı Eğitim Programları ve Öğretimi doktora programı öğrencisi Begüm Erçakır KOZAN'ın "**Program Dışı İngilizce Etkinliklerin 7. Sınıf Öğrencilerinin Üretken Dil Becerileri ve İngilizce Dil Tutumları Üzerine Etkisi**" konulu çalışması kapsamında [ ] ilçemize bağlı resmi ortaokullarda uygulama yapma talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda, gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Harun FATSA  
Vali a.  
Milli Eğitim Müdürü

Ek: Uygulama Araçları (19 Sayfa)

Dağıtım:  
Gereği:  
ODTÜ

Bilgi:  
[ ] İlçe MEM

**Bu belge güvenli elektronik imza ile imzalanmıştır.**

Adres : Emniyet mah. Alparslan Türkeş cad. no:4 (Ek Hizmet Binası AR-GE )

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Yenimahalle

Bilgi için: Aysun AKDEMİR

Telefon No : 0 (312) 306 89 07

Unvan : Memur

E-Posta: [istatistik06@meb.gov.tr](mailto:istatistik06@meb.gov.tr)

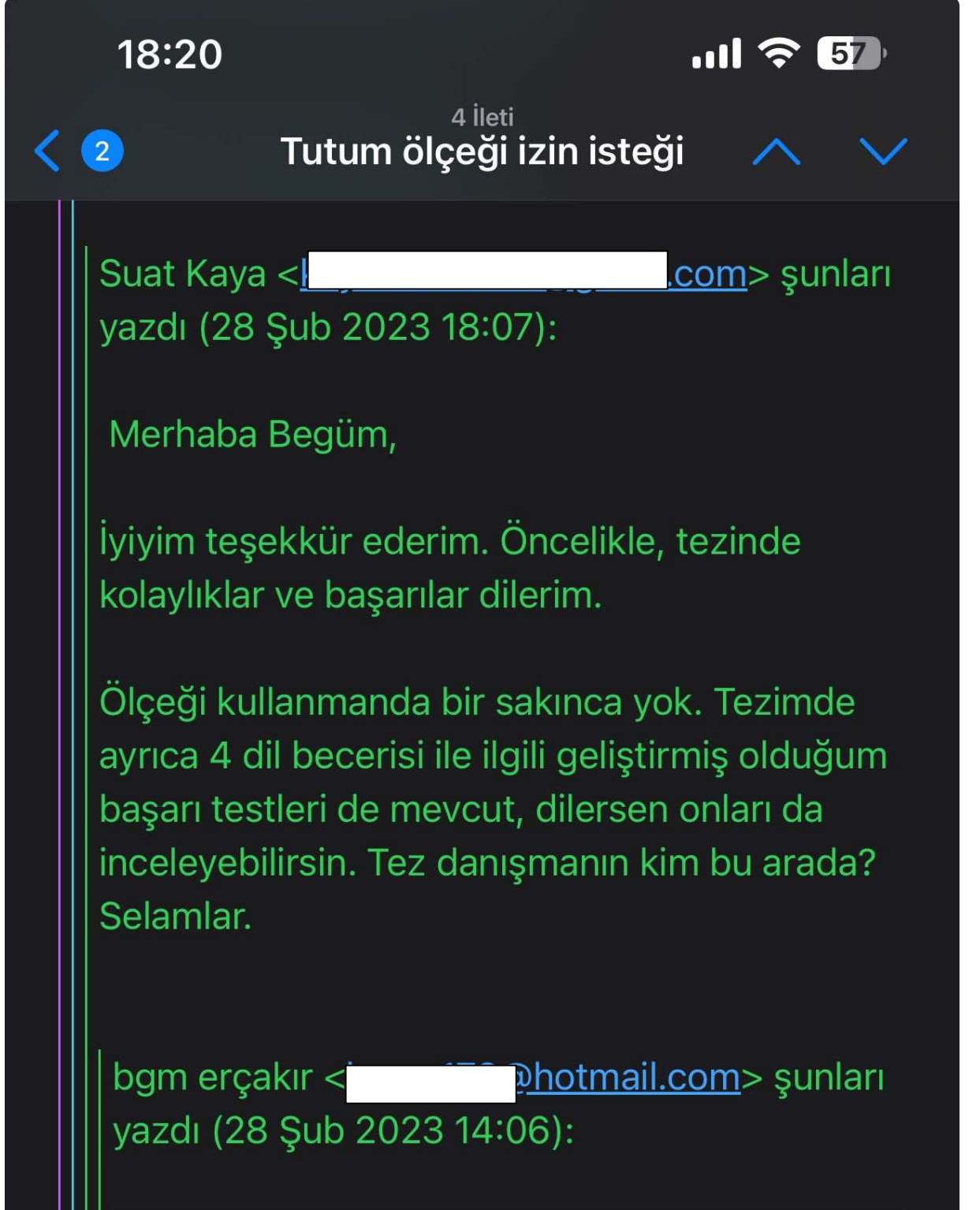
İnternet Adresi:

Faks:

Keş Adresi : [meb@hs01.kep.tr](mailto:meb@hs01.kep.tr)

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksorgu.meb.gov.tr> adresinden a16e-4012-38b5-8e27-54d7 kodu ile teyit edilebilir.

## F. PERMISSION FOR USE OF ATTITUDE SCALE



**G. ACHIEVEMENT TEST ON 7TH GRADE STUDENTS' SPEAKING  
SKILL**

**7. SINIF PROGRAM DIŐI İNGİLİZCE ETKİNLİKLER  
KONUŐMA BECERİSİ BAŐARI TESTİ**

**GENEL AÇIKLAMA**

- 1. Bu sınavda toplam 10 soru bulunmaktadır.**
- 2. Soruların tümü için cevaplama süresi 20 dakikadır**
- 3. Öğrencilerin her bir soruyu sözel olarak cevaplaması gerekmektedir.**

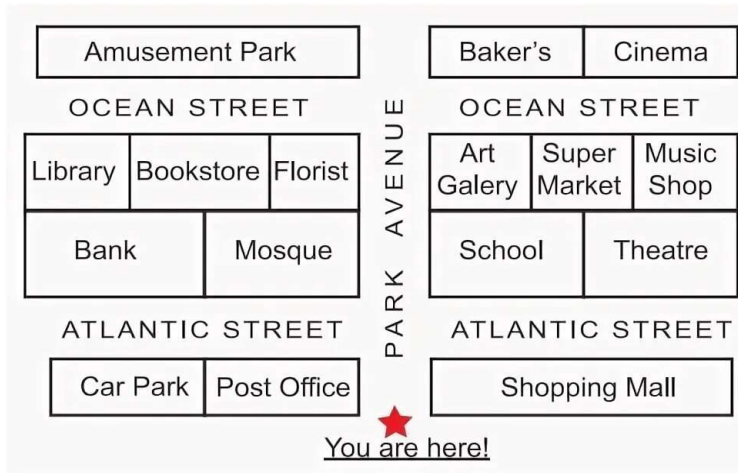
**Başarılar dilerim.**

**No:**

**Yönerge:** Bu sınavın her öğrenci ile bireysel olarak yapılması beklenmektedir. Öğrencilerinizi teker teker sınava çağırarak sırayla 1-4 soruları sorunuz ve öğrencilere cevapları sözlü olarak vermeleri yeterli zaman veriniz:

- 1- How can you ask the price of a t-shirt?
- 2- How do you usually pay in a shopping mall?
- 3- It has sharp teeth. It lives in the ocean and swims well. People are afraid of it. This is a shark.  
Can you describe your favorite animal like in the example?
- 4- What ingredients do you need to prepare a salad? Tell me 3 of them.

**Yönerge:** Öğrencilere aşağıdaki krokiyi gösteriniz ve 5. soruyu sorunuz. Öğrencilere krokiye bakarak uygun cevaplar verebilmeleri için yeterli zamanı veriniz.



- 5- How can I get to the music shop?

**Yönerge:** Öğrencilere 6-10 soruları sorunuz. Öğrencilerin sorulara sözlü olarak cevap vermeleri için yeterli zamanı veriniz:

- 6- How do you want to travel? By bus or by plane? Why?
- 7- Can you talk about a topic you like in for 2 minutes. It can be about animals, famous people, nature, TV series, cooking etc.
- 8- Please look around and choose an object. Now talk about this object and tell its shape, color, texture, usage.
- 9- Can you talk about your personality and your mother's appearance for 2 minutes. (2 sentences are enough)
- 10- Please talk about your parents. It can be about their hobbies, illnesses, favorite sports or tv series. (2 sentences are enough)

**H. ACHIEVEMENT TEST ON 7TH GRADE STUDENTS' WRITING  
SKILLS**

**7. SINIF PROGRAM DIŐI İNGİLİZCE  
ETKİNLİKLER YAZMA BECERİSİ BAŐARI  
TESTİ**

**GENEL AÇIKLAMA**

- 1. Bu sınavda toplam 10 soru bulunmaktadır.**
- 2. Soruların tümü için cevaplama süresi 40 dakikadır.**
- 3. Öğrencilerin her bir sorunun cevabını soruların altında bulunan kutucuklara yazmaları gerekmektedir.**
- 4. Öğrencilerin cevaplarını yazarken kurşun kalem kullanmaları gerekmektedir.**

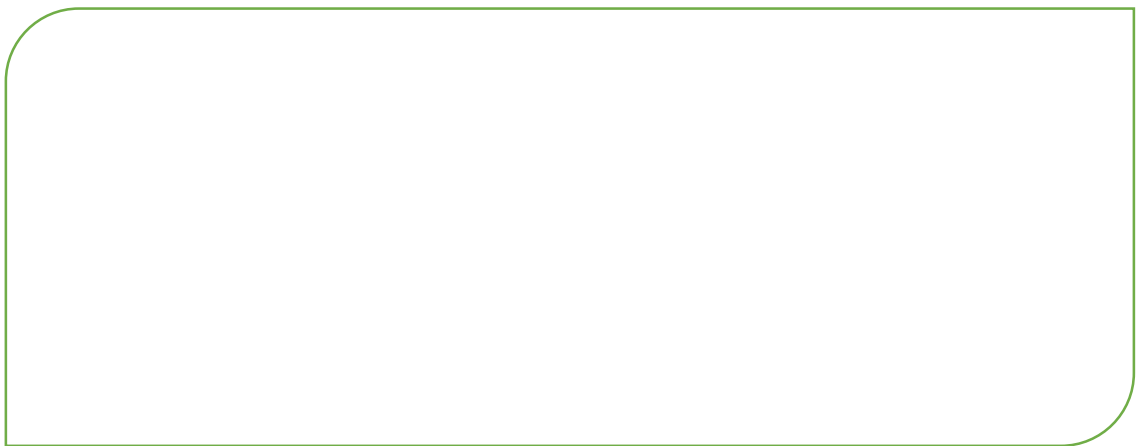
**Başarılar dilerim.**

**No:**

1. **Please read the sentences below and according to them, write a dialogue between a customer and a shop assistant at a shopping mall**

Customer: Tell you want to buy a washing machine. Ask for its price. Ask alternative colors and functions. Ask about their refund policy and how you can pay.

Shop Assistant: Tell the price of the washing machine. Help the customer and show different colors (grey, white and black). Talk about the machine and tell its capacity. Talk about your refund policy. Tell that credit card payment is accepted.



2. **Imagine you are going on a holiday. Prepare a holiday plan for a travel in detail. You can use the questions below as guide (Write at least 5 sentences).**

What means of transportation will you use?

Where will you go?

Who will you go with?

What will you take with?

What will you eat?

What will be the currency?

What will the weather be like?



3. Look at Fox's everyday schedule. Make sentences about his daily routine.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Have breakfast early	Hunt in the forest	Do exercise	Look after his little sister	Attend an animal reunion	Have a picnic with his family
a. On Monday, he has breakfast early.					
b.					
c.					
d.					
e.					
f.					

4. Please write the process of baking a cake by using *first*, *second*, *next*, *then*, *finally*.





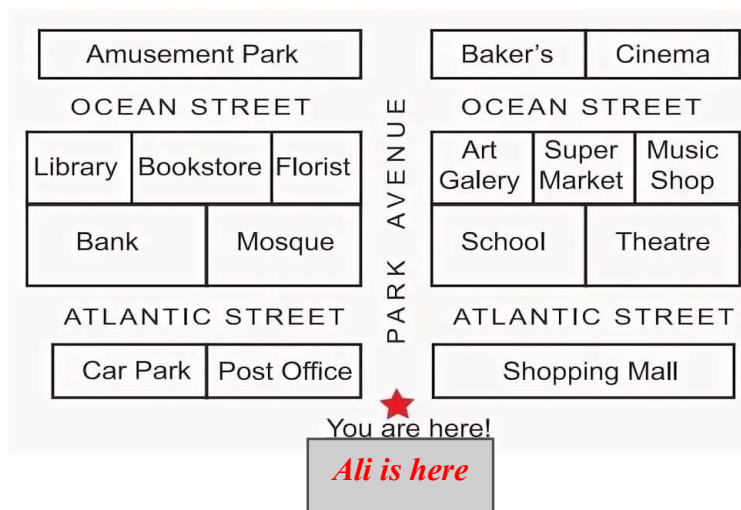
**HOW TO BAKE A CAKE**

5. Please write a short story by using the given vocabulary items below?  
(Write at least 3 different sentences)

SETTING	CHARACTER	PLACE	PROBLEM
on a shiny and warm day	A mouse	In the forest	made a delicious birthday cake
It was a hot summer	Students	In an old house	ran away with cheese
In the middle of stormy night	A very beautiful young lady	In an empty school	followed me

.....  
 .....  
 .....  
 .....

6. Give correct directions with imperative sentences to Ali.



a. Please help Ali go to the cinema

.....

b. Please help Ali go to bookstore

.....

7. Please choose one of the given topics below and write at least 4 sentences about it.

<i>Animals</i>	<i>Personality/appearance</i>	<i>cooking</i>	<i>TV series</i>
Favorite animal	your personality traits	Your favorite meal	Favorite TV series
What color	your mother's personality traits	How to cook	Which day
How to feed	Your appearance	Which tools used	About what
Why do you like	Your mother's appearance	What ingredients	What time

.....  
 .....  
 .....  
 .....  
 .....

8. Please write comparative sentences by using given information below (At least 3 comparative sentences).

<b>Zeynep</b>	<b>Her sister</b>
punctual	always late
lazy	Hardworking
50 kg	48 kg

.....

.....  
.....

9. **Read the invitation card below and write a letter expressing accepting or refusing the invitation. Please use the template below.**

Dear friends,

I am organizing my birthday party for next Sunday. The party will be at my house. It will start at 4 p.m. and 6 p.m. would you like to come over? I am sure we will have so much fun together.

Love,

_____
_____
_____
_____

10. **Please comment on the color, shape, material of the item in the picture below.**



\_\_\_\_\_  
\_\_\_\_\_

**I. READINESS TEST ON 7TH GRADE STUDENTS' SPEAKING  
SKILLS**

**7. SINIF PROGRAM DIŐI İNGİLİZCE ETKİNLİKLER  
KONUŐMA BECERİŐİ HAZIRBULUNUŐLUK DÜZEYİ  
BELİRLEME SINAVI**

**GENEL AÇIKLAMA**

- 1. Bu sınavda toplam 10 soru bulunmaktadır.**
- 2. Soruların tümü için cevaplama süresi 20 dakikadır.**
- 3. Öğrencilerin her bir soruyu sözel olarak cevaplamaları gerekmektedir.**

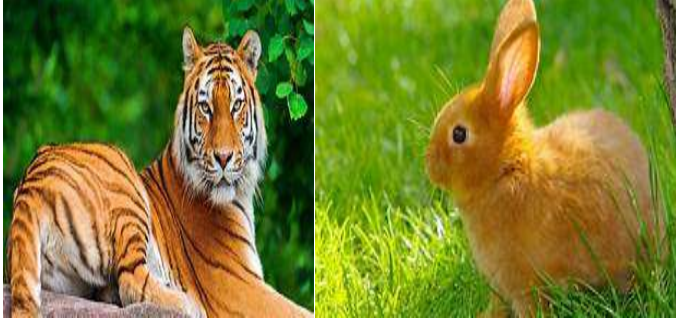
**Başarılar dilerim.**

**No:**

**Yönerge:** Bu sınavın her öğrenci ile bireysel olarak yapılması beklenmektedir. Öğrencilerinizi bireysel olarak sınava çağırarak sırasıyla 1-2. soruları sorunuz ve öğrencilere kendileri ile ilgili cevapları sözlü olarak verebilmeleri için yeterli zaman veriniz:

1. What do you do after school?
2. What time does your school finish?

**Yönerge:** 3. sorudaki resimleri gösteriniz. Öğrencilerden resimlerdeki hayvanları sözlü olarak karşılaştırmalarını isteyiniz.



3. Tiger- Rabbit- Fast

**Yönerge:** Öğrencilere aşağıdaki resmi gösteriniz ve 4. soruyu sorunuz. Öğrencilere uygun cevaplar verebilmeleri için yeterli zaman veriniz.

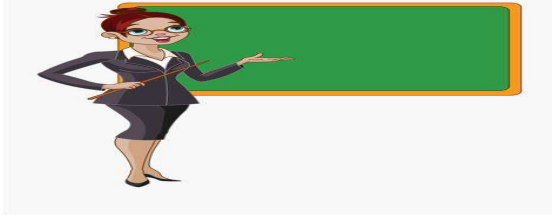


4. What is the weather like in Manisa?

**Yönerge:** Öğrencilere 5. soruyu sorunuz ve cevapları sözlü olarak vermeleri için yeterli zaman veriniz:

5. Which one is more exciting? The train ride or bumper cars?

**Yönerge:** Öğrencilere aşağıdaki resmi gösteriniz ve 6. soruyu sorunuz. Öğrencilere resme bakarak uygun cevaplar verebilmeleri için yeterli zamanı veriniz.



6. What is her job and where does she work?

**Yönerge:** Öğrencilere 7. soruyu sorunuz ve cevapları sözlü olarak vermeleri için yeterli zaman veriniz:

7. Where were you last summer and what did you do there?

**Yönerge:** Öğrencilere aşağıdaki resmi gösteriniz ve 8. soruyu sorunuz. Öğrencilere resme bakarak uygun cevaplar verebilmeleri için yeterli zaman veriniz.



8. Can you tell the locations of three objects in the picture?

**Yönerge:** Öğrencilere 9-10. soruları sorunuz ve cevapları sözlü olarak vermeleri için yeterli zaman veriniz:

9. What should we do to save our planet?

10. Who is your class president?

**J. READINESS TEST ON 7TH GRADE STUDENTS' WRITING SKILLS**

**7. SINIF PROGRAM DIŐI İNGİLİZCE ETKİNLİKLER  
YAZMA BECERİSİ HAZIRBULUNUŐLUK DÜZEYİ  
BELİRLEME SINAVI**

**GENEL AÇIKLAMA**

5. Bu sınavda toplam 5 soru bulunmaktadır.
6. Soruların tümü için cevaplama süresi 20 dakikadır
7. Öğrencilerin her bir sorunun cevabını soruların altında bulunan kutucuklara yazmaları gerekmektedir.
8. Öğrencilerin cevaplarını yazarken kurşun kalem kullanmaları gerekmektedir.

**Başarılar dilerim.**

**No:**

**1. Write about the occupations and birthdays of people in the table.**

Mustafa Kemal Atatürk	president	1881
Barış Manço	musician	1943
Mimar Sinan	architect	1488

**2. Look at Sally's yesterday activities. Write a paragraph about her activities.**

<b><u>YESTERDAY</u></b>
visit grandfather
watch TV
play tennis
go to the cinema
do homework



3. Write an e-mail about your last holiday to your friend.

Dear Susan,

I was.....

I .....

It .....

4. Write about the locations of 4 things in the picture.



Blank space for writing the locations of 4 things in the picture.

5. What should we do to save our planet? Write 2 suggestions.

Blank space for writing 2 suggestions to save the planet.

## K. ASSESSMENT RUBRICS FOR SPEAKING ACHIEVEMENT TEST

Student No:

Questions	0	2	4	6	8	10	Points
1	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	
2	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	

3	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	
4	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	
5	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	

6	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	
7	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	
8	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	

9	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	
10	No comprehensible and grammatical answer	Seems to understand the question (q)/the speech (s), but no answer	Understands the (q)/(s), but answers in words rather than forming grammatical sentences	Understands the (q)/(s), answers in full sentences, but with some doubt or some grammatical or pronunciation errors	Understands the (q)/(s), answers in full sentence without doubt but with a few grammatical and pronunciation errors	Understands the q)/(s) and answers in full sentence without doubt and free of grammatical and pronunciation errors	

## L. ASSESSMENT RUBRICS FOR WRITING ACHIEVEMENT TEST

	0	2	4	6	8	10	
Q1	No answer	Dialogue contains one question-answer but not meaningful or grammatical	Dialogue contains two question-answers but with lots of errors in grammar, sentence structures, spelling	Dialogue contains three question-answers with some errors in grammar sentence structure and spelling but comprehensible	Dialogue contains four question-answers with minor errors in grammar, sentence structure and spelling but comprehensible	Dialogue is well written by including all of five question-answers which are satisfactory in terms of grammar, sentence structure, spelling and comprehension.	10
	0	2	4	6	8	10	10
Q2	No answer	Holiday plan includes at least 1 aspect of a travel but not meaningful or grammatical	Holiday plan includes at least 2 aspects of a travel with lots of errors in grammar, sentence structures, spelling	Holiday plan includes at least 3 aspects of a travel with some errors in grammar sentence structure and spelling but comprehensible	Holiday plan includes at least 4 aspects of a travel with minor errors in grammar, sentence structure and spelling but comprehensible	Holiday plan includes at least 5 aspects needed for a travel in detail with grammatical and comprehensible sentences	10
	0	2	4	6	8	10	10
Q3	No answer	Schedule is written but not meaningful or grammatical.	Schedule is written but with lots of errors in grammar, sentence structure, spelling.	Schedule contains some errors in grammar, sentence structure and spelling but comprehensible.	Schedule contains minor errors in grammar, sentence structure and spelling but comprehensible	Schedule is satisfactory in terms of grammar, sentence structure, spelling and comprehension	
	0	2	4	6	8	10	10

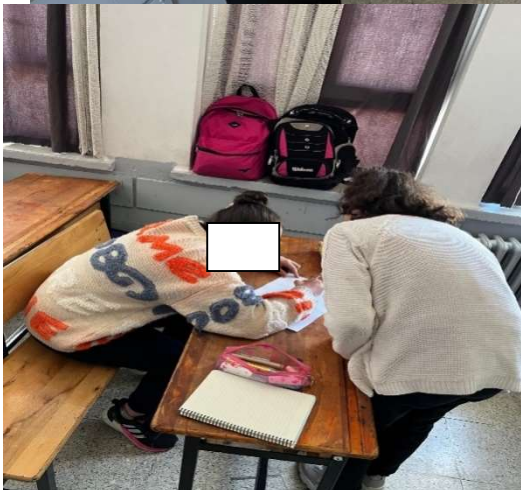
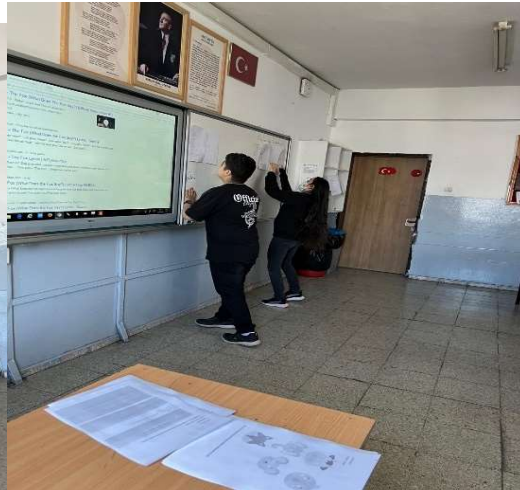
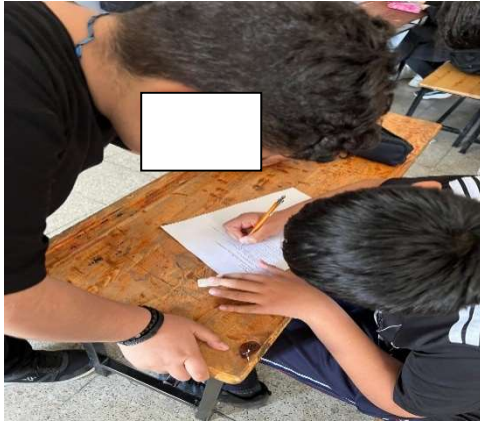
Q4	No answer	Process is written with only one sentence but not meaningful or grammatical.	Process contains two sentences but with lots of errors in grammar, sentence structure, spelling and missing 4 processes.	Process contains three sentences with some errors in grammar, sentence structure and spelling but comprehensible.	Process contains four sentences with minor errors in grammar, sentence structure and spelling but comprehensible	All the process is satisfactory in terms of grammar, sentence structure, spelling and comprehension	
	0	2	4	6	8	10	10
Q5	No answer	Short story is written with a sentence by using one of the given words but not meaningful or grammatical	Short story is written with two sentences by using two of the given words but with lots of errors in grammar, sentence structure, spelling	Short story is written with three sentences by using three of the given words with some errors in grammar, sentence structure and spelling but comprehensible	Short story is written with four sentences by using four of the given words with minor errors in grammar, sentence structure and spelling but comprehensible	Short story written with at least 5 sentences by using at least five of the given words is satisfactory in terms of grammar, sentence structure, spelling and comprehension	
	0	2	4	6	8	1	10
Q6	No answer	only one direction is given but with lots of errors in grammar, sentence structure, spelling	Two directions are given with some errors in grammar, sentence structure and spelling but comprehensible	Two directions are given and satisfactory in terms of grammar, sentence structure, spelling and comprehension	Three directions are given with some errors in grammar, sentence structure and spelling but comprehensible	Three directions are given and satisfactory in terms of grammar, sentence structure, spelling and comprehension	
	0	2	4	6	8	10	10

Q7	No answer	Something is written but not meaningful or grammatical.	Something is written but with lots of errors in grammar, sentence structure, spelling.	Writing contains some errors in grammar, sentence structure and spelling but comprehensible.	Writing contains three sentences with minor errors in grammar, sentence structure and spelling but comprehensible	Writing contains three or more sentences which are satisfactory in terms of grammar, sentence structure, spelling and comprehension	
	0	2	4	6	8	10	10
Q8	No answer	Comparison is written with one of the given adjectives but not meaningful or grammatical	comparison is written with two of the given adjectives with some errors in grammar, sentence structure and spelling but comprehensible	Comparison is written with at least three of the given adjectives with minor errors in grammar, sentence structure and spelling but comprehensible	Comparison is written with at least four of the given adjectives with minor errors in grammar, sentence structure and spelling but comprehensible	Comparison contains sentences including five or more of the given adjectives which are satisfactory in terms of grammar, sentence structure, spelling and comprehension	
	0	2	4	6	8	10	10
Q9	No answer	Something is written but not meaningful or grammatical.	Something is written but with lots of errors in grammar, sentence structure, spelling.	Writing contains some errors in grammar, sentence structure and spelling but comprehensible.	Writing contains minor errors in grammar, sentence structure and spelling but comprehensible	Writing is satisfactory in terms of grammar, sentence structure, spelling and comprehension	
	0	2	4	6	8	10	10



.Q10	No Answer	Something is written but not meaningful or grammatical.	Something is written but with lots of errors in grammar, sentence structure, spelling.	Writing contains some errors in grammar, sentence structure and spelling but comprehensible.	Writing contains minor errors in grammar, sentence structure and spelling but comprehensible	Writing is satisfactory in terms of grammar, sentence structure, spelling and comprehension
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## M. SOME PHOTOS TAKEN DURING ECAS



## N. EXTRACURRICULAR ACTIVITY PLANS

### Plan for ECAs

#### WEEK 1

This role-playing activity, which is an extracurricular activity, is planned for 7<sup>th</sup> grade students. The activity takes 100 minutes. 7<sup>th</sup> graders' speaking and writing skills are expected to improve at the end of this activity.

Name of the activity	ECA Focus	Teacher role	Student Role	Procedure	Interaction Pattern	Materials	Outcomes
Role play (at a shopping mall)	Speaking Writing Listening	Facilitator Monitor Guide	Active participant  Role play performer	<p><b>Warm up:</b> <b>Chinese Whisper:</b> -In the Chinese Whisper game, Sts will stand in a circle. T will whisper their name and what they want to buy to the first St. This St will then whisper the same message to the next student, and so on, until the last St announces what they heard.". (10 min)</p> <p>-And T wants next St first say aloud what T's name is and what she wants to buy. Then the St tells his/her name and the thing she/he wants to buy by whispering to the ear of the next friend. And so on.</p> <p>-After all of the Sts are named, the activity ends. (10 min)</p>	Whole class	Smartboard  Shopping-Related  Real ITems: T-shirt Sunglasses Hat Trousers Necklace	By the end of this 100-minute session, students will be able to engage in a 3-minute role-play, accurately using at least 10 shopping-related vocabulary items, and asking/answering questions about prices, preferences,

				<p>-T brings some shopping-related materials (<i>T-shirt</i> <i>Sunglasses</i> <i>Hat</i> <i>Trousers</i> <i>Necklace</i> <i>Dress</i> <i>Pullover etc.</i>) and asks St their name. 5 min</p> <p>-Then T asks Sts to brainstorm to find out some new vocabulary about clothes shopping for 5 min. After T asks Sts to look up some vocabulary items in the dictionary for (5 min.)</p> <p>-T shows two different conversations in the following video (<a href="https://www.youtube.com/watch?v=hEq0acE5gyo">https://www.youtube.com/watch?v=hEq0acE5gyo</a>) That three native speakers of English have while shopping. First Ss watch the video without subtitles and try to take some notes about the following questions written by T on the board.(5 min)</p> <p><i>-How do they pay?</i> <i>-Which color does she prefer?</i> <i>-Does the shop assistant give a refund?</i> <i>-How much is the dress?</i> <i>-How much is the t-shirt?</i></p>	<p>Dress Pullover</p> <p>Paper Pencil</p> <p>A sample role play written by T</p> <p>Whole Class</p>	<p>and payment methods.</p>
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			<p>Then T distributes the script of the video.(Appendix A) T provides a brief summary of what Sts should expect from the video. Sts watch the video once more so that they can ask the vocabulary items they don't know. After watching the conversation, Sts answer the questions and T elicits the answers. (10 min)</p> <p>-After that, Sts are divided into groups of 3 and given the roles of two customers and a shop assistant. 4 groups work on the first script whereas the other 4 groups work on the second script.(Appendix B)</p> <p>-Each group works on their role for 15 minutes and practices to perform in front of others. (30 min)</p> <p>-After each group performs their play, Ss are divided into pairs and supposed to write similar conversation regarding the given condition (Appendix B)(10 min)</p> <p>Sts need to act out the role play they wrote to their classmates. (20 min)</p>	<p>T&gt;Ss</p> <p>Pair work</p> <p>Pair work</p> <p>Whole class</p>		
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## APPENDIX A

### First Script

Lady: "I want to look at the dresses."  
 Gentleman: "But you just bought a dress."  
 Lady: "I know, but I can't wear this one to the wedding."  
 Shop Assistant: "Can I help you with anything?"  
 Lady: "No, thanks. I'm just looking. This dress is nice."  
 Gentleman: "Yes, it looks great. Why don't you get it?"  
 Lady: "I need to try it on first. Excuse me, can I try this on?"  
 Shop Assistant: "Sure. The fitting room is over there."  
 Lady: "Thanks. Wait here, Damon. What do you think?"  
 Gentleman: "It looks good. You should get it."  
 Shop Assistant: "How is it?"  
 Lady: "It's a bit big. Can I try a smaller size?"  
 Shop Assistant: "What size are you wearing?"  
 Lady: "Size 12."  
 Shop Assistant: "Here is a size 10."  
 Lady: "Thanks. Is this better?"  
 Gentleman: "Perfect! It looks great. Buy it."  
 Lady: "I'm not sure. Can I return it if I change my mind?"  
 Shop Assistant: "Yes, but keep the receipt. You can return it within 28 days."  
 Lady: "Okay, I'll take it."  
 Shop Assistant: "That will be 160 pounds."  
 Gentleman: "160 pounds?"  
 Shop Assistant: "Yes, please give me your pin number."  
 Lady: "Thank you."

Shop Assistant: "Here is your receipt."  
 Lady: "Thanks. Let's go to the men's department. You need a new shirt for the wedding."  
 Gentleman: "But I have plenty of shirts."  
 Lady: "Damon, you need a new shirt."

## APPENDIX B

### Second Script

Lady: "This shirt looks nice, Damon."  
 Gentleman: "No, I prefer this one. Do you have it in medium?"  
 Shop Assistant: "Yes, we have it in medium and it's on sale. It's half price."  
 Gentleman: "Great! I'll buy it. Thank you."  
 Shop Assistant: "Do you want to try it on?"  
 Gentleman: "No, thank you."  
 Shop Assistant: "You can return it within 28 days if it doesn't fit, but we don't accept returns after the sale."  
 Gentleman: "Okay."  
 Shop Assistant: "That's 17 pounds 50. How will you pay?"  
 Gentleman: "I'll pay with cash."  
 Shop Assistant: "Thank you. Here is your change. Would you like your receipt in the bag?"  
 Gentleman: "Yes, please. Thank you. Goodbye."  
 Shop Assistant: "Goodbye."  
 Gentleman: "Can we go home now?"  
 Lady: "Yes, but first I need to buy some shoes to match this dress."  
 Gentleman: "Oh, okay."

## APPENDIX C

### Create and Perform a Dialogue

#### Task Instructions 1:

##### -Create a Dialogue:

Customer Role: You are at a shopping mall looking for your dream dress.

Ask the shop assistant about the price of the dress.

Inquire if there are any alternative colors or sizes available.

If the dress looks suitable, ask to try it on.

Finally, ask where the fitting room or dressing room is located.

Shop Assistant Role: You are working at the shop and will assist the customer.

Inform the customer that the dress costs 500 TL.

Mention that the dress comes in two colors: red and black.

Let the customer know that only medium size is available.

Direct the customer to the fitting room.

##### -Perform Your Dialogue:

Once you have written your dialogue, practice with your partner.

Perform the dialogue in front of the class.

##### Feedback:

After the performance, your classmates and teacher will provide feedback on your pronunciation, use of

vocabulary, and overall presentation.

#### Task Instructions 2:

##### -Create a Dialogue:

Customer Role: You are at a shopping mall to buy a t-shirt for your brother

Ask the shop assistant about the price of the t-shirt..

Inquire if there are any alternative colors or sizes available.

If the t-shirt looks suitable, ask about their refund policy..

Finally, ask how you can pay.

Shop Assistant Role: You are working at the shop and will assist the customer.

Inform the customer that the t-shirt costs 200 TL.

Mention that the t-shirt comes in three colors: white, blue and brown.

Let the customer know that only large size is available.

Inform the customer that you can give a refund.

##### -Perform Your Dialogue:

Once you have written your dialogue, practice with your partner.

Perform the dialogue in front of the class.

##### Feedback:

After the performance, your classmates and teacher will provide feedback on your pronunciation, use of vocabulary, and overall presentation.

## APPENDIX D

### **Dialogue Example**

Customer: "Hi, I'm interested in this dress. How much does it cost?"

Shop Assistant: "Hello! This dress is 500 TL."

Customer: "Do you have it in any other colors or sizes?"

Shop Assistant: "Yes, it comes in red and black. Currently, we only have it in medium size."

Customer: "Okay, I'd like to try it on. Where is the fitting room?"

Shop Assistant: "The fitting room is over there on the left."



## Plan for ECAs

### WEEK 2

This Karaoke activity, which is an extracurricular activity, is planned for 7<sup>th</sup> grade students. The activity takes 90 minutes. 7<sup>th</sup> graders' speaking, listening and writing skills are expected to improve at the end of this activity.

Name of the activity	ECA Focus	Teacher role	Student Role	Procedure	Interaction Pattern	Materials	Outcomes
Karaoke (song: What does the fox say?)	Speaking Writing Listening	Facilitator Monitor Guide	Active participant	<p><u>Procedure</u></p> <p><u>Setup (5 min)</u> -T organizes the classroom for the activity. -T hangs 13 copies of the song lyrics "What Does the Fox Say?" on the walls (Appendix A). -T places a scrambled version of the song in envelopes on Sts' desks (Appendix B).</p> <p><u>Introduction (5 min)</u> -T divides Sts into pairs. -T plays the song once to familiarize Sts with pronunciation.</p> <p><u>Dictation Game (30 min)</u> -One st in each pair runs to the wall, memorizes a sentence, and dictates it to their partner. -Sts switch roles halfway through.</p>	<p>Pair work</p> <p>Pair work</p>	<p>Smartboard Internet Speaker Microphone Paper Pencil Handouts Animal masks</p>	<p>By the end of the 90-minute session, students will form sentences using the simple present tense with 80% accuracy while singing along to a song and writing a short lyric for a group activity.</p>

				<p>-T ensures Sts whisper and do not yell. -Sts check with the T twice for accuracy. (The pair who completes first gains an award(Chocolate bar)).</p> <p><u>Listening and Singing (10 min)</u> -Sts listen to the song three times. -Sts arrange the lyrics in order and sing together.</p> <p><u>Animal Masks and Karaoke (10 min)</u> -T distributes animal masks (Appendix C). -Sts wear masks and sing the song as a group or individually.</p> <p><u>Songwriting Activity (20 min)</u> -Groups wearing the same animal masks write a song about their animal using the simple present tense (Appendix D).</p> <p><u>Presentations (15 min)</u> -Groups perform their songs for the class.</p>	<p>Individually</p> <p>Whole class</p> <p>Group work</p>		
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## APPENDIX A: Full lyrics of "What Does the Fox Say?"

### WHAT DOES THE FOX SAY?

Dog goes woof, cat goes meow  
Bird goes tweet, and mouse goes squeak  
Cow goes moo. Frog goes croak, and the elephant goes toot  
Ducks say quack and fish go blub, and the seal goes ow ow ow  
But there's one sound that no one knows...  
What does the fox say?

Ring-ding-ding-ding-dingeringeding!  
Gering-ding-ding-ding-dingeringeding!  
Gering-ding-ding-ding-dingeringeding!  
What the fox say?

Wa-pa-pa-pa-pa-pa-pow!  
Wa-pa-pa-pa-pa-pa-pow!  
Wa-pa-pa-pa-pa-pa-pow!

What the fox say?  
Hatee-hatee-hatee-ho!  
Hatee-hatee-hatee-ho!  
Hatee-hatee-hatee-ho!

What the fox say?  
Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!  
Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!  
Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!  
What the fox say?

Big blue eyes, pointy nose, chasing mice, and digging holes  
Tiny paws, up the hill, suddenly you're standing still

---

### CHANGE THE ROLE

---

Your fur is red, so beautiful, like an angel in disguise  
But if you meet a friendly horse, will you communicate by mo-o-o-o-orse,

mo-o-o-o-orse, mo-o-o-o-orse?  
How will you speak to that h-o-o-orse, h-o-o-orse, h-o-o-orse?  
What does the fox say?!

Jacha-chacha-chacha-chow!  
Jacha-chacha-chacha-chow!  
Jacha-chacha-chacha-chow!  
What the fox say?  
Fraka-kaka-kaka-kaka-kow!  
Fraka-kaka-kaka-kaka-kow!  
Fraka-kaka-kaka-kaka-kow!

What the fox say?  
A-hee-ahee ha-hee!  
A-hee-ahee ha-hee!  
A-hee-ahee ha-hee!  
What the fox say?

A-oo-oo-oo-oo!  
Woo-oo-oo-oo!  
What does the fox say?!

The secret of the fox, ancient mystery  
Somewhere deep in the woods, I know you're hiding  
What is your sound? Will we ever know?  
Will always be a mystery what do you say?

You're my guardian angel hiding in the woods  
What is your sound?  
A-bubu-duh-bubu-dwee-dum a-bubu-duh-bubu-dwee-dum  
Will we ever know?  
A-bubu-duh-bubu-dwee-dum  
I want to, I want to, I want to know!  
A-bubu-duh-bubu-dwee-dum  
Bay-buh-day bum-bum bay-dum

**APPENDIX B: Scrambled lyrics for dictation activity.**

**Sentence to sentence scrambled in the envelope for Pair A.**

**WHAT DOES THE FOX SAY?**

Dog goes woof

-----

cat goes meow

-----

Bird goes tweet

-----

and mouse goes squeak

-----

Cow goes moo.

-----

Frog goes croak,

-----

and the elephant goes toot

-----

Ducks say quack

-----

and fish go blub,

-----

-----

and the seal goes ow ow ow

-----

But there's one sound that no one knows...

-----

What does the fox say?

-----

Ring-ding-ding-ding-dingeringeding!

-----

Gering-ding-ding-ding-dingeringeding!

-----

Gering-ding-ding-ding-dingeringeding!

-----

What the fox say?

-----

Wa-pa-pa-pa-pa-pa-pow!

-----

Wa-pa-pa-pa-pa-pa-pow!

-----

Wa-pa-pa-pa-pa-pa-pow!

-----

-----  
What the fox say?  
-----

Hatee-hatee-hatee-ho!  
-----

Hatee-hatee-hatee-ho!  
-----

Hatee-hatee-hatee-ho!  
-----

What the fox says?  
-----

Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!  
-----

Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!  
-----

Joff-tchoff-tchoff-tchoffo-tchoffo-tchoff!  
-----

What the fox says?  
-----

Big blue eyes, pointy nose, chasing mice, and digging holes  
-----

-----  
Tiny paws, up the hill, suddenly you're standing still  
-----

**CHANGE THE ROLE**

-----  
Your fur is red, so beautiful,  
-----

like an angel in disguise  
-----

But if you meet a friendly horse,  
-----

will you communicate by mo-o-o-o-orse, mo-o-o-o-orse, mo-o-o-o-orse?  
-----

How will you speak to that h-o-o-orse, h-o-o-orse, h-o-o-orse?  
-----

What does the fox say?!  
-----

Jacha-chacha-chacha-chow!

-----

Jacha-chacha-chacha-chow!

-----

Jacha-chacha-chacha-chow!

-----

What the fox say?

-----

Fraka-kaka-kaka-kaka-kow!

-----

Fraka-kaka-kaka-kaka-kow!

-----

Fraka-kaka-kaka-kaka-kow!

-----

What the fox say?

-----

A-hee-ahee ha-hee!

-----

A-hee-ahee ha-hee!

-----

A-hee-ahee ha-hee!

-----

What the fox says?

-----

A-oo-oo-oo-ooo!

-----

Woo-oo-oo-ooo!

-----

What does the fox say?!

-----

The secret of the fox, ancient mystery

-----

Somewhere deep in the woods, I know you're hiding

-----

What is your sound? Will we ever know?

-----

Will always be a mystery what do you say?

-----

You're my guardian angel hiding in the woods

-----

What is your sound?

-----

A-bubu-duh-bubu-dwee-dum a-bubu-duh-bubu-dwee-dum

-----

Will we ever know?

-----

A-bubu-duh-bubu-dwee-dum

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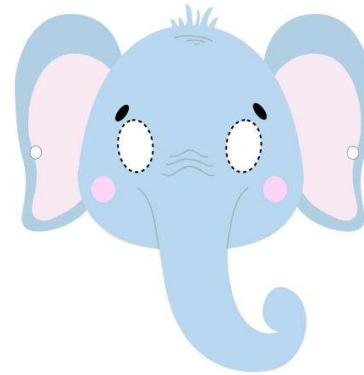
I want to, I want to, I want to know!

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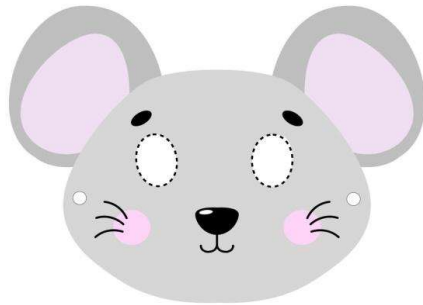
A-bubu-duh-bubu-dwee-dum

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**APPENDIX C: Animal Masks**



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Retrieved from <https://oxymaxplayroom.com/paper-animal-masks-for-kids/>



**APPENDIX D: Instructions for songwriting activity**

**NOW, ITS YOUR TURN**

**Compose your own animal song as a group and then pull off the trick by singing.**

I am a/an \_\_\_\_ (cow).

I have (got) \_\_\_\_ (colour) fur, \_\_\_\_ (colour) eyes, \_\_\_\_ (adj. like long) ears, \_\_ tail....

What does a/an \_\_\_\_ (cow) say?

I say \_\_\_\_\_.

I am a/an \_\_\_\_ (chick).

I have (got) \_\_\_\_ (colour) fur, \_\_\_\_ (colour) eyes, \_\_\_\_ (adj. like long) ears, \_\_ tail....

What does a/an \_\_\_\_ (chick) say?

I say \_\_\_\_\_.

I am a/an \_\_\_\_ (mouse).

I have (got) \_\_\_\_ (colour) fur, \_\_\_\_ (colour) eyes, \_\_\_\_ (adj. like long) ears, \_\_ tail....

What does a/an \_\_\_\_ (mouse) say?

I say \_\_\_\_\_.

I am a/an \_\_\_\_ (fox).

I have (got) \_\_\_\_ (colour) fur, \_\_\_\_ (colour) eyes, \_\_\_\_ (adj. like long) ears, \_\_\_\_ (adj. like short, 9 tail)...

What does a/an \_\_\_\_ (fox) say?

I say \_\_\_\_\_.

I am a/an \_\_\_\_ (elephant).

I have (got) \_\_\_\_ (colour) fur, \_\_\_\_ (colour) eyes, \_\_\_\_ (adj. like long) ears, \_\_\_\_ tail...

What does a/an \_\_\_\_ (elephant) say?

I say \_\_\_\_\_.

## Plan for ECAs

### WEEK 3 and 4

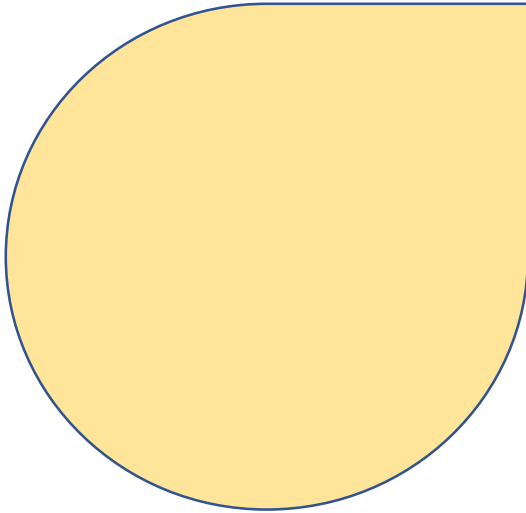
This extracurricular activity is planned for 7<sup>th</sup> grade students. The activity takes 135 minutes. 7<sup>th</sup> graders' speaking and writing skills are expected to improve at the end of this activity.

Name of the activity	ECA Focus	Allocated time	Teacher role	Student Role	Procedure	Interaction Pattern	Materials	Outcomes
Time to Cook in the Kitchen	Speaking Writing Listening	Week 3: 75 minutes Week 4: 60 minutes	Facilitator Monitor Guide	Active participant	<p><u>Week 3</u></p> <p><u>Introduction (10 min)</u> T brings kitchen tools (spoon, fork, knife, etc.) and ingredients (cucumber, lemon, etc.) to the school canteen. Sts discuss ingredients and tools needed for a "potato salad." Sts Create a mind map from students' answers.</p> <p><u>Vocabulary Matching (10 min)</u> T shows real kitchen tools and vegetables to match with vocabulary.</p> <p><u>Verbs Introduction (5 min)</u> T introduces verbs: boil, peel, chop, dice, sprinkle, mix, grate.</p> <p><u>Recipe Explanation (5 min)</u> T explains the salad-making process using sequence words: first, second, next, then, finally.</p> <p><u>Group Activity (30 min)</u></p>	T>Ss  T>Ss Ss>T  Whole Class	Smartboard Internet speaker  Paper Pencil Handouts  <i>Spoon, fork, knife, plates,</i>	By the end of the second week (135 minutes total), students will accurately describe the steps to make a potato salad using at least five cooking verbs and sequence words (first, then, next) during a group presentation.

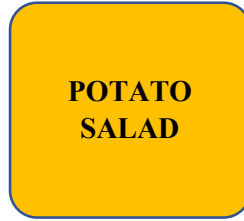
				<p>-T divides students into 5 groups.          -Each group has a cook, while others describe the recipe.          -Sts Practice using vocabulary on the board.</p> <p><u>Miming Activity (15 min)</u>          -One member from each group mimes the process while describing it.</p> <p><u>Week 4</u></p> <p><u>Poster Preparation (30 min)</u>          -Groups prepare ingredients and recipes for a chosen meal on a poster.</p> <p><u>Presentations (30 min)</u>          -Groups present their posters and explain the process to the class.</p>	<p>T&gt;Ss          Ss&gt;T</p> <p>Group work.</p>	<p><i>pot, strainer, grater), and vegetables (cucumber, lemon, onion, parsley, pepper, potato, tomato) and other ingredients (salt, olive oil).</i></p>	
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**APPENDIX A**

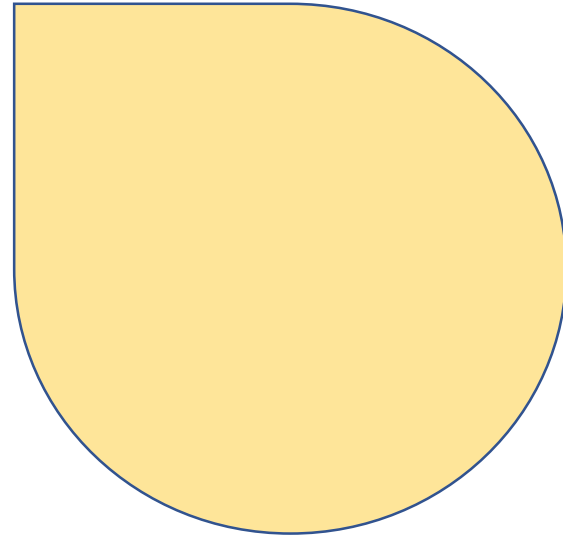
Ingredients



**POTATO  
SALAD**



Tools



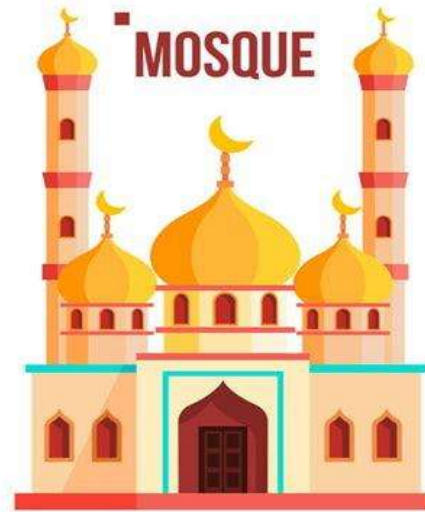


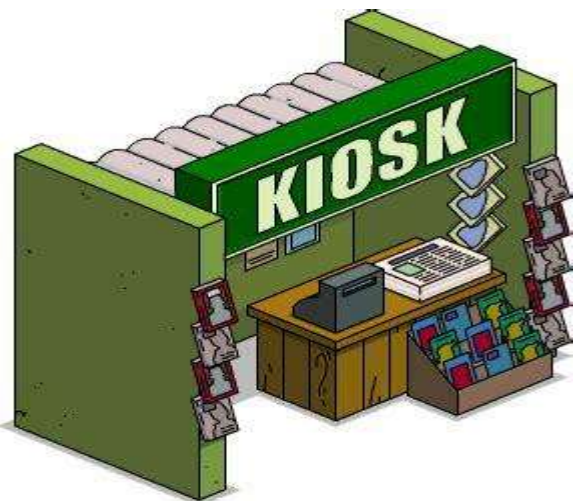
				<p>-T asks, "How can I get to the...?" and demonstrates with a toy car.</p> <p>-T distributes handouts with direction phrases.</p> <p>-Sts mime instructions and repeat aloud.</p> <p>-T forms groups and selects a "driver."</p> <p>-Group members give sequential directions to navigate the car using building visuals (Appendix A).</p> <p><u>Mapping and Directions (30 min)</u></p> <p>-Sts draw a map from home to school.</p> <p>-In pairs, volunteers give directions on the board while partners follow them.</p>	<p>Group work</p> <p>Pair work</p>		
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**APPENDIX A: Visuals for Building Locations and Directions**











			<ul style="list-style-type: none"> <li>-Budgets and countries are pre-assigned (Appendix C).</li> <li>-Discuss how to spend their vacation considering transportation, accommodation, tours, food, and souvenirs.</li> <li>-Sts exchange currency and explore local cuisine.</li> <li>-Sts Create a poster with their travel plan, including pictures or drawings.</li> </ul> <p><u>Presentation and Voting (15 min)</u></p> <ul style="list-style-type: none"> <li>-Groups present their plans to each other and the class.</li> <li>-Posters are displayed on a school notice board for voting.</li> <li>-Other students can vote for the best plan by drawing stars.</li> <li>-At the end of one week, the plan with the most stars is chosen as the best plan and left on the noticeboard for longer time.</li> </ul>	Group work		
				Group work		



## APPENDIX A: Brochures

### Experience What Greece Has to Offer



Greece (Greek: Ελλάδα), officially the Hellenic Republic (Ελληνική Δημοκρατία), historically also known as Hellas, is a country located in Southern Europe, with a population of approximately 11 million as of 2016.

Athens is the nation's capital and largest city, followed by Thessaloniki.

Greece welcomed 30.1 million visitors in 2017 and 32.5 million visitors are expected in 2018, making Greece one of the most visited countries in Europe and the world.

### Getting Around



-  **Flights**  
Fly from the mainland in Athens to the Greek Islands. From there, book charter flights to island hot spots like Santorini, Mykonos and other destinations.
-  **Ferry Boats**  
Greece has approximately 1,000 islands and 8,500 miles of coastline to explore. Ferry boats is a popular transportation to explore the Greek Islands.
-  **Mopeds & Cycling**  
Popular among tourists, owning a moped or bicycle is a great way to take in the sights and travel along the off-the-beaten routes and villages.




## GREECE

WelcomeToGreece.gr




Outside

Travel agencies to book your next trip with:

-  Leap Frog
-  Zoomflights
-  Bonjour!


For travel information visit [www.francetour.com](http://www.francetour.com)

## BIENVENUE EN FRANCE



Outside


### Thermal Springs & Spa Resorts



Greece has 752 thermospings. Many have been classified as therapeutic by the National Institute for Geographical and Mineral Research.

Popular for their therapeutic properties, Ancient spa resorts and thermal springs are located throughout the country, from quiet villages to peaceful resorts in lush green surroundings.


### Savouring Signature Dishes



Greece's culinary influence is very prominent throughout Europe. The country's traditional signature dishes have been greatly influenced by both Eastern and Western cultures.

Ingredients made up of vegetables, fresh fish and seafood are significantly define Greek dishes. However, with the exception of lamb, most red meats are not commonly used in these dishes.

### Historical Roots to Ancient Times



Make the most of your adventures in Greece by attending a Historical and Heritage Tour in Athens, the heart of Greece's Ancient and Historical eras.

The city is still dominated by 16th-century BC landmarks, including the Acropolis, a hippo-shaped topped with ancient buildings like the notorious Parthenon temple.

Inside

## ABOUT FRANCE



France has a long and refined history, it is a culture synonymous with class and taste. Centuries were dedicated in refining the art of world-class wine hailing from Bordeaux, Beaujolais and Champagne.

Present day, France is a liberal democracy, one of the G7 nations and a member of the United Nations. Its current president is Emmanuel Macron.

### THE DESTINATIONS

-  **The Eiffel Tower**  
The Eiffel Tower was completed March 1889, standing at 984 feet. It receives 25,000 visitors each day, & 5 million people each year.
-  **The Louvre**  
It is the world's largest art museum and a historical icon in France. It has been operating since 1793.
-  **Palace of Versailles**  
It is a popular tourist attraction and has been featured in video games such as Assassin's Creed Rogue and Unity, and Castlevania: Bloodlines.

Inside

Retrieved from <https://venngage.com/templates/brochures/greece-travel-tri-fold-brochure-a263d2b8-822e-43ea-82bf-efc349114961>

Retrieved from <https://venngage.com/templates/brochures/france-travel-tri-fold-brochure-7602a72a-52f2-4fae-b53b-f3a609d8067a>

**APPENDIX B: Brochure Template**

# Destination/ Country

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-----  
-----  
-----  
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268



**Accommodation**  
-----

**Landmarks**  
-----

get in touch with us

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 -----  
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Since -----



**LOCAL CUISINE**

**TRANSPORTATION**

Since .....

## **APPENDIX C: Budgets**

**Please prepare a holiday plan according to your budget.**

**Think about** *Transportation, Accommodation, Cultural /natural tours, Food and Drinks, Souvenirs, Concerts/shows etc.*

Group 1: Spain - \$1500

Group 2: Türkiye - \$500

Group 3: Germany - \$1000

Group 4: UAE - \$2000

Group 5: Italy - \$1750

## Plan for ECAs

### WEEK 7

This extracurricular activity is planned for 7<sup>th</sup> grade students. The activity takes 100 minutes. 7<sup>th</sup> graders' speaking skills are expected to improve at the end of this activity.

Name of the activity	ECA Focus	Teacher role	Student Role	Procedure	Interaction Pattern	Materials	Outcomes
Discussion on Environment	Speaking	Facilitator Monitor Guide	Active participant	<p><u>Procedure:</u></p> <p><u>Outdoor Observation (20 min)</u>                      -T lets Sts take four objects in different colors (Brown, black, green etc.) shapes (round, square, oval, triangle etc.) sizes (big, small), <i>such as a leaf, a bottle, some sand, a rock, a box, a rubbish etc.</i> in other words <i>anything they would like to bring together with them</i> to the classroom.                      -Sts go outside with paper and pencils to note observations in the school garden.                      -Each st collects four objects of different colors, shapes, and sizes to bring back to class.</p> <p><u>Object Identification Game (30 min)</u>                      -Sts place all collected objects in the middle of the classroom.                      -T divides students into five groups.                      -T blindfolds one group and assigns them objects to identify by touch.</p>	T>Ss     Whole class     Group work	Smartboard Internet Paper Pencil Desks Handouts Dice Rope	By the end of this 100-minute session, students will be able to identify at least three environmental problems and propose solutions using "should/should not" in a group discussion, demonstrating accurate use of vocabulary from environmental texts



				<p>-Other sts can guide by asking descriptive questions.          -Each blindfolded st gets one guess per object.          -Award stars for correct guesses; the group with the most stars wins.</p> <p><u>Station Activity (20 min)</u>          -T sets up five stations with different passages on environmental topics:  <i>Air Pollution</i>  <i>Deforestation</i>  <i>Natural Resource Conservation</i>  <i>Endangered Animals</i>  <i>Water Pollution</i>(Appendix A)          -Groups rotate through stations, skimming texts and discussing them.</p> <p><u>Problem-Solving Discussion (30 min)</u>          -T reorganizes groups and assigns each a topic to discuss. (Appendix B)          -Groups identify key problems and brainstorm solutions using "should/should not."          -Sts present findings to the class, followed by a group discussion.</p>	Group work		
					Group Work		

## **APPENDIX A**

### ***How to Reduce Air Pollution***

Air pollution is a problem in cities. We should recycle and buy recycled products to prevent air pollution. We should consume less. We should use sustainable products. We should plant trees. We should walk, bike or use public transportation to reduce air pollution.

### ***How to Reduce Deforestation***

Deforestation is a serious environmental problem. We should use less paper, more recycled products to prevent deforestation. We should plant a tree and recycle more products.

### ***How to Protect Natural Resources***

Natural resources are very important for our life. We should use less water, turn off the lights, renewable energy, recycle and compost to protect the natural resources in our planet.

### ***How to Protect Endangered animals***

There are lots of endangered animals such as rhinos. We should not buy products made from endangered animals like tortoise shell to protect them. We should recycle and buy sustainable products. We should use less plastic to protect endangered animals in the ocean. We should drive carefully in the forest.

### ***How to Reduce Water pollution***

We should use less plastic and less water. We should not use pesticides and herbicides. We should clean up litter in water. We should turn off the tap while we are brushing our teeth.

## **APPENDIX B: Sample Passages**

**Air Pollution:** Suggestions for reducing pollution through recycling and sustainable practices.

**Deforestation:** Tips for preventing deforestation by using recycled products and planting trees.

**Natural Resources:** Ways to conserve resources by using less water and energy.

**Endangered Animals:** How to protect animals by reducing plastic use and avoiding harmful products.

**Water Pollution:** Strategies for reducing pollution by conserving water and cleaning litter.

**Plan for ECAs**

**WEEK 8**

This extracurricular activity is planned for 7<sup>th</sup> grade students. The activity takes 90 minutes. 7<sup>th</sup> graders’ writing skills are expected to improve at the end of this activity.

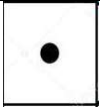


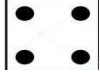
Name of the activity	ECA Focus	Teacher role	Student Role	Procedure	Interaction Pattern	Materials	Outcomes
Spooky Roll a story	Writing Speaking	Facilitator Monitor Guide	Active participant	<p><u>Procedure:</u></p> <p><u>Dice Story Creation (45 min)</u>                      -T divides sts into groups of 4.                      -T provides each group with a handout (Appendix A).                      -Each group has four dice, each representing setting, place, character, and problem.                      -Group members take turns rolling the dice.                      Sts read the number on the dice and find the corresponding word on the handout, coloring the square.                      -This continues until each group completes their spooky story.                      -A representative from each group reads their story aloud.</p> <p><u>Picture Story Writing (45 min)</u>                      -T divides students into groups of 5.                      -T distributes different picture stories to each group.</p>	T>Ss  Group work  Whole class	Paper Pencil Dice Dictionary	By the end of this 90-minute session, students will write a spooky story of at least 10 sentences using simple past tense with 85% accuracy and present their story to the class.



				-Groups write a story based on the pictures, incorporating setting, place, character, and problem. -Each group presents their story.			
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**APPENDIX A: Handout**

Each group member rolls the dice four times, coloring the corresponding square to create a story.

Write the group’s spooky story in the space provided.

<b>ROLL</b>	<b>Roll 1 SETTING</b>	<b>Roll 2 PLACE</b>	<b>Roll 3 CHARACTER</b>	<b>Roll 4 PROBLEM</b>
	<b>On a dark and stormy night</b>	<b>In the forest</b>	<b>A mighty monster</b>	<b>Stole my delicious pumpkin</b>
	<b>It was a cold midnight</b>	<b>In an old house</b>	<b>A scary skeleton</b>	<b>Tickled my feet</b>
	<b>On a rainy gray morning</b>	<b>In an empty school</b>	<b>A goofy ghost</b>	<b>Flew away with my cat</b>
	<b>A cloudy sunset</b>	<b>In my bedroom</b>	<b>A wicked witch</b>	<b>Put on my Halloween costume</b>

	<b>On a hot muggy morning</b>	<b>In a wreck ship</b>	<b>A scary goblin</b>	<b>Burped and blamed it on me</b>
	<b>In the middle of windy night</b>	<b>At my grandparents' house</b>	<b>A wild werewolf</b>	<b>Ate my Halloween candy</b>

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**APPENDIX B**









**APPENDIX A: Words and Actions**

<b>Words for miming</b>	<b>Actions</b>
Enormous	Starting above your head, trace a big circle with your hands
Elephant	Wave an arm in front of your nose like an elephant's trunk
Bored	Head in hand with a bored expression
Idea	Point to your head with a pleased expression
walk	Walk a few steps on the spot
meet	Shake hands with someone nearby
Magic	Shimmer hands down like magic dust
Monkey	Scratch head and underarm.
What is the matter?	Open hands and shrug
OK	The usual gesture in your country for OK
Crazy	The usual gesture in your country for crazy
Crocodile	Make snapping jaws with arms
Tired	Sag your body
Sleep	Put head on hands.

## **APPENDIX B: Story**

This is the story of Enormous Elephant, Magic Monkey, and Crazy Crocodile.

One day Enormous Elephant was bored, very very bored. Then he had an idea.

‘I know,’ he said, ‘I’ll go to New York.’

So he started to walk, and he walked, and he walked, and he walked. On the way he met Magic Monkey.

‘Hello, Magic Monkey,’ he said. ‘

Hello,’ said Magic Monkey.

‘What’s the matter?’ said Enormous Elephant.

‘I’m bored,’ said Magic Monkey, ‘very, very bored.’

‘I’ve got an idea,’ said Enormous Elephant, ‘why don’t you come to New York with me?’

‘OK,’ said Magic Monkey.

So they started to walk, and they walked, and they walked, and they walked. On the way they met Crazy Crocodile.

‘Hello, Crazy Crocodile,’ they said.

‘Hello,’ said Crazy Crocodile.

‘What’s the matter?’ said Enormous Elephant.

‘I’m bored,’ said Crazy Crocodile, ‘very, very bored.’

‘I’ve got an idea,’ said Enormous Elephant, ‘why don’t you come to New York with us?’

‘OK,’ said Crazy Crocodile.

So they started to walk, and they walked, and walked, and walked.

And they walked, and they walked, and they walked.

And they walked, and they walked, and they walked. ‘

Oh, I’m tired,’ said Enormous Elephant.

‘Oh, I’m tired,’ said Magic Monkey.

‘Oh, I’m tired,’ said Crazy Crocodile.

So they all went to sleep.

This is the story of Enormous Elephant, Magic Monkey, and Crazy Crocodile.

One day Enormous Elephant was bored, very very bored. Then he had an idea.

‘I know,’ he said, ‘I’ll go to New York.’

So he started to walk, and he walked, and he walked, and he walked. On the way he met Magic Monkey.

‘Hello, Magic Monkey,’ he said. ‘

Hello,’ said Magic Monkey.

‘What’s the matter?’ said Enormous Elephant.

‘I’m bored,’ said Magic Monkey, ‘very, very bored.’

‘I’ve got an idea,’ said Enormous Elephant, ‘why don’t you come to New York with me?’

‘OK,’ said Magic Monkey.

So they started to walk, and they walked, and they walked, and they walked. On the way they met Crazy Crocodile.

‘Hello, Crazy Crocodile,’ they said.

## APPENDIX C

Retrieved from [http://cfrs.langues.free.fr/supports/progression\\_interactive/histoires/diapo\\_elephant.pdf](http://cfrs.langues.free.fr/supports/progression_interactive/histoires/diapo_elephant.pdf)

## APPENDIX D: Story with Gaps

This is the story of Enormous Elephant, Magic Monkey, and Crazy Crocodile.

One day ..... was ....., very very bored. Then he had an idea.

‘I know,’ he said, ‘I’ll go to .....’

So he started to walk, and he ....., and he walked, and he walked. On the way he met .....

‘Hello, .....,’ he said. ‘

Hello,’ said Magic Monkey.

‘What’s the matter?’ said .....

‘I’m .....,’ said Magic Monkey, ‘very, very bored.’

‘I’ve got an idea,’ said Enormous Elephant, ‘why don’t you come to ..... with me?’

‘OK,’ said Magic Monkey.

So they started to walk, and they walked, and they walked, and they walked. On the way they met Crazy Crocodile.

‘Hello, .....,’ they said.

‘Hello,’ said Crazy Crocodile.

‘.....?’ said Enormous Elephant.

‘I’m b.....,’ said Crazy Crocodile, ‘very, very bored.’

‘I’ve got an idea,’ said ....., ‘why don’t you come to New York with us?’

‘OK,’ said Crazy Crocodile.

So they started to walk, and they walked, and walked, and walked.

And they walked, and they walked, and they walked.

And they walked, and they walked, and they walked. ‘

Oh, I’m .....,’ said Enormous Elephant.

‘Oh, I’m .....,’ said Magic Monkey.

‘Oh, I’m .....,’ said Crazy Crocodile.

So they all went to .....

## WEEK 10

This extracurricular activity is planned for 7<sup>th</sup> grade students. The activity takes 90 minutes. At the end of this activity, it is expected that 7<sup>th</sup> grade students' writing and speaking skills will improve.

Name of the activity	ECA Focus	Teacher role	Student Role	Procedure	Interaction Pattern	Materials	Outcomes
Yearbook	Writing Speaking	Facilitator Monitor Guide	Active participant	<u>Procedure:</u>  <u>Preparation:</u> -T asks Sts to bring a photo of their favorite actor/actress/football player/singer etc to the session beforehand. -Before starting the lesson, T brings her/his graduation yearbook from the middle and high school years to the classroom.  <u>Appearance Description: (10 min)</u> -T shows the yearbooks. -While Sts are looking at them, T describes some of her classmates in the yearbooks. -T asks Sts whether such yearbooks are worth preparing or not. -After getting answers, T announces that today they are going to prepare a yearbook together.  <u>Yearbook Preparation (25 min)</u> -Sts are divided into 5 groups. (5 sts in each group) and each group has photos of famous people. -Each st in a group comment on these	T>Ss          Whole Class	Paper Pencil yearbook Handouts Famous photos glue	By the end of this 90-minute session, students will write a description of at least 5 sentences about a famous person's appearance and personality using appropriate adjectives, and actively participate in a group discussion about their yearbook entries.

				<p>famous people's appearance and personality by looking at their photos one by one.</p> <ul style="list-style-type: none"> <li>-Sts write these comments on a sheet of paper including the photo at the top.</li> <li>-Each photo turns among the group members so that they can add more traits different from what previous Sts add.</li> <li>-When the same photo comes to the same student twice, then yearbook activity for the famous is over.</li> </ul> <p><u>Guess Who (20 min)</u></p> <ul style="list-style-type: none"> <li>-After each group completes this task, T chooses one student from each group to come to the stage.</li> <li>-That st chooses a photo from his/her group task. Other group members ask questions about personality and appearance in order to guess whom St is holding in his/her hand. St holding the photo can benefit from the comments while answering the questions.</li> <li>-As soon as each photo is guessed, this part will be over.</li> </ul> <p><u>Criminal Hunt (10 min)</u></p> <ul style="list-style-type: none"> <li>-T divides the Sts into groups of five.</li> <li>-T distributes photos of five different people to each group member. (Appendix A)</li> <li>-T tells Sts that the people in these photos have committed crimes.</li> <li>-Sts are supposed to catch the criminals in turn.</li> </ul>	Group work		
					Group Work		



			<p>-First, T describes the personality and appearance of the criminals one by one.</p> <p>-Groups find and number the criminals while T is describing them.</p> <p>-When Sts number the pictures, they are supposed to write the traits of these people in the photos.</p> <p><u>Group Discussion (25 min)</u></p> <p>-After each member numbers the criminals, T asks group members to come together and discuss why they number the criminals in that way.</p> <p>-Each group comes up with a final decision about the correct orders of the criminals.</p> <p>-Each group tells their catching order and why they choose this order by explaining the traits of the criminals and comparing these criminals.</p> <p>-The group that manages to catch the criminals in the correct order becomes the winner.</p>	<p>Individual</p> <p>Group work</p> <p>Group work</p>		
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## APPENDIX A

Listen to the teacher carefully twice. First, put the criminals in order according to their appearance and personality traits. Second, write the traits of criminals under their photos. Finally, come together with your group members and discuss the correct order to come up with a decision.



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## O. CURRICULUM VITAE

### **PERSONAL INFORMATION**

Name, Last Name: Begüm ERÇAKIR KOZAN

Current Place of Residence: Ankara

e-mail: [\\*\\*\\*\\*\\*@gmail.com](mailto:*****@gmail.com)

### **EDUCATION**

September, 2019-September, 2024

(Doctor of Philosophy, Ph.D.)

Middle East Technical University

Education Faculty

Department of Educational Sciences

Curriculum and Instruction

September, 2014-June, 2019

(Master of Science, M.S.)

Middle East Technical University

Education Faculty

Department of Educational Sciences

Educational Administration and  
Planning

September, 2010-June, 2014

(Bachelor of Science, B.S.)

Middle East Technical University

Education Faculty

English Language Teaching (ELT)

September, 2006-June, 2010

School

Salihli Anatolian Teacher Training High

### **WORK EXPERIENCE**

June, 2023-ongoing

**Assistant Principal**

Mehmet Hikmet Ayberk

İlkokulu/Çankaya-Ankara

September, 2019 -June, 2023

**Assistant Principal**

Özkent Akbilek Middle School/Ankara

September, 2015-September, 2019

**English Language Teacher**

Özkent Akbilek Middle School/Ankara

September, 2014-September, 2015

**English Language Teacher**

Köşk Vocational and Technical  
Anatolian High School/Aydın

### **RESEARCH EXPERIENCE**

September, 2014- June, 2019

A case study: Exploring the experiences of educational stakeholders in relation to refugee education at a public school in Mamak. [Directed by Assist. Prof. Dr. Gökçe Gökalp]

Middle East Technical University,  
Türkiye

\*Researcher

### **CONFERENCE PRESENTATION**

Erçakır-Kozan, B., & Gökalp, G. (2020). *Exploring the experiences of educational stakeholders in refugee education at a public school in a large district within Ankara, Turkey*. Paper presented at The European Conference on Educational Research (ECER), Glasgow: University of Glasgow, Scotland.

### **TRAINING PACK CHAPTER**

Erçakır-Kozan, B. (2020). Extra-curricular activities. In Directorate General for Teacher Training and Development (Ed.) *English Together, Professional Development Training Pack* (pp.88-132)

## **CERTIFICATES**

Master Mentor Training Certificate (50 hours- 23 September-4 October,2019 in  
Edinburgh College)

## P. TURKISH SUMMARY / TÜRKÇE ÖZET

### 1. GİRİŞ

#### 1.1. Araştırmanın Amacı

Geleneksel öğretim yöntemleri genellikle yazma ve okuma becerilerini geliştirmeye odaklanır. Ancak araştırmalar, geleneksel öğretim yöntemleri uygulanırken öğrenci motivasyonunu ve özgün dil kullanımını teşvik etmede sınırlılıklar olduğunu göstermektedir. Bu çalışma, özel olarak tasarlanmış dil odaklı program dışı etkinliklerin (PDE) 7. sınıf öğrencilerinin üretken dil becerileri ve İngilizceye karşı tutumları üzerindeki etkisini araştırmaktadır.

Öğrencilerin nasıl motive oldukları, dil öğrenimine yönelik tutumlarının nasıl şekillendiği ve farklı dil öğrenme aktiviteleriyle becerilerinin nasıl geliştiği konusunda çeşitli farklılıklar vardır. Örneğin, bazı öğrenciler sınıf içi etkinliklerle motive olurken, bazı öğrenciler sınıf dışındaki etkinliklerden hoşlanır. Ayrıca, yabancı dil öğrenmeye yönelik tutumları büyük ölçüde önceki deneyimleri, yabancı dil konuşmaları gerektiğine dair farkındalıkları ve bu dili özgün bir şekilde nasıl kullanacaklarına dair bilgileri aracılığıyla belirlenir. Öğrencilerin yanı sıra öğretmenlerin de farklı öğretim yöntem ve tekniklerinin etkililiği ve web araçlarını kullanmanın sonuçlarıyla ilgili bazı çekinceleri vardır. Bu nedenle, bu çalışmada dil odaklı program dışı etkinliklere katılımın 7. sınıf öğrencilerinin tutumlarını ve üretken dil becerilerini nasıl etkilediği belirlenmeye çalışılmıştır.

#### 1.2. Araştırma Soruları

Araştırma Sorusu 1: Program dışı etkinliklerin 7. sınıf öğrencilerinin başarısı üzerindeki etkisi nedir? ?

Alt Araştırma Sorusu 1: PDE'lerin, kontrol grubuna kıyasla 7. sınıf öğrencilerinin yazma başarılarına önemli bir etkisi var mı?

Alt Arařtırma Sorusu 2: Ön testin etkisi göz ardı edilerek, PDE'lerin 7. sınıf öđrencilerinin yazma başarılarına önemli bir etkisi var mı?

Alt Arařtırma Sorusu 3: PDE'lere katılmak, 7. sınıf öđrencilerinin yazma skorlarını ön testten son teste kadar önemli ölçüde etkiler mi? .

Arařtırma Sorusu 2: PDE'lerin 7. sınıf öđrencilerinin konuşma başarıları üzerindeki etkisi nedir?

Alt Arařtırma Sorusu 1: PDE'lerin 7. sınıf öđrencilerinin konuşma başarısı üzerinde kontrol grubuna kıyasla anlamlı bir etkisi var mıdır?

Alt Arařtırma Sorusu 2: Ön testin etkisi göz ardı edildiđinde, PDE'lerin 7. sınıf öđrencilerinin konuşma başarıları üzerinde anlamlı bir etkisi var mıdır?

Alt Arařtırma Sorusu 3: PDE'lere katılmak 7. sınıf öđrencilerinin konuşma puanlarını ön testten son teste anlamlı bir şekilde etkilemekte midir?

Arařtırma Sorusu 3: PDE'lerin 7. sınıf öđrencilerinin İngilizceye yönelik tutumlarına etkisi nedir? PDE'lerin 7. sınıf öđrencilerinin İngilizceye yönelik tutumları üzerindeki etkisi nedir?

Alt Arařtırma Sorusu 1: PDE'lerin, kontrol grubuna kıyasla 7. sınıf öđrencilerinin İngilizceye yönelik tutumlarına önemli bir etkisi var mı? PDE'lerin 7. sınıf öđrencilerinin İngilizceye yönelik tutumları üzerinde kontrol grubuna kıyasla anlamlı bir etkisi var mıdır?

Alt Arařtırma Sorusu 2: Ön testin etkisi göz ardı edilerek, PDE'lerin 7. sınıf öđrencilerinin İngilizceye yönelik tutumlarına önemli bir etkisi var mı? Ön testin etkisi göz ardı edildiđinde, PDE'lerin 7. sınıf öđrencilerinin İngilizceye yönelik tutumları üzerinde anlamlı bir etkisi var mıdır?

Alt Arařtırma Sorusu 3:PDE'lere katılmak 7. sınıf öđrencilerinin İngilizceye yönelik tutum puanlarını ön testten son teste anlamlı bir şekilde etkiler mi?

### 1.3. Çalışmanın Önemi

Bu çalışma birkaç açıdan önem taşımaktadır. Devlet okullarında 2. sınıftan itibaren İngilizce eğitimi verilmesine rağmen, Türk öğrenciler uluslararası dil değerlendirmelerinde düşük puanlar almakta ve özellikle konuşma gibi üretken becerilerde zayıf kalmaktadır (British Council & TEPAV, 2014; Education First, 2015). Sınıf içi etkinlikler genellikle dinleme ve okumaya odaklanmakta, gerçek konuşma pratiği için fırsatları sınırlamaktadır (Hyland, 2004; Muñoz, 2012). Bu araştırma, dil odaklı program dışı etkinliklerin bu sorunu çözme potansiyelini incelemektedir. PDE'ler, öğrencilere gerçek dünya bağlamlarında İngilizce pratik yapma fırsatları sunarak üretken becerileri geliştirme potansiyeline sahiptir (Maden, 2012).

Yabancı bir dilde akıcı ve doğru bir şekilde iletişim kurma becerisi akademik, profesyonel ve günlük bağlamlarda büyük faydalar sağlar. PDE'ler, üretken becerileri geliştirmeyi, öğrenci motivasyonunu artırmayı ve İngilizceye yönelik olumlu tutumlar oluşturmaya amaçlaması ile tanımlanır. Mevcut dil programlarının hedeflenen PDE'lerle güçlendirilmesiyle, özellikle 7. sınıflarda öğrencilerin dil becerilerinin ve tutumlarının gelişmesi beklenmektedir (Pearson, 2004). Bu çalışmanın bulguları, öğretmenler, okul yöneticileri, proje koordinatörleri, program geliştirme uzmanları ve politika yapıcılar gibi ilgilileri PDE'lerin aşağıdaki konulardaki potansiyeli hakkında bilgilendirmeyi amaçlamaktadır:

- Öğrencilerin geleneksel sınıf ortamlarında genellikle gelişemeyen (Hyland, 2004) İngilizce üretkenlik becerilerini (konuşma ve yazma) geliştirmek.
- İngilizce öğretimine yönelik olumlu tutumları teşvik etmek (bu da motivasyon ve katılımın artmasına yol açabilir).
- PDE'lerin Türk ortaokullarındaki mevcut dil öğrenme programlarına dâhil edilmesi için yararlı bilgiler sağlamak.



Bu çalışmanın bulguları, öğretim uygulamaları, program değerlendirmesi ve geliştirilmesi açısından önemli sonuçlar taşımaktadır. Anahtar paydaşlar, sonuçlardan şu şekilde yararlanabilirler:

Bu çalışmanın bulgularının öğretim uygulamaları, program değerlendirme ve geliştirme açısından önemli sonuçları vardır. Kilit önem taşıyan tarafların bu çalışmanın sonuçlarından şu şekilde yararlanabilirler:

**Program Tasarımcıları ve Geliştiriciler:** Programları şekillendirirken, üretken becerileri hedefleyen ve hem akademik başarıyı hem de öğrenci tutumlarını geliştiren dil odaklı PDE'leri dahil etmeyi göz önünde bulundururlar.

**Dil Öğretmenleri:** PDE'lerin öğrencilerin dil öğrenme sürecine olan bağlılıklarını artırdığına dair bulgular, sınıf içi ve sınıf dışı öğretim uygulamalarına yeni bir boyut kazandırabilir. Öğretmenler, derslerinde PDE'lere daha fazla yer vererek öğrencilerin dil becerilerini daha etkili bir şekilde geliştirebilirler.

Araştırmacının hem bir dil öğretmeni hem de bir araştırmacı olarak elde ettiği deneyimler, PDE'lerin uygulama sürecinde yaşanan zorluklar ve başarılar hakkında derinlemesine bir anlayış sunmaktadır. PDE'ler, öğrenci tutumları ve dil becerileri arasındaki etkileşimi inceleyen bu çalışma, literatürde bu üç değişkenin birlikte ele alındığı sınırlı sayıda çalışmadan biridir. Ayrıca, çalışma yenilikçi bir yöntemsel yaklaşım kullanmaktadır. PDE'ler çeşitli alanlarda kullanılmasına rağmen, Türkiye'de dil odaklı PDE'leri özellikle inceleyen araştırmalar azdır (Yalçın, 2018). Ayrıca, PDE'lerin tutumlar ve dil becerileri üzerindeki birleşik etkilerini analiz eden Solomon 4-grup tasarımı kullanan çalışmalar literatürde bulunmamaktadır, oysa PDE'ler İngilizce dil öğreniminin ötesine geçmektedir (Çakır, 2006; Yıldız, 2016; Alnaeem, 2021). Solomon 4-grup tasarımı çalışmanın güvenilirliğini artırmaktadır. Özellikle Türkiye bağlamında dil öğretimi alanında PDE'lerin kullanımı üzerine yapılan araştırmalara önemli bir katkı sağlamaktadır. Bu, eğitimcilerin sınıf dışında daha etkili ve ilgi çekici dil öğrenme aktiviteleri tasarlamalarına rehberlik edebilir.

Öğrencilerin yapılandırılmış program dışı etkinliklere (PDE) katılımının, veli, danışman ve eğitimciler tarafından daha iyi anlaşılması gerekmektedir. Bu

çalışmanın amacı, PDE'lerin uzun vadeli etkilerini ortaya koyarak, bu tür etkinliklerin akademik başarı, öğrenci motivasyonu ve dil öğrenme tutumları üzerindeki etkilerini daha net bir şekilde belirlemektir.

PDE'lerin akademik başarıyı engellediği yönündeki yaygın inanın aksine, bu çalışma, bu tür etkinliklerin öğrencilerin motivasyonunu artırarak dil öğrenme sürecine daha aktif katılımlarını sağladığını göstermektedir. Bu bulgu, PDE'lerin sadece eğlenceli bir zaman geçirme aracı olmadığını, aynı zamanda öğrencilerin akademik gelişimlerine de katkı sağlayan önemli bir pedagojik araç olduğunu vurgulamaktadır.

Çalışmanın sonuçları, veli, danışman ve eğitimcilere PDE'lerin öğrencilerin gelecekteki akademik ve kariyer başarıları için potansiyel faydaları hakkında önemli bilgiler sunmaktadır. Bu bilgiler ışığında, veliler ve danışmanlar, öğrencilerin PDE'lere katılımlarını desteklemek için daha bilinçli kararlar alabilirler. Eğitimciler ise, derslerinde PDE'leri daha etkin bir şekilde kullanarak öğrencilerin öğrenme deneyimlerini zenginleştirebilirler.

Türkiye bağlamında bu çalışma, ilköğretim düzeyinde dil öğretimi alanında PDE'lerin kullanımı üzerine yapılacak daha kapsamlı araştırmalara zemin hazırlamaktadır. Elde edilen bulgular, Türkiye'deki dil eğitimi politikalarının geliştirilmesi ve PDE'lerin yaygınlaştırılması için önemli bir kaynak teşkil edebilir.

## **2. YÖNTEM**

DeneySEL desenler, eğitim alanında müdahalelerin etkililiğini değerlendirmek için sıklıkla tercih edilen bir yöntemdir. (Gribbon & Herman, 1996). Bu yöntemler arasında Solomon Dört Grup Deseni, iç ve dış geçerlilik açısından sağladığı avantajlar nedeniyle öne çıkmaktadır. (Leedy, 1993). Bu desen, başta ön test duyarlılığı olmak üzere dış geçerliliği tehdit eden faktörleri kontrol etme imkânı sunmaktadır. (Holdnak et al., 1990). Bu gerçek deneysel tasarım, dil odaklı program dışı etkinliklerin 7. sınıf öğrencilerinin İngilizce dil becerileri üzerindeki etkisini araştırmayı amaçlamıştır. Bu tasarım, standart (iki grup) deneysel tasarımların kontrol edebileceği önyargı gibi iç geçerlilik sorunları ve standart (iki grup) deneysel

tasarımların kontrol edemediği ön test hassasiyeti gibi diğer iç ve dış geçerlilik sorunları ile ilgilenir. Genellikle, ön test duyarlılığı müdahale etkisinin çalışmanın bulgularından farklı olduğu bir dış geçerlilik sorunudur. Sonuç olarak, bu, genellenebilirlik sorununa neden olur ve eğer ön test yalnızca müdahale mevcut olduğunda son-test sonucunu etkiliyorsa, ön test ve uygulama arasında bir etkileşim olacaktır (ön test duyarlılığı olarak da bilinir); ancak, ilk adım olarak, müdahale mevcutken ön-testin son-test sonucuna etkisini hesaplayarak ve ikinci olarak, müdahale yokken ön-testin son-test sonucuna etkisini hesaplayarak ve nihayetinde adım 1 ve adım 2'nin sonuçlarını karşılaştırarak bu kontrol edilebilir. Bu iki miktar arasında bir fark varsa, ön testin etkisinin müdahale mevcutken değiştiğini gösterir ve ön test ile tedavi arasında bir etkileşim olduğunu ileri sürmek mümkündür (Navarro et al., 2018). Bu tasarım, istatistiksel güç sağlar ve bu tasarım kullanılarak elde edilen sonuçların evrene genellenmesi kolaydır. Bununla birlikte, Solomon dört gruplu tasarımının kullanımında bazı dezavantajlar da mevcuttur. Cohen ve arkadaşları (2017)'na göre, öğrencileri deneysel ve kontrol gruplarına rastgele atamayı gerektiren gerçek deneysel araştırmalar, eğitim kurumlarında öğrencilerin sınıf veya okul yerlerinin değiştirilemez olması nedeniyle genellikle uygulanabilir değildir. Bu tür araştırmalar, araştırmacıdan önemli ölçüde zaman, enerji ve kaynak gerektirmektedir (Fraenkel ve Wallen, 2008). Ayrıca, tasarımın çoklu karşılaştırmalara izin vermesi, onu diğer tasarımlara göre daha karmaşık hale getirmekte ve araştırmacılar tarafından daha az tercih edilmesine neden olmaktadır. Son olarak, bu tasarımla ilgili en büyük zorluklardan biri, dört gruptan elde edilen verilerin analizinde kullanılacak en uygun istatistiksel yöntemin belirlenmesidir (Kerlinger ve Lee, 2000). Bu gibi faktörler ve tasarımın karmaşıklığı, onun yaygın olarak kullanılmasını engellemektedir. Bu çalışmada ise, bu tasarımın sunduğu avantajlar göz önünde bulundurularak, bu zorluklar büyük bir çaba ile aşılmıştır.

## **2.1. Katılımcılar**

Bu çalışma, Ankara'nın Mamak ilçesindeki düşük gelirli bir banliyöde yer alan bir devlet okulunda öğrenim gören 80 gönüllü yedinci sınıf öğrencisini (13-14 yaş) kapsamaktadır. Bu öğrenciler, genel İngilizce müfredatının dışında ek İngilizce dil

desteğine sınırlı erişimi olan, çeşitli sosyoekonomik zorluklarla karşı karşıya olan ailelerden gelmektedir.

Pratik sınırlamalar nedeniyle, bu olasılık dışı çalışma kolay ulaşılabilir örnekleme yaklaşımını kullanmıştır. Türkiye'deki tüm devlet ortaokulu öğrencilerinden veri toplamak mümkün olmadığından, ulaşılabilir evren olarak Ankara'nın Mamak ilçesindeki bir devlet ortaokulundaki yedinci sınıf öğrencileri belirlenmiştir.

Kolay ulaşılabilir örneklemin sınırlamalarını kabul etmekle birlikte, PDE veri toplama ve genel çalışma yönetiminden sorumlu olan araştırmacı, daha pratik ve kontrollü bir veri toplama süreci sağlamak amacıyla bu yaklaşımı tercih etmiştir. Ayrıca, öğrenciler, öğretmenler ve okul müdürü ile olan yakın ilişkisi, veri toplama sürecinin daha sorunsuz ilerlemesine yardımcı olmuştur. Örneklemin özgün özellikleri nedeniyle bulguların genellenebilirliğinin sınırlı olabileceği unutulmamalıdır. Ancak, seçilen okulda farklı akademik geçmişlere sahip öğrencilerin yer alması, erişilebilir evren içinde belirli bir temsiliyet sağlamaya çalışılmıştır. İngilizce öğrenme çalışmalarına katılan öğrenci grubunun tutum ve yeteneklerini kapsamlı bir şekilde anlamak için, farklı sosyoekonomik geçmişlere ve önceden belirlenmiş İngilizce seviyelerine sahip katılımcılar seçilmiştir. Bu çeşitlilik, bulguların daha geniş bir kitleye genellenebilirliğini artırmayı hedeflemektedir.

Öğrenci seçiminde iki ana kritere odaklanılmıştır:

- İngilizce Öğretmeni: Katılımcıların tamamı akademik yıl boyunca aynı İngilizce öğretmeninden ders aldılar ve bu sayede temel İngilizce dil deneyiminde tutarlılık sağlandı
- Ek İngilizce Kursları: Katılımcılar, bu çalışmada sunulan PDE'lerin dışında ek İngilizce dersi alıyorsa çalışmaya dahil edilmemiştir. Bu, gözlemlenen etkilerin yalnızca PDE lere atfedilmesini sağlamak amacıyla yapılmıştır.

Dört gruba rastgele atama süreci kullanılarak deney ve kontrol grupları oluşturulmuştur. Bu sayede, deneysel ve kontrol grupları arasında eşitlik sağlanması amaçlanmıştır. Katılımcıların ön test içeriğine aşina olma olasılığını azaltmak (ön

test etkilerini ortadan kaldırmak için) iki grup ön test alırken, diğer iki grup almamıştır. Çalışmaya başlangıçta her grupta 25 öğrenci yer almasına rağmen, akademik dönemin sonu itibarıyla bazı öğrenciler son testlere ve tutum ölçeklerine katılamamıştır. Bu nedenle, nihai analizde toplam 80 katılımcının (her grupta 20 kişi) nicel verileri kullanılmıştır. Özetle, bu çalışma, katılımcıların dikkatli seçimi ve rastgele atama yöntemi sayesinde hem pratik bir yaklaşım benimsemiş hem de araştırmanın bilimsel titizliğini korumuştur.

## 2.2. Veri Toplama Araçları

Bu çalışmada, çeşitli veri toplama araçları kullanılmıştır. Bu araçlar, öğrencilerin dil becerileri, tutumları ve İngilizce hakkındaki görüşleri ile ilgili bilgi toplamayı amaçlamıştır. İki ayrı hazırbulunuşluk testi uygulanmıştır—birincisi yazma becerilerine, diğeri ise konuşma becerilerine odaklanmıştır. Bu testler, öğrencilerin bu dil alanlarındaki hazırbulunuşluklarını ve temel yeteneklerini değerlendirmiştir. Benzer şekilde, iki ayrı başarı testi yapılmıştır—birincisi yazma becerilerine, diğeri ise konuşma becerilerine odaklanmıştır. Bu testler, öğrencilerin yazma ve konuşma konusundaki performanslarını ve ilerlemelerini ölçmüştür. Öğrencilerin İngilizceye ve dil öğrenmeye yönelik tutumlarını araştırmak amacıyla, Ok ve Kaya (2022) tarafından geliştirilen Türkçe bir tutum ölçeği kullanılmıştır. Özetle, bu kapsamlı veri toplama araçları seti sayesinde, çalışma katılımcılarının dil becerileri, tutumları ve görüşleri detaylı bir şekilde incelenebilmiştir.

## 2.3. Veri Toplama Süreci

Bu çalışma için veriler, 7. sınıf öğrencilerinden bir dizi araç kullanılarak ve etik protokollere uygun olarak toplanmıştır. Tutum ölçeği geliştiricilerinden yazılı izin, Orta Doğu Teknik Üniversitesi İnsan Araştırmaları Etik Komitesi'nden onay ve Ankara İl Milli Eğitim Müdürlüğü'nden resmi izin alınmıştır. Öğrencilerden ve velilerinden **bilgilendirme formu** ve **onam formu** alınmıştır. Bu formlarda, öğrencilerin herhangi bir anda çekilme hakkı ve soruları atlama hakkı olduğu açıklanmıştır. Verilerin anonimliğini ve gizliliğini sağlamak için kişisel tanımlayıcı bilgilerin belirsiz tanıtıcılarla değiştirilmesine yönelik sıkı önlemler alınmıştır. Verilere yalnızca araştırmacı erişim sağlamıştır.

Veri toplama Nisan 2023 tarihinde başlamıştır. Veri toplama süreci, belirlenen noktalar üzerinde çeşitli araçların uygulanmasını içeriyordu. İlk ölçüm, temel dil becerilerini değerlendirmek için tüm dört gruba ayrı ayrı verilen konuşma ve yazma hazırlık testlerinden oluşuyordu. Ardından, tüm gruplara İngilizceye yönelik ilk tutumlarını ortaya koymak için tutum ölçeği uygulanmıştır. Ön-ölçme testleri yalnızca bir deney grubuna ve bir kontrol grubuna uygulanarak potansiyel ön test etkileri kontrol altına alınmaya çalışılmıştır. 2 deney grubu 10 haftalık dil odaklı PDE uygulamasını tamamlamıştır. Uygulamadan sonra, konuşma ve yazma becerilerindeki ilerlemeyi değerlendirmek için tüm dört gruba son testler uygulanmıştır. Konuşma başarı testi, değerlendirmenin doğası gereği bireysel olarak uygulanmış, yazma başarı testi ise her grup için topluca uygulanabilmiştir. Bilgilendirilmiş onam alınarak, öğrencilerin yanıtlarını değerlendirme amacıyla hem konuşma hazırlık hem de başarı testlerinde ses kaydedici kullanılmıştır.

Uygulamadan sonra, konuşma ve yazma becerilerindeki ilerlemeyi değerlendirmek için tüm dört gruba son testler uygulanmıştır. Konuşma başarı testi, değerlendirmenin doğası gereği bireysel olarak uygulanırken, yazma başarı testi her grup için topluca uygulanabilmiştir. Bilgilendirilmiş onam alınarak, öğrencilerin yanıtlarını değerlendirme amacıyla hem konuşma hazırlık hem de başarı testlerinde ses kaydı alınmıştır.

Uygulamadan sonra, PDE'lerin öğrencilerin İngilizce öğrenmeye yönelik tutumlarını etkileyip etkilemediğini belirlemek için tüm dört gruba tekrar tutum ölçeği uygulanmıştır. Pilot uygulamada tutum ölçeğini uygularken, öğrencilerin kendilerini ayrıntılı olarak ifade etmekte zorlandıkları ve bu durumun öğrencilerin tutum ölçeğindeki maddeleri tam olarak anladıkları konusunda endişelere yol açtığı gözlemlenmiştir. Bu sınırlamayı gidermek ve gelecekteki araştırmalarda öğrenci tutumlarını daha iyi değerlendirmek için, öğrencilerin ölçek maddelerini anlama düzeylerini keşfetmek amacıyla küçük bir katılımcı örnekleme ile bilişsel mülakatlar yapılabilir.

## 2.4. Verilerin Analizi

Nicel veri analizi için SPSS yazılımı kullanılmıştır. İlk olarak, verilerin analiz için uygunluğunu değerlendirmek üzere bir tarama yapılmıştır. Bu aşamanın ardından, hazır bulunuşluk testleri, başarı testleri ve tutum ölçekleri verilerinin özelliklerini tanımlamak için tanımlayıcı istatistikler (ortalama,

Çalışmanın başlangıcında, gruplar arasındaki farklılıkları belirlemek amacıyla ANOVA analizi yapılması planlanmıştır. Ancak, verilerin normal dağılım ve varyans homojenliği gibi parametrik testlerin temel varsayımlarını karşılamadığı tespit edildi. Bu nedenle, veri analizinde parametrik olmayan testlere başvurulmasına karar verildi. Bağımsız gruplar arasındaki sıralı verileri karşılaştırmak için Mann-Whitney U testi, eşleştirilmiş verilerdeki farklılıkları değerlendirmek için ise Wilcoxon işaretli sıralamalar testi kullanıldı. Bu testlerin, verilerin dağılımı hakkında güçlü varsayımlar gerektirmemesi ve yaygın olarak kullanılması nedeniyle, elde edilen sonuçların daha güvenilir olduğu değerlendirildi.

## 2.5. Çalışmanın Sınırlılıkları

Bu çalışmanın bulgularının yorumlanmasında dikkate alınması gereken bazı sınırlamalar bulunmaktadır. Öncelikle, amaçlı örnekleme ve kolayda örnekleme yöntemlerinin kullanılması, bulguların genellenebilirliğini önemli ölçüde sınırlamaktadır. Çalışmaya katılan öğrencilerin düşük sosyoekonomik düzeyde bir okulun 7. sınıf öğrencileri olması, elde edilen sonuçların yalnızca bu özel gruba özgü olabileceği endişesini doğurmaktadır. Bu durum, farklı sosyoekonomik düzeylerdeki, farklı şehirlerdeki veya farklı eğitim sistemlerindeki öğrencilere sonuçların genişletilmesini zorlaştırmaktadır. Küçük örneklem büyüklüğü ise, istatistiksel olarak anlamlı sonuçlar elde etmeyi güçleştirerek bulguların güvenilirliğini azaltmaktadır. Bu durumda, sonuçların daha geniş bir evrene genellenebilirliğini sınırlamaktadır. Rasgele örnekleme veya tabakalı örnekleme gibi yöntemlerin kullanılması, örneklem çeşitliliğini artırarak bulguların dış geçerliliğini güçlendirebilir ve farklı kültür ve eğitim sistemlerine sahip öğrencilere genellenebilirliği artırabilirdi. Ayrıca, çalışmanın sadece düşük gelirli bir banliyödeki bir devlet okulunda gerçekleştirilmesi, özel okullardaki veya daha zengin

bölgelerdeki öğrencilere sonuçların uygulanabilirliği konusunda soru işaretleri yaratmaktadır.

- **Grup Eşitsizliği:** Katılımcıların deney ve kontrol gruplarına atama sürecinde yaşanan zorluklar nedeniyle, gruplar arasında ön test puanlarında anlamlı farklılıklar tespit edilmiştir. Bu durum, deneysel araştırma tasarımlarının temel varsayımlarından biri olan grupların eşitliği ilkesini ihlal etmektedir. Homojen olmayan gruplar, müdahalenin etkisini maskeleyebilir veya abartarak sonuçların iç geçerliliğini tehdit edebilir. Grup eşitsizliğini azaltmak için çeşitli yöntemler uygulanmış olsa da, bu durumun sonuçlar üzerindeki etkisi tamamen ortadan kaldırılamayabileceği göz önünde bulundurulmalıdır.

- **Zaman Kısıtlamaları ve Uygulama Etkinliği:** Araştırmanın uygulama süreci, bürokratik izinlerin alınmasındaki gecikmeler nedeniyle akademik yılın sonlarına doğru gerçekleştirilmiştir. Bu durum, deneysel müdahalenin toplam süresini kısaltarak, özellikle dönem sonu yoğunluğunun yaşandığı bir dönemde öğrenci katılımını olumsuz etkilemiş ve devamsızlık oranlarında artışa neden olmuştur. Kısa süreli ve düşük katılımlı bir müdahale, deneysel tasarımın güvenilirliğini azaltarak sonuçların genellenebilirliğini sınırlandırmış olabilir. Bu durum, müdahalenin uzun vadeli etkilerinin gözlemlenmesini engelleyerek, elde edilen bulguların geçerliliği konusunda soru işaretleri yaratmıştır.

- **Araştırmacı Yanlılığı:** Araştırmacının çalışma alanıyla olan yakın ilişkisi, veri toplama ve analiz süreçlerinde bilinçsizce yanlılıklara yol açma riskini beraberinde getirmiştir. Bu riski azaltmak amacıyla, çeşitli veri toplama araçları (ölçekler, başarı testleri) kullanılmış ve mümkün olduğunca nesnel ölçüm yöntemlerine başvurulmuştur. Ancak, tek bir araştırmacının yürütmüş olduğu bu çalışmada, araştırmacı yanlılığını tamamen ortadan kaldırmak oldukça zordur. Gelecekteki çalışmalarda, birden fazla araştırmacının yer aldığı ve birbirini denetleyen bir araştırma ekibi oluşturulması, bu riski önemli ölçüde azaltabilir.

- **Katılımcıların PDE Geliştirme Sürecine Dahil Olmamasının Sınırlılıkları:** Bu çalışmada, PDE'lerin tamamının araştırmacı tarafından tasarlanması, önemli



bir sınırlama olarak karşımıza çıkmıştır. Zaman ve kaynak kısıtlamaları nedeniyle öğrencilerin ilgi, öğrenme stili ve öncelikleri doğrultusunda özelleştirilmiş PDE'ler geliştirilmesi mümkün olmamıştır. Öğrencilerin PDE geliştirme süreçlerine aktif katılımı, etkinliklerin öğrenci merkezli olmasını sağlayarak, motivasyonlarını artırabileceği ve öğrenme çıktılarında daha olumlu katkılar sunabileceği düşünülmektedir. Gelecek araştırmalarda, öğrenci katılımını teşvik eden ortak tasarım süreçleri benimsenerek, PDE'lerin öğrencilerin ihtiyaçlarına daha iyi cevap vermesi sağlanabilir.

- Gizlilik: Gizlilik ve Bilgi Paylaşımı: Aynı eğitim kurumunda eğitim gören katılımcılar arasında, araştırma konusu olan PDE'ler hakkında bilgi paylaşımı olasılığı, veri toplama sürecinde bir başka potansiyel tehdit olarak değerlendirilmiştir. Bu durum, katılımcıların yanıtlarının bağımsızlığını ve doğruluğunu etkileyerek, elde edilen verilerin güvenilirliğini azaltabilir. Çalışmada, bu riski en aza indirmek amacıyla katılımcılarla gizlilik anlaşmaları imzalanmış olsa da, sosyal etkileşimlerin tamamen ortadan kaldırılması mümkün olmamıştır. Gelecekteki benzer çalışmalarda, katılımcıların farklı sınıflardan veya farklı okullardan seçilmesi gibi alternatif yöntemlerle, bilgi paylaşımı riskini daha etkin bir şekilde yönetebilmek mümkündür. Ayrıca, katılımcılara verilen bilgilendirme metinlerinde gizlilik konusunun daha detaylı bir şekilde vurgulanması ve olası sonuçlar hakkında açıkça bilgilendirme yapılması da önemli bir önlem olacaktır.

Bu sınırlamalar, araştırmanın sonuçlarının genellenebilirliğini kısıtlar ve elde edilen bulguların sadece bu özel örneklem ve koşullar için geçerli olabileceği ihtimalini akılda tutmayı gerektirir. Gelecek araştırmalarda farklı demografik özelliklere sahip örneklem üzerinde daha uzun süreli çalışmalar yapılması, nitel verilerin kullanılması ve derinlemesine analizi ve farklı metodolojik yaklaşımların kullanılması gibi alternatiflerin değerlendirilmesi, bu sınırlamaların aşılması ve bulguların daha sağlam bir temele oturtulması için önemlidir.

### **3. BULGULAR**

#### **3.1. Hazır Bulunuşluk Testi Sonuçları**

Yazma becerileri ( $M = 25.67$ ,  $SS = 24.26$ ), konuşma becerilerine ( $M = 4.48$ ,  $SS = 22.47$ ) kıyasla anlamlı derecede daha yüksek bulunmuştur. Bu bulgu, dil edinimi alanındaki önceki araştırmalarla (Demirel, 2019; Erdem, 2019; Hyland, 2003) uyumlu olup, yazma becerisinin, özellikle formal eğitim ortamlarında, konuşma becerisine göre daha erken ve sistematik olarak geliştiği yönündeki genel kanıyı desteklemektedir.

#### **3.2. Yazma Hazırbulunuşluk ve Konuşma Hazırbulunuşluk Testlerinde Puanların Tanımlayıcı İstatistikleri,**

Öğrencilerin yazma becerilerinin konuşma becerilerine göre daha gelişmiş olduğu bulgusu, daha önceki çalışmalarla tutarlılık göstermektedir. Ancak, deney ve kontrol grupları arasında yazma hazırlık düzeyindeki anlamlı fark ( $U = 79.000$ ,  $p = .001$ ), programın etkinliğini değerlendirirken bir kovaryat olarak dikkate alınmıştır. Bu nedenle, tüm gruplara uygulanan telafi programı ile başlangıçtaki bu dengesizlik giderilmeye çalışılmıştır. Konuşma becerileri açısından ise gruplar arasında anlamlı bir fark bulunamaması ( $U = 193.500$ ,  $p = .860$ ), gelecekteki çalışmalarda konuşma becerilerine daha fazla odaklanılması gerektiğini göstermektedir. Bu bulgular, özellikle sosyoekonomik düzeyi düşük öğrencilerin dil becerilerinin geliştirilmesi için tasarlanan programların planlanmasında önemli bir veri kaynağı oluşturmaktadır. Bununla birlikte, kullanılan testlerin güvenilirlik ve geçerlilik çalışmalarıyla ilgili ek araştırmalara ihtiyaç duyulmaktadır.

#### **3.3. Mann-Whitney U Testi ve Wilcoxon İmzalı Sıralar Testi Analiz Sonuçları**

Verilerin normallik ve varyans homojenliği varsayımlarını ihlal ettiği, Kolmogorov-Smirnov, Shapiro-Wilk ve Levene testleri ile doğrulanmıştır. Bu nedenle, parametrik

olmayan Mann-Whitney U ve Wilcoxon İmzalı Sıralar testleri tercih edilerek analizler gerçekleştirilmiştir.

### **3.3.1. PDE'lerin Yazma Başarısına Etkisi**

Bu bölümde, yapılandırılmış program dışı etkinliklerin (PDE) 7. sınıf öğrencilerinin yazma başarısı üzerindeki etkisi incelenmiştir.

#### **3.3.1.1. PDE'lerin Kontrol Gruplarıyla Karşılaştırılması**

Mann-Whitney U test sonuçları, PDE'lere katılan deney gruplarının (A ve B), kontrol gruplarına (C ve D) kıyasla yazma becerilerinde anlamlı bir artış gösterdiğini ortaya koymuştur. Bu bulgu, PDE'lerin öğrencilerin yazma becerileri üzerinde olumlu bir etkiye sahip olduğunu desteklemektedir. ( $p < .001$ ).

#### **3.3.1.2. PDE'lerin Ön-test ile veya Ön-test Olmadan Etkisi**

Ön test uygulanan (A) ve uygulanmayan (B) deney grupları arasındaki son test puanları arasında anlamlı bir fark bulunmaması ( $p > .05$ ), PDE'lerin etkinliğinin ön testten bağımsız olduğunu göstermektedir. Bu bulgu, PDE'lerin farklı başlangıç düzeyindeki öğrencilere benzer şekilde etki ettiğini düşündürmektedir.

#### **3.3.1.3. PDE'lerin Yazma Başarısı Üzerindeki Etkisi (Ön-test ile Son-test Arasındaki Fark)**

Mann-Whitney U testi sonuçları, PDE grupları (A ve B) ile kontrol grupları (C ve D) arasında yazma becerileri açısından anlamlı bir fark olduğunu göstermiştir ( $p < .001$ ). Bu bulgu, PDE'lere katılan öğrencilerin yazma becerilerinde belirgin bir artış olduğunu ve bu etkinliklerin öğrencilerin yazma becerilerini olumlu yönde etkilediğini desteklemektedir.

### **3.3.2. PDE'lerin Konuşma Başarısına Etkisi**

Bu bölümde, yapılandırılmış program dışı etkinliklerin (PDE) 7. sınıf öğrencilerinin konuşma becerilerine olan etkisi incelenmiştir.

### **3.3.2.1. PDE'lerin Kontrol Gruplarıyla Karşılaştırılması**

Mann-Whitney U testi sonuçları, PDE'lere katılan deney gruplarının (EG A ve EG B), kontrol gruplarına (CG C ve CG D) kıyasla konuşma becerilerinde **istatistiksel** olarak anlamlı bir artış gösterdiğini ortaya koymuştur ( $p < .001$ ). Bu bulgu, PDE'lerin öğrencilerin hem yazma hem de konuşma becerilerini olumlu yönde etkilediği yönündeki mevcut literatürü desteklemektedir.

### **3.3.2.2. PDE'lerin Konuşma Başarısına Etkisi (ön-test ile veya ön-test Olmadan)**

Ön test uygulanan ve uygulanmayan deney grupları arasındaki konuşma başarı puanları, Mann-Whitney U testi ile karşılaştırılmıştır. Sonuçlar, ön testin konuşma başarısı üzerindeki etkisi konusunda istatistiksel olarak anlamlı bir farklılık göstermediğini ortaya koymuştur ( $p = .093$ ). Bu bulgu, PDE'lerin etkinliğinin ön testin uygulanıp uygulanmamasından bağımsız olduğunu göstermektedir.

### **3.3.2.3. PDE'lerin Konuşma Başarısına Etkisi (ön-test ile son-test Arasındaki Fark)**

Wilcoxon işaretli sıralar testi, PDE'lere katılan deney grubunda (EG A) konuşma becerilerinde **istatistiksel** olarak anlamlı bir artış olduğunu gösterirken ( $p < .001$ ), ön test alan fakat PDE'lere katılmayan kontrol grubunda (CG C) böyle bir artış gözlenmemiştir ( $p > .05$ ). Bu bulgu, PDE'lerin öğrencilerin konuşma becerilerini geliştirmede etkili olduğunu, ancak ön testin bu etkinliği artırmadığını desteklemektedir.

### **3.3.3. PDE'lerin İngilizceye Karşı Tutum Üzerindeki Etkileri**

Bu bölüm, PDE'lerin 7. sınıf öğrencilerinin İngilizceye karşı tutumları üzerindeki etkisini ele almaktadır.

### **3.3.3.1. İngilizceye Karşı Tutum (Kontrol Gruplarıyla Karşılaştırılması)**

Mann-Whitney U testi sonuçları, PDE'lerin öğrencilerin İngilizceye karşı tutumları üzerindeki etkisinin tutarlı olmadığını göstermektedir. Ön test uygulanmayan deney grubunda (EG B), kontrol grubuna (CG D) kıyasla daha olumlu bir tutum gözlenirken, ön test uygulanan gruplar arasında böyle bir fark bulunamamıştır. Bu bulgu, PDE'lerin tutum üzerindeki etkisinin, ön testin uygulanıp uygulanmamasından etkilenebileceğini düşündürmektedir. Ancak, bu bulgunun kesin bir sonuca varmak için daha fazla araştırmaya ihtiyaç duyulduğu söylenebilir.

### **3.3.3.2. PDE'lerin Tutum Üzerindeki Etkisi (ön-test ile veya ön-test Olmadan)**

Ön test uygulanan ve uygulanmayan deney grupları arasındaki İngilizceye karşı tutum puanları arasında anlamlı bir fark bulunmaması ( $p = .807$ ), ön testin PDE'lere katılan öğrencilerin tutumları üzerinde doğrudan bir etkisi olmadığını göstermektedir.

## **3.4. Bulguların Özeti**

Bu çalışma, yapılandırılmış program dışı etkinliklerin (PDE) 7. sınıf öğrencilerinin İngilizce dil becerileri ve dil öğrenme tutumları üzerindeki etkisini deneysel bir tasarımla incelemeyi amaçlamıştır. PDE uygulamalarına katılan öğrencilerin, hem konuşma hem de yazma becerilerinde kontrol grubundaki öğrencilere kıyasla istatistiksel olarak anlamlı bir gelişme gösterdiği bulunmuştur. PDE'lerin öğrencilerin İngilizceye yönelik tutumlarını olumlu yönde etkilediğini ve özellikle konuşma ve yazma etkinliklerine olan ilgiyi artırdığını ortaya koymuştur. Bu bulgular, PDE'lerin İngilizce dil öğretiminde etkili bir tamamlayıcı yöntem olduğunu ve öğrencilerin hem dil becerilerini hem de öğrenme motivasyonlarını artırdığını desteklemektedir.

## **4. TARTIŞMA**

Bu araştırma, yapılandırılmış program dışı etkinliklerin (PDE) yedinci sınıf öğrencilerinin İngilizceye yönelik tutumları ve konuşma ile yazma becerileri

üzerindeki etkilerini incelemeyi amaçlamıştır. Araştırma sonuçları, PDE'lere katılan öğrencilerin, katılmayanlara kıyasla İngilizceye yönelik tutumlarında ve üretken dil becerilerinde belirgin bir artış gösterdiğini ortaya koymuştur. Bu bulgu, PDE'lerin dil öğrenme süreçlerini olumlu yönde etkileyebileceği yönündeki önceki araştırmalarla (örneğin, Craft, 2012; Harmer, 2007) paralellik göstermektedir. Söz konusu çalışmalar, PDE'lerin gerçek hayat bağlamında dil kullanımı fırsatı sunarak öğrencilerin dil becerilerini geliştirmelerine katkıda bulunduğunu vurgulamaktadır. Yıldız (2016) tarafından yapılan bir çalışmada da, dil odaklı PDE'lere katılan öğrencilerin stres seviyelerinde azalma ve dil becerilerinde artış olduğu belirtilmiştir. Benzer şekilde, bu çalışmada uygulanan tutum ölçeği, PDE'lere katılan öğrencilerin dil kullanımında daha olumlu tutum geliştirdiklerini göstermiştir. Bu bulgu, MacIntyre ve Gardner (1991) tarafından öne sürülen dil kaygısının dil öğrenimini olumsuz etkileyebileceği yönündeki görüşü desteklemektedir. PDE'lerin sunduğu rahat ve açık öğrenme ortamı, öğrencilerin dil pratiği yaparken daha az baskı hissetmelerini sağlayarak, dil kaygısını azaltır ve dolayısıyla üretken dil becerilerindeki gelişimi destekler. Bu çalışmanın sonuçları, PDE'lerin öğrencilerin dil öğrenme deneyimlerini zenginleştirerek akademik başarılarına katkı sağladığını göstermektedir.

Mann-Whitney U testi sonuçları, hem A hem de B deney gruplarındaki öğrencilerin son test konuşma ve yazma puanlarının, kontrol grupları (C ve D) ile karşılaştırıldığında anlamlı derecede yüksek olduğunu ortaya koymuştur. Bu bulgu, yapılandırılmış program dışı etkinliklerin (PDE) öğrencilerin dil üretim becerilerini önemli ölçüde geliştirdiğini desteklemektedir. Elde edilen veriler, PDE'lerin sunduğu gerçek yaşam senaryoları ve uygulama fırsatlarının, öğrencilerin dil becerilerindeki ilerlemede belirleyici bir rol oynadığını göstermektedir.

Konuşma ve yazma becerilerindeki bu anlamlı iyileşmeler, PDE'lerin dil öğrenimi üzerindeki olumlu etkileri hakkındaki önceki araştırmalarla (Donato & McCormick, 1994) uyumludur. Bu araştırmalar, gerçek yaşam iletişim durumlarının dil yeterliliğinin gelişimi için kritik önemini vurgulamaktadır. PDE'ler, dil kulüpleri, münazaralar ve tiyatro etkinlikleri gibi çeşitli uygulamalar aracılığıyla öğrencilere

gerçek ortamlarda dil kullanma fırsatı sunarak, akıcılıklarını ve özgüvenlerini artırmaktadır.

Çalışmanın bir diğer önemli bulgusu, öğrencilerin İngilizceye yönelik tutumlarında gözlemlenen olumlu değişimdir. Dörnyei (1994)'e göre, motivasyon ve zevk, dil öğrenimine yönelik olumlu bir tutumun temel belirleyicileridir. Elde edilen veriler, PDE'lere katılan öğrencilerin dil öğrenimine karşı daha yüksek bir motivasyon ve pozitif bir tutum sergilediğini göstermektedir. Bu olumlu tutum, hem uzun vadeli dil gelişimi hem de öğrenme sürecine devamlılık sağlamak açısından büyük önem taşımaktadır.

Storch ve Wigglesworth (2007)'ün işbirlikli yazma ödevlerinin üretken dil becerilerini geliştirdiği ve katılımı teşvik ettiği bulgusu, çalışmamızın sonuçlarıyla paralellik göstermektedir. PDE'lerde sıkça yer alan etkileşimli ve işbirlikçi etkinlikler, öğrencilerin yazma becerilerini geliştirmede önemli bir rol oynamaktadır. Hem işbirlikli yazma hem de PDE'ler, aktif katılım, akran etkileşimi ve dilin gerçek yaşam bağlamında kullanımı gibi ortak mekanizmalar sayesinde üretken dil becerilerindeki artışı desteklemektedir.

Bu çalışma, Swain'in (1995) Çıktı Kuramı'nı destekleyerek, üretken dil becerilerinin dil öğrenimindeki kritik önemini vurgulamaktadır. PDE'lere katılan öğrencilerdeki belirgin konuşma ve yazma becerilerindeki iyileşmeler, bu kuramı doğrular niteliktedir. Ayrıca, gözlemlenen kaygı azalması ve motivasyon artışı, Dörnyei'nin (2001) dil öğrenimi ve motivasyon üzerine yaptığı çalışmalarla uyumludur.

Elde edilen bulgular, gözlemlenen faydaların yalnızca PDE'lerden kaynaklandığını ve ön test etkisinden bağımsız olduğunu göstermektedir. A ve B deney grupları arasında anlamlı bir fark bulunmaması, Harmer'ın (2007) dil beceri gelişiminin düzenli etkileşim gerektirdiğine dair görüşünü destekler niteliktedir.

Bu çalışma, PDE'lerin öğrencilerin dil becerilerini ve İngilizceye karşı tutumlarını artırabileceğini göstererek, Gardner'ın (1985) sosyo-egitimsel modelini destekler niteliktedir. PDE'ler, daha az resmi ve daha destekleyici bir öğrenme ortamı

sağlayarak, öğrencilerin kaygılarını azaltmalarına ve dil öğrenimine karşı daha olumlu bir tutum geliştirmelerine katkıda bulunur.

Littlewood (1999), Bowman ve arkadaşları (1989) ve Ur (2000) gibi araştırmacıların da belirttiği gibi, geleneksel sınıf ortamları, öğrencilerde sıklıkla kaygı ve stres yaratabilir. Bu durum, öğrencilerin kendilerini ifade etme konusunda çekingen davranmalarına neden olur. Bu çalışmanın mülakat bulguları da bu durumu desteklemektedir. Ancak, PDE'ler öğrencilere daha rahat ve destekleyici bir öğrenme ortamı sunarak bu olumsuz etkileri azaltır. Öğrenciler, PDE'lerde daha az baskı hissederek dil becerilerini daha özgürce kullanma fırsatı bulurlar. Dörnyei (2001) ve Özcanlı ile Kozikoğlu (2023) gibi araştırmacıların da belirttiği gibi, PDE'ler anlamlı ve keyifli dil pratiği fırsatları sunarak öğrencilerin motivasyonunu artırır ve İngilizce konuşma kaygılarını azaltır. Dil öğretmenlerine, öğrencilere rehberlik etme, ilgi çekici ve motive edici bir öğrenme ortamı sunma ve öğrencilerin kendilerini özgürce ifade edebileceği olumlu bir sınıf ortamı oluşturmaları önerilmektedir. PDE'ler, hata yapmanın öğrenmenin doğal bir parçası olduğu anlayışını benimseyerek, öğrencilerin özgüvenlerini artırabilir ve iletişim becerilerini geliştirmelerine katkı sağlayabilir.

PDE'lere katılan öğrenciler, dil öğrenimine yönelik daha olumlu bir tutum sergileme eğilimindedir. Dil öğrenimini sadece akademik bir zorunluluk olarak değil, aynı zamanda sosyal etkileşim ve kişisel gelişim için değerli bir araç olarak görmektedirler. Bu durum, uzun vadeli dil öğrenme motivasyonunu ve başarıyı destekleyen önemli bir faktördür. PDE'ler, öğrencilere dil öğrenimi sürecinde daha proaktif ve istekli bir rol üstlenme fırsatı sunarak, dil becerilerinin gelişimi ve öğrenme deneyiminin zenginleşmesi arasında pozitif bir ilişki kurar.

Deci ve Ryan (2000) tarafından öne sürülen öz-determinasyon teorisi çerçevesinde değerlendirildiğinde, PDE'lerin öğrencilerde ilgili olma, yeterlilik ve özerklik gibi temel psikolojik ihtiyaçları karşıladığı söylenebilir. Çalışmada elde edilen bulgular, PDE'lere katılan öğrencilerin bu ihtiyaçlarını daha iyi karşıladıklarını ve bunun sonucunda daha yüksek düzeyde içsel motivasyona sahip olduklarını göstermektedir. Örneğin, öğrencilerin akranlarıyla daha güçlü bağlar kurduklarını ve dil becerilerine olan güvenlerinin arttığını belirtmeleri, bu teorinin bileşenlerini doğrudan desteklemektedir.



Appleton ve arkadaşlarının (2008) okul katılımı modeli, öğrencilerin davranışlarını, duygusal durumlarını ve okula yönelik tutumlarını üç temel bileşen olarak ele alır. PDE'ler, öğrencilere eğlenceli ve anlamlı deneyimler sunarak bu üç bileşeni de olumlu yönde etkiler (Feldman & Matjasko, 2005). Okul katılımı teorisi, bu üç alanda yüksek düzeyde katılımın, akademik başarıyı artırmak, okul bırakma oranlarını düşürmek ve genel olarak okul deneyimini iyileştirmek için kritik öneme sahip olduğunu vurgular (Li & Lerner, 2011). PDE'ler, öğrencilerin motivasyonunu, özsaygısını ve sosyal becerilerini geliştirerek dolaylı yoldan akademik başarıyı destekler ve öğrencilere akademik konuları daha iyi anlamalarını sağlayacak deneyimler sunar (Mahoney, Cairns, & Farmer, 2003).

Fredricks ve arkadaşları (2004), okul katılımı teorisinin öğrencilerin tüm etkileşimlerini kapsayan kapsamlı bir çerçeve sunduğunu vurgulamaktadır. PDE'ler ise, bu teorisinin kapsamını genişleterek, öğrencilere standart müfredatın ötesinde katılım ve gelişim fırsatları sunmaktadır (Eccles & Barber, 1999). Okul ortamlarının genellikle öğrencilere sınırlı seçenekler sunduğu göz önüne alındığında, PDE'lerin öğrencilere kendi ilgi ve yeteneklerine uygun etkinliklere katılma özgürlüğü tanınması önemli bir avantaj sağlamaktadır (Appleton vd., 2008).

Okul katılımı teorisi ağırlıklı olarak akademik başarı ve bilişsel gelişime odaklanırken, PDE'ler sosyal, duygusal ve kişisel gelişim gibi daha geniş bir yelpazedeki becerileri destekler (Mahoney vd., 2003). Bu nedenle, PDE'lerin okul katılımı ile entegre edilmesi, öğrencilerin bütünsel gelişimine daha kapsamlı bir yaklaşım sunar. Öğretmenler, hem sınıf içi hem de sınıf dışı etkinliklerin önemini vurgulayarak öğrencileri daha fazla motive edebilir ve öğrenme süreçlerine daha aktif katılımlarını sağlayabilir (Dotterer vd., 2007).

Noels ve arkadaşlarının (2001) bulguları, dil öğreniminde öğrencilerin ilgi ve olumlu tutumlarının önemini vurgulamaktadır. Çalışmamız, PDE'lerin öğrencilerde bu faktörleri geliştirerek daha etkili bir dil öğrenme ortamı sağladığını göstermektedir.

Bu çalışmanın sonuçları, daha önceki araştırmaların bulgularıyla büyük ölçüde tutarlılık gösteriyor. Ancak, bazı konularda farklı sonuçlar ortaya çıkararak, konu hakkında daha önce düşünülenlerin dışında yeni bir

perspektif sunmaktadır. Örneğin, Krashen'ın (1982) giriş hipotezi, anlaşılabilir girdinin dil ediniminde öncelikli rol oynadığını öne sürerek, çıktı ve etkileşimli etkinliklere daha az vurgu yapar. Ancak, bu çalışmada gözlemlenen üretken becerilerdeki ve olumlu tutumlardaki belirgin iyileşmeler, PDE'ler aracılığıyla sağlanan aktif katılımın ve dil üretiminin, başarılı dil edinimi için kritik unsurlar olduğunu göstermektedir. Bu bulgular, Krashen'ın teorisini, girdinin yanı sıra çıktının da dil öğreniminde önemli bir rol oynadığı yönünde yeniden değerlendirmeye itmektedir.

PDE'ler, öğrencilere gerçek dünya dil materyallerine ve etkileşimlerine maruz kalma fırsatı sunarak zengin ve anlamlı girdiler sağlamıştır. Aynı zamanda, öğrencilerin dili aktif olarak kullanmalarına olanak tanıyarak çıktıya dayalı öğrenmeyi desteklemiştir. Bu çift yönlü yaklaşım, öğrencilerin dil becerilerini hem anlama hem de üretme yönünde geliştirmelerine katkıda bulunmuştur. Lightbown ve Spada (2013) da çıktının ve katılımın dil öğrenimi için önemli olduğunu vurgulamasına rağmen, etkili dil öğreniminin yeterli bir girdiyi de gerektirdiğini belirtmektedir. Bu çalışma, PDE'lerin hem anlamlı girdi hem de bol miktarda çıktı ve etkileşim fırsatı sağlayarak bu görüşü desteklemektedir. PDE'ler içerisindeki yapılandırılmış etkinlikler, öğrencilere hem dil anlama hem de kullanım becerilerini geliştirecek kapsamlı bir öğrenme deneyimi sunar. Bu bulgular, başarılı dil ediniminin hem girdi hem de çıktıya dayalı öğrenmenin dengeli bir entegrasyonunu gerektirdiğini göstermektedir.

Sonuç olarak, bu çalışma, dil öğretim etkinliklerinde hem anlaşılabilir girdi hem de aktif dil kullanımı dahil etmenin önemini vurgulamaktadır. Bu iki unsurun dengeli bir şekilde bir araya getirilmesinin, öğrencilerin dil becerilerini daha etkili bir şekilde geliştirmelerine katkı sağlayacağı düşünülmektedir."

#### **4.1. Öneriler**

Bu çalışmanın sonuçları, dil odaklı program dışı etkinliklerin öğrenme süreçlerine olan etkileri üzerine yapılacak gelecek araştırmalar için önemli bir zemin oluşturmaktadır. Özellikle, bu etkinliklerin uzun vadeli etkileri, farklı türlerdeki PDE'lerin karşılaştırılması ve çeşitli öğrenci gruplarındaki etkinlikleri gibi konularda daha derinlemesine çalışmalar yapılması gerekmektedir.

- **Uzun Vadeli Etkiler:** Gelecek arařtırmalar, dil odaklı PDE'lerin öđrencilerin dil becerileri ve tutumları üzerindeki uzun vadeli etkilerini incelemeye odaklanmalıdır. Boylamsal alıřmalar, bu etkinliklerin faydalarının zaman içinde nasıl sürdüđünü ve geliřtiđini ortaya koyarak, PDE'lerin dil öđrenimi üzerindeki kalıcı etkisini daha iyi anlamayı sađlayacaktır.
- **Farklı PDE Türlerinin Karřılařtırılması:** Farklı türdeki PDE'lerin (örneğin, kültürel kulüpler, münazara takımları) dil becerileri ve tutumlar üzerindeki etkilerini karřılařtıran alıřmalar yapılmalıdır. Solomon Dört Gruplu Tasarım gibi deneysel yöntemler kullanarak, hangi tür PDE'lerin öđrencilerin dil becerilerini ve olumlu tutumlarını geliřtirmede daha etkili olduđu belirlenebilir.
- **Bireysel Farklılıkların Etkisi:** Sosyoekonomik durum, kültürel çeřitlilik ve okul politikaları gibi faktörlerin PDE'lerin etkinliđi üzerindeki etkisi incelenmelidir. Bu faktörlerin etkilerini anlamak, farklı öđrenci gruplarının ihtiyalarına daha iyi cevap verebilecek ve eřitliki eđitim ortamları oluřturabilecek PDE programları geliřtirmeye yardımcı olacaktır.

Bu alıřmanın bulguları, PDE'lerin dil eđitimi üzerindeki etkisi konusunda önemli sonuçlar ortaya koyarak, alanındaki eđitim uygulamaları ve politikaları üzerinde derin etkiler yaratma potansiyeline sahiptir. Bu alıřma, dil odaklı PDE'ler üzerine yapılacak gelecek arařtırmalar için sađlam bir zemin oluřturmaktadır. Gelecekteki alıřmalar, PDE'lerin etkilerini daha detaylı incelemek için yarı yapılandırılmıř görüřmeler, ön-son bařarı deđerlendirmeleri ve Solomon Dört Gruplu Tasarım gibi daha titiz arařtırma yöntemlerine bařvurabilir. Bu arařtırma alanlarının incelenmesi, dil odaklı PDE'lerin öđrencilerin eđitim deneyimlerini nasıl zenginleřtirebileceđi ve dil öđrenme sonuçlarını nasıl iyileřtirebileceđi konusundaki anlayıřımızı derinleřtirecektir. Bu bilgiler ışığında, eđitmciler ve politika yapıcılar, PDE'leri ieren daha kapsamlı ve etkili dil programları geliřtirebileceklerdir.

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### YAZARIN / AUTHOR

**Soyadı** / Surname : ERÇAKIR KOZAN  
**Adı** / Name : Begüm  
**Bölümü** / Department : Eğitim Bilimleri, Eğitim Programları ve Öğretim / Educational Sciences, Curriculum and Instruction

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